

John Jay College of Criminal Justice

THE CITY UNIVERSITY OF NEW YORK



UNDERGRADUATE BULLETIN

2003—2005

IMPORTANT NOTICE OF POSSIBLE CHANGES

The Board of Trustees of The City University of New York reserves the right to make changes of any nature in the academic programs and requirements of The City University of New York and its constituent colleges. All programs, requirements, and courses are subject to termination or change without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York.

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

Course Offerings and Availability

All courses listed in this bulletin are scheduled to be offered during the 2003-2005 academic year, except as otherwise noted. Dates indicated for course offerings are dependent upon sufficient student registration, availability of faculty, and financial constraints. For the most up-to-date listings of course availability, please consult the Schedule of Classes.

It should be noted that while many courses are offered in day/evening sessions, others are not. Before selecting a degree program, students in need of such schedule flexibility should consult with the respective department chairpersons to determine whether courses needed for that degree will be offered in day/evening session.

Security

The Department of Campus Safety and Security responds to emergencies and problems. The telephone numbers of the security desks, which are staffed at all times, are:

Tenth Avenue Building: (212) 237-8266 North Hall: (212) 237-8740 555 West 57th Street: (212) 237-8700

Emergency Closing

In the event of a serious snowstorm or other emergencies that might cause closing of the College, the following radio stations provide necessary information.

WABC 770 AM	WMCA 570 AM
WBLS 107.5 FM	WNYC 830 AM / 93.9 FM
WCBS 880 AM / 101. FM	WOR 710 AM
WINS 1010 AM	WQXR 1560 AM / 96.3 FM
WLIB 1190 AM	

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President: Antonio Perez

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YORK COLLEGE, Founded 1966

President: ROBERT L. HAMPTON

MEDGAR EVERS COLLEGE, Founded 1968

President: Edison O. Jackson

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President: Dolores M. Fernandez

FIORELLO H. LAGUARDIA COMMUNITY COLLEGE, Founded 1968

President: Gail O. Mellow

THE CITY UNIVERSITY SCHOOL OF LAW AT QUEENS COLLEGE, Founded
1973

President: Kristin Booth Glen

THE SOPHIE DAVIS SCHOOL OF BIOMEDICAL EDUCATION, Founded 1984

Dean: Stanford A. Roman, Jr.

1

John Jay College of Criminal Justice

THE 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 the highest quality of undergraduate and graduate study, to promoting and protecting academic freedom, to promoting scholarship and encouraging research, especially in areas related to criminal justice and public service. 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 students, faculty, and staff to the highest ideals of citizenship and public service.

■ **Origins**

John Jay College of Criminal Justice is the embodiment of a new concept in higher education. As the second half of the 20th Century began to unfold, civic leaders and the New York City Police Department became increasingly aware of the growing complexity of police work, not only in the internal administration and operation of the department, but also in the ongoing relations between police and the community. A response to these concerns was the establishment in 1954 of a Police Science Program, which emphasized a strong liberal arts program as the basis of a sound police education, at what was then the Baruch School of Business and Public Administration of City College.

Over the next years the program attracted increasingly larger numbers of students. By 1964 a special committee convened by the Board of Higher Education noted that “the education of the law enforcement officer, like the education of a teacher, must provide that freeing of the mind which is the essence of a liberal arts education,” and recommended the establishment of an independent degree-granting school of police science under the sole jurisdiction of the Board of Higher Education. The College of Police Science of The City University of New York was thus established, and in September 1965 it admitted its first class of students.

Within a year it became clear that the name assigned to the College did not adequately

describe its character. In recognition of the objectives of broad education for law enforcement officers, professional training for those engaged in the process of criminal justice, development of leadership, and emphasis on professional achievements in public service, the College was renamed John Jay College of Criminal Justice, in honor of the first Chief Justice of the United States Supreme Court.

■ **John Jay (1745–1829)**

John Jay was born in New York City into a family descended from early Dutch settlers and French Huguenots who had come to the New World to escape religious persecution. After graduating from King's College at the age of nineteen, he was apprenticed to an attorney in the city. Four years later, he was admitted to the bar and established a practice in which he specialized in civil litigation in New York City, Westchester, and Dutchess County courts.

Throughout his subsequent career as lawyer, public servant, and diplomat, John Jay was renowned for his punctilious attention to legal issues. A typical example is his crucial *Address to the People of Great Britain*, written in 1774 when he was a delegate to the First Continental Congress, in which he stressed the legality of the colonists' political position. A reluctant revolutionary at first, he went on to play a major role in the legal organization of the government of his home state and in the formation of the new nation. He drafted the constitution of New York State (1777) and served as the state's first chief justice (1777–78). In the sphere of national and international affairs, he was elected president of the Continental Congress (1778), appointed minister to the Spanish court (1779) and member of the American Peace Commission to Paris to negotiate the peace treaty with Great Britain (1782–82), elected Secretary for Foreign Affairs (1784–89), and named Chief Justice of the United States Supreme Court by President George Washington (1789–95). As governor of New York (1795–1801) he reformed the state's penal code by abolishing flogging and restricting the death penalty to such high crimes as treason and murder, and he recommended the establishment of a penitentiary for the employment and reform of criminals.

A member of his class and of his time, John Jay owned slaves. However, during an unscheduled landing in Martinique on his journey to Spain he encountered the full force of the brutality of plantation slavery. Soon after his return to the United States, while serving as the nation's Secretary for Foreign Affairs, he became president of the newly formed Society for Promoting the Manumission of Slaves. While governor of New York he promoted the introduction of a bill for the gradual abolition of slavery, which was defeated by a vote of 32–30. His belief in freedom was carried on by one of his sons, who became a leading pamphleteer in the anti-slavery movement.

John Jay's judicial positions, political career, and humanitarian concerns underscore the decision to connect his name with a college devoted to the study and practice of law enforcement, criminal justice, and public service.

■ **History and Organization of the College**

Originally housed at the New York City Police Academy, the College soon developed an acute need for more space. In the spring of 1967, a move to a building on Park Avenue South provided larger quarters for students and faculty. By 1970, a growing population of both students and faculty led to the leasing of additional space. Even this expansion was inadequate, and in 1970 a site near Lincoln Center was selected as a permanent home for the College, the present North Hall at 445 West 59th Street. As time for the move to the new quarters approached, it became clear that this new building alone would not suffice, and additional space nearby, at 444 West 56th Street, became South Hall. In the summer of 1973 the College moved into these buildings which provided classrooms, laboratories, studios, library, offices, study areas, physical fitness, and sports facilities.

Continuous growth in the number of students, programs, and services produced new needs for more space. In 1985 the College acquired a new facility across from North Hall at 899 Tenth Avenue, between 58th and 59th Streets. The Tenth Avenue Building, which began service in September 1988, houses a more spacious library, a new performing arts theater, new lecture halls, and a greater variety of classrooms and seminar areas. It also provides complete physical education and sports facilities, including an NCAA regulation-size swimming pool, a sophisticated cardiovascular fitness center, two full-size gymnasiums, racquetball courts, and a running track. In recognition of the College's continued growth and progress, the New York State legislature and Governor have approved a five-year capital budget of \$352 million for the College in order to expand its facilities.

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. Inquiries regarding this registration may be addressed to the New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, New York 12230 (518) 474-5851.

The College is administered by its President and four Vice Presidents: the Provost and Vice President for Academic Affairs; the Vice President for Institutional Advancement and Community Service; the Vice President for Student Development; and the Vice President for Administrative Affairs. The following are among the offices that report to the President and Vice Presidents: the Office of the Associate Provost; the Office of the Dean for Admissions and Registration; the Office of Business Services; the Office of the Dean of Graduate Studies and Research; the Office of the Dean for Special Programs; the Office of Public Relations; and the Division of Student Development. Nineteen academic departments administer the College's instructional programs and offerings.

■ **Student Body**

The College serves as the most significant teaching and training center in the New York metropolitan area for the continuing education of members of the uniformed services and employees of government agencies responsible for criminal justice, fire safety, and other public services.

The College has an annual enrollment of approximately 12,000 students, among whom approximately 1,000 study for the master's degree and close to 100 pursue the doctorate in criminal justice offered under the jurisdiction of the Graduate School of The City University of New York. The College attracts a large number of law enforcement personnel and firefighters as well as traditional, pre-career undergraduate students.

THE CITY UNIVERSITY OF NEW YORK

The City University of New York is a public institution comprising senior colleges, community colleges, a graduate center, a law school, and an affiliated medical school. The University dates from 1847, when the needs of the city for free higher 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.

In order to provide maximum opportunity, The City University of New York has developed the largest university-sponsored program in the nation to enable disadvantaged high school youth to enter and remain in college, first through the College Discovery Program, through Operation SEEK (Search for Education, Elevation and Knowledge), and then through the Open Admissions policy introduced in 1970. The University is committed to open access with educational programs of the highest distinction.

Master's degree programs are offered by the senior colleges and the Graduate School and University Center. The University Doctoral Program offers the Ph.D. degree in many academic disciplines. The doctoral faculty is composed of scholars on the faculties of the senior colleges and those holding University appointments.

UNDERGRADUATE AND GRADUATE PROGRAMS

■ **Undergraduate Programs**

John Jay College offers baccalaureate degrees—the Bachelor of Arts and the Bachelor of Science—in majors that focus on criminal justice, police studies, correctional studies, criminal justice administration, criminology, deviant behavior, government, international criminal justice, judicial studies, justice studies, public administration, legal studies, fire science, fire and emergency service, forensic psychology, forensic science, security management, and computer information systems applied to criminal justice and public administration. The Associate in Science degree is offered in correction administration, criminal justice, police studies, and security management.

In addition to its majors, the College offers a variety of programs that permit students to concentrate on particular aspects of a field of study, among which are African-American Studies, Addiction Studies, Dispute Resolution, Puerto Rican/Latin American Studies, and Women's and Gender Studies. An extensive internship program combines classroom instruction with supervised practical experience in government agencies and private organizations.

All these offerings are described in detail in this Undergraduate Bulletin. For additional information, please contact the Office of the Associate Provost, Room 634 Tenth Avenue Building (212-237-8960).

■ **Graduate Programs**

The graduate program at John Jay College offers five master's degree programs and the doctoral program in criminal justice under the jurisdiction of the Graduate School of The City University of New York. Degrees at the master's level are Master of Arts in Criminal Justice, Master of Arts in Forensic Psychology, Master of Public Administration, Master of Science in Protection Management, and Master of Science in Forensic Science. The Graduate School of The City University of New York awards the Ph.D. degree in Criminal Justice.

All these offerings are described in detail in the Graduate Bulletin. For additional information, please contact the Office of Graduate Studies, Room 411 Tenth Avenue Building (212-237-8423).

SPECIAL PROGRAMS

The Office of Special Programs is responsible for the design and implementation of innovative courses of study that meet the changing needs of police and other public safety agencies. Special Programs' Office of Adult and Community Continuing Education also offers specialized courses to the student body and neighboring community. For information concerning such programs, please contact the Office of Special Programs, Room 632 Tenth Avenue Building (212-237-8655) or the Office of Adult and Community Continuing Education (212-237-8699).

■ **Managing Situations Involving Emotionally Disturbed Persons: An Emergency Psychologist Technician Certificate Training Program**

In operation since 1984, this program provides academic, clinical, and field training for police, and other law enforcement personnel to enhance their ability to work safely and effectively with emotionally disturbed clients. The course focuses on ways of assessing mental disorders and drug reactions, and explores, through simulations and role-play, emergency intervention techniques that are used to manage emotionally disturbed persons. The course has been offered primarily for police officers who are members of specialized Emergency Service or Hostage Negotiation Units.

■ **Human Dignity and the Police**

Immediately following its development in 1992, the Human Dignity and the Police course was offered under United States Department of State sponsorship, in over a dozen Central American, South American, and Caribbean countries. The course was enthusiastically received and in a number of countries, both its content and teaching-learning approach was incorporated into police academy training. The Human Dignity and the Police course has, in ensuing years, been offered to hundreds of New York City Police cadets and to New York City Police Department and New York City Department of Correction training academy personnel.

Since 1995, this course has also been part of the United States government's International Law Enforcement Academy (ILEA) curriculum at its various branches, e.g., at ILEA Budapest, Hungary (serving police from Russia and the newly independent states of Central and Eastern Europe); at ILEA South (serving police from Central America and Caribbean countries); at ILEA Bangkok, Thailand (serving police from South East Asia); and at ILEA Garborone, Botswana (serving police from the nations of Africa).

In addition, groups of regional police commanders from Bosnia have taken the Human Dignity course, and it has also been offered to hundreds of American police officers serving as United Nations peacekeeping monitors in Bosnia and Haiti.

- **Police and Peace Officer Training Programs**

John Jay offers the New York State certified Basic Police Officer and Peace Officer Training Course for agencies that include: Amtrak and Conrail Police, the New York City Department of Buildings, the New York City Department of Homeless Services and the New York City Department of Transportation. Trainees must be members of agencies that employ police or peace officers in order to participate in these certification programs.

- **Adult and Community Continuing Education Programs**

Certified Emergency Medical Services Training Programs

Courses related to emergency medical services are offered through this program, including the New York State Certification course for Basic Emergency Medical Technician, State Certified EMT Refresher Courses, Certified First Aid Courses, Certified First Responder Defibrillation and CPR programs for individuals and groups. These programs are open to the public as well as to police officers and firefighters.

Defensive Driving Courses

The National Safety Council's six-hour Defensive Driving course is offered on a regular basis throughout the year. Evening and weekend courses are offered.

Other Community Continuing Education Programs

Other offerings including prep courses for GRE, LSAT, and GED are announced and conducted throughout the year. John Jay College is certified as the GED testing site of Manhattan's West Side. These programs are open to the general public as well as to John Jay students. For additional information, please contact the Office of Adult and Community Continuing Education Programs (212-237-8699.)

THE LLOYD GEORGE SEALY LIBRARY

The Lloyd George Sealy Library's holdings of more than 440,000 books, periodicals, microforms, and digital collections demonstrate the effect of a continuing program of support for the curricular and educational aims of the College. While all the disciplines that constitute the basis of a liberal arts collection are well represented, the main strength lies in the social sciences, criminal justice, public administration, fire science, forensic science, forensic psychology, and related fields. Resources in these areas are extensive and support the research needs of students, faculty, and criminal justice agency personnel. There is also a significant body of material dealing with alcoholism and substance abuse. Electronic information resources, including the full texts of journals, newspapers and court cases, are available on networked computers and from home and supplement the traditional collections.

The Library holds a number of unique research collections directly related to the central mission of the College. Trial transcripts of the New York criminal courts dating from the 1890s through 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 are also personal papers of individuals who have made significant contributions in fields of concern to the College, such as Graham Knowles, Lewis Lawes, Flora Schreiber, Robert Martinson, Richard Dugdale, as well as archives of social, political, and investigative agencies. Purchases, gifts, and bequests steadily add to these collections.

The Library occupies dramatic and spacious quarters on the first two floors of the Tenth Avenue Building. Networked computers with access to the online catalogue and the Internet are located on the Library's upper level, along with a classroom equipped for hands-on instruction in all of these electronic resources. Specialized reference librarians are available to assist Sealy Library users with research questions or with using the databases. Circulation and reserve services are located at the entry level; the reference collections and services and administrative offices are on the upper level. The circulating collection, arranged in open stacks to encourage browsing, is housed on both levels.

For additional information, please contact the reference desk on the second level of the Tenth Avenue Building (212-237-8246).

CENTERS AND INSTITUTES

■ **The Center for International Human Rights**

The Center for International Human Rights was established in 2001 with a mandate to study the main challenges to the promotion and protection of internationally recognized human rights norms; analyze and assess the intersections between human rights violations and international crimes; investigate genocide historically and in the contemporary world; and devise educational programs aimed at increasing public awareness of these norms. The Center is currently developing two major research projects. The first project focuses on the political dimensions of international justice and is a collaborative undertaking between the Center and the United Nations University (UNU). The second will study the protective regime of children in situations of armed conflict and is being developed with officials at the office of the Secretary-General's Special Representative on Children and Armed Conflict. In addition, the Center plans, in collaboration with William Paterson University in New Jersey, a major conference on "Humanizing Globalization" to take place during the Fall 2003 semester.

For additional information concerning the Center, please contact Professor George Andreopoulos, Room 603-5, 555 West 57th Street (212-237-8314).

■ **The Center on Terrorism and Public Safety**

The Center on Terrorism and Public Safety promotes discussion and research on issues relating to terrorism. Its mandate is to promote a deeper understanding of the phenomenon of terrorism and to develop useful projects to combat it. The Center supports a number of research projects, most especially an ongoing interview study of the World Trade Center Disaster. The Center will also be collaborating with the Office of Graduate Studies to create a certificate program in terrorism at the master's level. Finally, the Center hosts a number of programs, including seminars for faculty and students, as well as larger public events. Such a blend of scholarship, curricular activities, and programs that reach students, faculty and the public give the Center on Terrorism and Public Safety a unique role in fulfilling the College's mission. For additional information concerning the Center on Terrorism and Public Safety, please contact Professor Charles Strozier, Room 601, 555 West 57th Street (212-237-8432).

■ **The Criminal Justice Center**

The Criminal Justice Center was established at John Jay College in 1975 in response to the need for a unit that would serve as a bridge between the academic community and a variety of practitioner needs. The Center serves criminal justice agencies by providing a variety of seminars, workshops, and training programs and by conducting evaluations and studies of criminal justice operations and issues. The Center is the site of the Regional Training Center for the New York/New Jersey HIDTA (High Intensity Drug Trafficking Area) and serves as a Regional Training Facility for the New York Office of the FBI. The Security Management Institute, which provides training, professional development, and consultation services for the private security industry, is also housed at the Center. A regularly updated Security Technology Laboratory is maintained for use in various programs. The Director of the Criminal Justice Center serves as the technical assistance coordinator for the federally funded New York State Regional Community Policing Institute (NYSRCPI). Additional notable work of the Center involves school safety and security issues, grades K-12, as well as at the college and university level. Center activities also include matters dealing with investigative techniques, international security, counterterrorism and hostage negotiation. The Criminal Justice Center is authorized by the New York State Division of Criminal Justice Services to provide Peace Officer Training and as a Security Guard Training School.

For additional information, please contact Dr. Robert J. Loudon, Director, Room 636 Tenth Avenue Building, (212) 237-8638, e-mail: cjcsmitr@jjay.cuny.edu, FAX (212) 237-8637

■ **The Criminal Justice Research and Evaluation Center**

The Criminal Justice Research and Evaluation Center provides training, research, technical assistance, and evaluation to agencies working on projects related to crime prevention and control. The Center's evaluation approach focuses on capacity building and a systems approach to ongoing program development. Among the organizations the Center has worked with are: Inwood Community Prevention Services, United Neighborhood

Houses, The New York Community Trust, The Ford Foundation, The Department of Justice's Office of Juvenile Justice Delinquency Prevention, The Center for Substance Abuse Prevention of the Federal Department of Health and Human Services, and the New York State Department of Court Administration.

For additional information concerning the Center, please contact Jack Trinco, Room 605, 555 West 57th Street (212-237-8643).

■ **The Institute for Criminal Justice Ethics**

The Institute for Criminal Justice Ethics was established to foster greater concern for ethical issues among practitioners and scholars in the criminal justice field. Through its diverse programs it serves both as a national clearinghouse for information and as a stimulus to research and publication. It seeks to encourage increased sensitivity to the necessity of ethical behavior among those who enforce our system of criminal justice and to foster consideration of moral issues in the education of criminal justice professionals. The Institute publishes *Criminal Justice Ethics*, a semiannual journal, sponsors and publishes the proceedings of scholarly conferences, and assists in ethically-oriented graduate research projects.

For information about the Institute, please contact Professor John Kleinig, Executive Director, Room 422/22 Tenth Avenue Building (212-237-8415) or visit the web page at <http://www.lib.jjay.cuny.edu/cje>.

■ **The Institute on Alcohol and Substance Abuse**

The Institute on Alcohol and Substance Abuse was founded to further knowledge about addiction through education, training, and research. To achieve these goals, the Institute collaborates with University faculty, as well as, city and state officials to assist in policy and program development in addiction treatment, intervention, and prevention. The Institute offers a variety of programs, seminars, workshops, and conferences for professionals in the field and related fields.

The City University of New York Office of Substance Abuse Prevention Programs serves as a central resource for alcohol and other drug prevention, education, and intervention services. The Office develops a variety of programs for University-wide implementation; provides training and technical assistance to both the University community and the public; and develops training materials and other resources. The Office collaborates with public schools, treatment facilities, government agencies, community groups, and law enforcement agencies to contribute to the reduction of substance abuse among the youth of New York City.

For additional information, please contact Dr. Roberta Blotner, Director, Room 623 Tenth Avenue Building (212-237-8424).

■ **The Stephen E. Smith Center for Cyber Crime**

The Stephen E. Smith Center for Cyber Crime was established in 2000 to help create an environment to effectively address the problems related to electronic crime. The Center brings training and education to financial, corporate, law enforcement and academic institutions to prevent, detect, and respond to electronic criminal conduct. It also provides the opportunity for participants to develop collaborative relationships within the field. The Center has also hosted a series of workshops which addressed the challenges to law enforcement, corporate America, and education in responding to cyber crime.

For additional information about the Stephen E. Smith Center for Cyber Crime, please call (212) 237-8624.

■ **The City University of New York Dispute Resolution Consortium**

Since 1993, John Jay College has housed the City University of New York Dispute Resolution Consortium (CUNY DRC), a university based academic center which serves as a comprehensive coordinating mechanism to advance research and innovative program development throughout City University as well as the New York City metropolitan area. As part of its ongoing operations, the CUNY DRC organizes conferences and training programs, provides technical assistance, conducts research, hosts visitors from around the world, produces research working papers, publishes a biannual newsletter, and maintains a listserv and an extensive database of those interested in dispute resolution in New York City. Of particular note is the CUNY DRC's initiative called Make Talk Work which includes training workshops, special projects, and monthly city-wide meetings for scholars and practitioners in dispute resolution.

The CUNY DRC has amassed an outstanding track record in addressing all kinds of difficult issues using a variety of innovative formats including dialogues, town meetings, mediation, and related informal dispute resolution processes. It has specialized in fostering constructive inter-group relations including dialogues between cops and kids and among culturally diverse groups. The CUNY DRC was established with funding provided by the City University of New York and the William and Flora Hewlett Foundation. In addition to the former, the CUNY DRC's innovative activities are supported by grants from a wide range of foundations and government sources.

For additional information about the CUNY Dispute Resolution Consortium, please contact Dr. Maria R. Volpe or Michelle Melendez at John Jay College of Criminal Justice, Room 520, 899 Tenth Avenue, New York, New York 10019 (212-237-8692); email: dispute@jjay.cuny.edu or go to <http://johnjay.jjay.cuny.edu/dispute>

ALUMNI ASSOCIATION

The John Jay College Alumni Association provides a vital link of communication for all graduates of the College. Through its publication, *John Jay Informer*, special events, and programs, the Association keeps alumni informed and involved in the services and activities of the College.

Alumni Association members receive valuable benefits and services that assist graduates on a personal and professional level. This includes: a seminar series covering important topics such as Exploring the Internet and Personal Financial Planning; special lectures on critical criminal justice and public policy issues; and receptions featuring leading area criminal justice officials where graduates can network with colleagues.

Association members are eligible for discounts in auto and home insurance, off-Broadway shows and college publications, like *Law Enforcement News*. In addition, the Alumni Office has a microcomputer lab where members have unlimited access to the Internet and the latest computer software. Members are also offered special career assistance and counseling services including workshops on résumé writing and job interviewing. Membership dues and contributions fund merit-based scholarships, books for the Lloyd George Sealy Library, tutoring labs and other special student and program needs.

For additional information about the Association, please contact the Office of Alumni Affairs, Room 532 Tenth Avenue Building (212-237-8547).

OFFICE OF INSTITUTIONAL ADVANCEMENT AND COMMUNITY SERVICES

The Office of Institutional Advancement and Community Services oversees a diverse set of responsibilities which, in common, concern the College's relationship with the outside world. A primary emphasis of the Office is the development and promotion of the College's professional education and training programs. In addition, the Office is responsible for communication with the general public, the media, government agencies, corporate and political leaders, on a local, national and international level.

The Office of Institutional Advancement and Community Service promotes the College as an important and effective place to study, receive specialized training, conduct research, teach and pursue professional development. This plays an important role in student and faculty recruitment. Maintaining public visibility also enhances legislative, interagency, public, as well as, corporate support for the College's programs. The John Jay College Foundation, Inc. and the Alumni Association are also housed in the Office Institutional Advancement and Community Services.

For additional information, please contact the Office of Institutional Advancement and Community Services, Room 623 Tenth Avenue Building (212-237-8624).

■ Office of Public Relations

The Office is responsible for advancing, projecting and promoting the College's programs, achievements, activities, and resources. This is accomplished by working with the media, government officials, community groups, potential financial donors and alumni, through the pursuit of publicity opportunities, organization of special events and the development of appropriate promotional publications.

The Office of Public Relations responds to and generates media requests for expert

commentary from College faculty and staff. This activity positions John Jay College as a major force in shaping criminal justice policy, and is a mechanism to create greater public awareness and intellectual discourse regarding important criminal justice issues.

For information about the College, its programs, activities, and facilities, please contact the Office of Public Relations, Room 623 Tenth Avenue Building (212-237-8654).

■ ***Law Enforcement News***

John Jay College established *Law Enforcement News* in 1975 and since that time it has served as an adjunct to the mission of the College by disseminating critical and complex information in a timely way and by providing a national link between police agencies and the academic and research communities. Published 22 times a year, *Law Enforcement News* reports on innovations, problems, and trends in the field. John Jay students qualify for a 50 percent discount on prepaid subscriptions.

For additional information, please contact Ms. Marie Rosen, Publisher, Room 608, 555 West 57th Street (212-237-8442.)

■ **The Fire Science Institute**

Through its educational and training programs, the Fire Science Institute serves the needs of researchers and educators as well as professionals in the firefighting field. Activities of the Institute have included training and educational programs for private and public agencies, such as the Fire Safety Directors Program for high rise buildings, hotels, and hospitals; originating the first Fire Cadet Program for the New York City Fire Department, integrating college students into the fire service; arson-related programs such as Juvenile Firesetter for the Bureau of Fire Investigation; and training and educational programs for health and safety instructors of the New York State Professional Firefighters and the Uniformed Fire Officers Association of New York City. In addition, the Institute has established itself as a certification agency for a variety of specialists and officials.

For additional information concerning the Institute, contact Mrs. Victoria Pitcavage, Director, Room 604, 555 West 57th Street, (212-237-8650), e-mail: vabbott@jjay.cuny.edu.



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Admission and Registration

Men and women employed in criminal justice agencies should apply for admission directly to the College. Application forms may be obtained in person at the College Office of Admissions or by telephone. The John Jay College Office of Admissions is located in Room 4205 North Hall, 445 West 59th Street, New York, New York 10019 (212-JOHNJAY).

Students seeking entrance directly from high school should forward a Freshman Application to the University Application Processing Center, P.O. Box 350136, Brooklyn, New York 11235-0001.

An applicant who has previous college credits and seeks advanced standing should forward a Transfer Application to the University Application Processing Center, P.O. Box 359023, Brooklyn, New York 11235-9023.

John Jay College is authorized under federal law to enroll nonimmigrant alien students. Such students should forward either a Freshman or Transfer Application to the University Processing Center.

All applicants must meet the academic requirements outlined below. Prospective students who wish to meet with an admissions counselor to discuss undergraduate programs should telephone the Office of Admissions to schedule an appointment.

REQUIREMENTS FOR ADMISSION

■ **Academic**

An applicant for freshman admission must present evidence of having received a high school diploma from an accredited high school, or a New York State equivalency diploma or, having passed a General Education Development (GED) examination during or after June 1970. Students from non-English-speaking countries must take the TOEFL examination (see page 14 for details). For admission to the baccalaureate degree program, an applicant must have a high school academic average of at least 80 and a minimum of 12 academic units (based on a three-year high school record) with a combined total of four units of English and Math with at least one unit in each discipline, and a combined SAT score from 960 to 1020. All baccalaureate students must take the SAT prior to admission. Applicants may be admitted to the baccalaureate program with slightly lower academic averages and higher numbers of academic units. An applicant who does not meet these criteria may be accepted into an associate degree program providing that they have an SAT score of at least 900, or a high school academic average of at least 72, or a GED score of at least 300. Associate degree applicants with lower academic averages may be considered providing they have higher numbers of total academic units, including English and Math units. Course work in associate degree programs is applicable toward bachelor's degree requirements. However, students should consult with their adviser to verify that associate degree credits will be applied to their majors.

Students who have attended a college or post secondary institution must have a

minimum cumulative grade point average (GPA) of 2.0 based on the total number of credits they have attempted/completed. Prospective transfer students with fewer than 12 credits must have a minimum GPA of 2.0, and the prerequisite high school average and academic units for admission to a baccalaureate program.

■ **Proficiency Testing**

Entering Freshmen

As mandated by the Board of Trustees of The City University of New York, all entering students who apply to a senior college but who do not meet remediation requirements, based on SAT or Regents exam scores, (see exemptions below) are required to take the CUNY Skills Assessment Tests in reading, writing, and mathematics. Students are tested in these areas prior to their freshman year to determine whether they meet the minimal University standards. Their scores on the three tests will determine their need for remediation courses. Students who do not meet the requirements must enroll in an associate degree program and receive appropriate instruction to assist them in achieving the required proficiency levels. Student who do not pass any or all of the tests will be offered additional opportunities for instruction and retesting. For retesting information, students should contact the Office of Testing, Room 3258, North Hall, (212) 237-8108/8125.

The City University of New York has mandated that students must meet a University-wide minimal level of skills proficiency before completing 61 credits. Individuals who do not meet the requirements must enroll in an associate degree program, and receive appropriate remedial instruction to assist them in achieving the required proficiency levels. Students may not be enrolled in a bachelor's degree program unless they have achieved the required proficiency levels.

Students who do not achieve CUNY's minimal standards by the end of their sophomore year (60 credits) are not permitted to continue in the University unless, following an appeal, they receive an extension. A maximum of two single-term extensions is permitted at John Jay College of Criminal Justice.

Transfer Students

Students who have earned a bachelor's degree and are pursuing a second degree are not required to take the CUNY Skills Assessment Tests. However, students from foreign institutions may be required by the College to take the tests upon entry in order to help the College determine their placement in math or language skills courses. Transfer students who have attended other City University colleges and want to transfer to a four-year program must pass the CUNY Skills Assessment Tests prior to transfer. Non-CUNY transfers with 45 or more credits are exempted from taking the tests, but will be required to take the CUNY Proficiency Exam during their first semester at the College. Transfers from non-CUNY schools, with less than 45 credits, must take the CUNY Skills Assessment Tests before they are allowed to register. Transfer students who have failed any test must enroll in an associate degree program until all three tests are passed. Students must meet the University-wide minimal level of skills proficiency before completing 61 credits. Thereafter, students are not permitted to continue in the University, unless, following an appeal, they receive an extension. A maximum of two single-term extensions is permitted, but in no case may students register for classes after they have earned 85 credits if they have not passed all three skills assessment tests.

Exemptions

SAT/ACT. Entering students are exempted from taking the CUNY Reading and the CUNY Writing Assessment Tests if they achieve a score of 480 or above on the verbal section of the SAT (20 or above on the ACT National Exam). Likewise, students who achieve a score of 480 or above on the Mathematics section of the SAT (20 or above on the ACT National Exam) are math certified and are exempted from taking the first two parts (arithmetic and elementary algebra) of the CUNY Mathematics Assessment Test. However, the College reserves the right to test entering students with all five parts of the CUNY Mathematics Test for placement into appropriate levels of mathematics and mathematics-related courses.

New York State Regents Examinations. Students are exempted from taking the CUNY Reading and the CUNY Writing Assessment Tests if they achieve a score of 75 or higher on the English Regents Exam. Likewise, they are exempted from taking the CUNY Mathematics Assessment Test (Parts 1 and 2) if they achieve a score of 75 or higher on the

Mathematics A Regents Exam or the Math A or III Exam. However, the College reserves the right to test entering students with all five parts of the CUNY Mathematics Test for placement into appropriate levels of mathematics and mathematics-related courses. Beginning Spring 2003 science major students and math certified students will be asked to take Parts III, IV, and V of the CUNY Mathematics Test.

For further information on the CUNY Skills Assessment Tests, contact the Office of Testing, Room 3258, North Hall (212-237-8108/8125).

- **University Proficiency Examination (CPE)**

Effective Fall 2003, all undergraduate students are required to take the Proficiency Exam. Exemptions may be granted to students holding bachelor's or other advanced degrees from an accredited institution. Accommodations to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act are arranged with the Office of Testing and the Office of Disabled Student Services.

The University will administer the Proficiency Examination at the colleges several times each year. For information concerning the examination, students should contact the Office of Testing, Room 3258, North Hall (212-237-8107).

APPLICATION PROCEDURE

- **Freshmen**

The City University maintains a central processing center for application to any of the colleges within the University. Application forms may be obtained from high schools in New York City and the surrounding area or from The City University of New York Office of Admission Services, 1114 Avenue of the Americas, New York, NY 10036.

Completed application forms, accompanied by an application fee of \$50 and evidence of fulfillment of the academic requirements noted above, must be sent to the University Application Processing Center, Box 350136, Brooklyn, New York 11235-0001.

- **Transfer Students**

Applicants who previously attended college and earned credit must apply for advanced standing. Application forms are available at the John Jay College Office of Admissions. The completed application, accompanied by the application fee of \$50, should be returned to The University Application Processing Center, P.O. Box 359023, Brooklyn, NY 11235-9023. Transcripts of the applicant's high school records, as well as transcripts from all institutions of higher education attended for credit, must be mailed directly by those institutions to The University Application Processing Center.

Matriculated students who have completed work at other regionally accredited colleges will receive evaluation of their credits during the first semester of enrollment at the College. They will be notified by mail of the number of credits granted and the courses from which they will be excused. Preliminary evaluation of transfer credit may be obtained during the Transfer Student Orientation days held prior to each semester's registration. Official evaluations of transfer credits are mailed to students during their first semester.

Applicants should ask their colleges to submit official transcripts, listing in detail the subjects taken and the grades received. Original credentials of high school work or the High School Equivalency Diploma (GED) should also be submitted if the applicant has fewer than 24 college credits.

Transfer credit is granted for courses completed with a grade of D or higher from CUNY colleges provided these courses are equivalent to courses offered at John Jay. Blanket credit may be assigned to courses for which there are no equivalent courses at John Jay.

Transfer credit is granted for courses completed with a grade of C or higher from non-CUNY colleges provided these courses are equivalent to courses offered at John Jay. Equivalent courses passed with a grade of D will not be credited but will exempt the student from repeating the course and will fulfill degree requirements where appropriate. Additional elective credit may be required to satisfy overall degree requirements. Blanket credit may be assigned to courses for which there are no equivalent courses at John Jay.

Credit is not granted for correspondence courses. However, course work completed at non-degree-granting institutions may be granted transfer credit. Students who have taken courses at such institutions should consult the Office of Admissions and/or the Registrar's Office regarding their standing.

A maximum of 68 credits may be transferred from any accredited community college or

combination of accredited community colleges. A maximum of 90 credits may be transferred from accredited four-year colleges or a combination of two and four-year accredited colleges, and acceptable forms of external credit (e.g., CLEP, Equivalent Credit, Military Credit, etc.). **Please note:** To receive a degree from John Jay College, a student must take a minimum of 30 credits at the College including at least half the credits required in an approved major or specialization.

■ **Foreign Students or U.S. Citizens and Permanent Residents Educated Abroad**

Foreign nationals applying for admission to the College must apply through the University Applications Processing Center, where applications are reviewed by International Credential Evaluators. English translations of material in other languages must be submitted with the application. For admission in September, freshman and transfer applicants must file a completed application by October 1. For admission in February, freshman and transfer applicants must file a completed applications by the preceding January.

All applicants must present evidence of satisfactory completion of a secondary educational program acceptable to the University. In addition, transfer applicants must provide evidence of good academic standing at the postsecondary institution they have attended or are attending. Upon admission to John Jay College of Criminal Justice, transfer applicants must provide official course descriptions and syllabi of work already completed at the post-secondary level for evaluation by the College.

Foreign applicants are required to take the Test of English as a Foreign Language (TOEFL) if their native language is one other than English and their secondary or post-secondary instruction was not in English. A score of 500 is required for admission, and must be reported to the University Application Processing Center using code number 2950. Information about the examination may be obtained by contacting TOEFL, Educational Testing Service, Princeton, New Jersey 08541. Applicants who are United States citizens or permanent residents are not required to take this examination.

Foreign students are required to obtain F-1 student visa status.

■ **Alternative Credit**

Matriculated students may apply for credit for work completed outside a formal college setting. A maximum of 30 credits may be obtained through credit by examination, external credit or equivalent credit, or a combination of these.

Credit by Examination

Credit by examination refers to examinations given by various external agencies, such as the College-Level Examination Program (CLEP) of Educational Testing Service, the College Proficiency Examination Program of New York State, or the Advanced Placement Program of the College Entrance Examination Board. John Jay College's ETS code is 2115. The regulations governing credit by examination are available from the Registrar's Office, Room 4113, North Hall (212-237-8878).

For additional information on credit by examination, contact the CLEP Administration Center, Office of the Registrar, Room 4113, North Hall (212-237-8986).

External Credit

External credit is granted for non-collegiate education programs that the College has judged comparable in content and quality to specific courses or areas taught in its departments. A list of approved programs is available at the Office of the Registrar.

New York City Police Department officers may receive external credit for the following courses completed with a grade of C or better at the New York City Police Department Academy, provided that these courses have not previously been completed as regular college courses: Police Science 101, 4 credits; Police Science 207, 3 credits; Law 203, 4 credits; Law 204, 4 credits; Psychology 221, 4 credits; Sociology 201, 3 credits; Physical Education 103,113, and blanket credit, 3 credits; total 28 credits.

New York City Department of Correction recruit training qualifies for external credit for: Criminal Justice 101, 3 credits; Correction Administration 101, 3 credits; Correction Administration 201, 3 credits; Correction Administration 282, 3 credits; Sociology, blanket credit, 3 credits; Physical Education, blanket credit, 3 credits; total 18 credits.

New York City Fire Department personnel completing recruit training may receive external credit for: Fire Science 101, 3 credits; Fire Science blanket credit, 2 credits; Police Science, blanket credit, 3 credits; Physical Education, blanket credit, 2 credits; total 10 credits.

Students who have successfully completed a training program that has been evaluated

by the College for the award of credit, or a program that has been recommended for the award of credit by the American Council on Education, must apply to the Office of the Registrar for the application of this credit toward the undergraduate degree. Applicants must provide documentation in support of their requests. A statement or transcript indicating subjects taken, grades received, period of attendance, and the number of hours of participation must be sent directly to the Office of the Registrar from the agency that has provided the training.

Equivalent Credit

Equivalent credit is granted for knowledge gained from either work-related or other qualifying experience. *It is the learning and not the experience itself that must be documented to prove that it is at the college level and serves as a valid substitute for the content of a specific course as outlined in this Undergraduate Bulletin.* Students must file a formal application for credit and follow the guidelines established by the Equivalent Credit Committee of the College.

All equivalent and external credit applications are processed in accordance with the deadlines indicated in the Undergraduate Calendar. Seniors must submit credit requests no later than one semester before graduation. For further information, contact the Office of the Registrar, Room 4113, North Hall (212-237-8878).

■ **Readmission**

A student in good academic standing who has not registered for one or more semesters is required to file an application for readmission at least one month before the beginning of the registration period. If the application is approved, the student will receive registration instructions. A readmission fee of \$10 is payable by check or money order. Readmitted students may be subject to changes in curricular requirements instituted since their last term of attendance. Students who have cumulative GPA's less than 2.0 must apply for readmission through the **SMART Program**. Contact the Registrar's Office, Room 4113, North Hall, (212-237-8878) for more information and application deadlines.

■ **Project SMART: A Program for Readmitting Students with GPA Under 2.0**

Students who wish to return to John Jay College with a GPA below 2.0 will be considered for referral to Project SMART (Students Making a Return to John Jay). Project SMART offers a range of services with the primary goal of student success. Both through mandatory reorientation seminars and individual sessions, students receive academic advisement, assistance in developing strategies for removal from probation, an assessment of their personal study skills and study habits, and linkage to all appropriate John Jay resources to support them in achieving their goals. Contracts, a copy of which is placed in the student file, are signed at the individual sessions by both the student and the readmission counselor. Students are monitored until they are no longer on academic probation. For further information about Project SMART, contact Ms. Dorris Torres at 212-237-8462.

■ **Non-degree Students**

Non-degree students are accepted on a semester-to-semester basis, depending on space availability. New non-degree students must apply through the Office of Admissions. Students must provide verification of high school graduation or a High School Equivalency Diploma (GED), as well as transcripts from all colleges previously attended. Non-degree students must meet the academic achievement standards established for matriculated students. The application fee for non-degree students is \$25.00.

■ **Senior Citizens**

Effective Summer 1995, senior citizens at senior colleges are permitted to enroll in undergraduate courses on a space available basis, without tuition and fees, *provided they do so on an audit basis.*

Enrolling in a course on an audit basis gives the student the right to attend and participate in all aspects of the course *without receiving credit for the course.* At the conclusion of the course, the student is assigned a grade of "AU" which will appear on his/her permanent record at the College. The course, however, will have no credit attached to it and *will not* count toward any degree/certificate program offered by The City University of New York.

Senior citizens enrolling on an audit basis will be charged a \$50.00 administrative fee and a \$2.00 Consolidated Service Fee for the semester.

Senior citizens may opt to enroll for *credit bearing* courses, but must do so on the same

basis as other matriculated students by paying the applicable tuition charges.

REGISTRATION

■ General Procedures

The Schedule of Classes, listing class meeting hours and instructors, is available from the Office of the Registrar and at the College's home page on the World Wide Web: www.jjay.cuny.edu.

This booklet, which is a supplement to the Undergraduate Bulletin, also contains registration and enrollment policies and procedures.

Immunization Requirements

Public Health Law 2165 requires that all students who attend colleges in New York State and who were born on or after January 1, 1957 present proof of immunity against measles, mumps, and rubella. Acceptable proof of immunization must include one or more of the following:

1. a record of two doses of measles vaccine and one dose each of mumps and rubella vaccine;
2. the result of a blood test showing immunity for each of the three.

Please note that each dose of measles vaccine must have been administered at least 28 days apart. All vaccinations must have been administered on or after the first birthday. Measles vaccinations must have been given after January 1, 1968; mumps and rubella after January 1, 1969.

All students are required to submit documentation of immunization to the College Health Office, Room 2308, North Hall. Students are not permitted to register without submitting proper proof of immunization.

In New York City, the Health Department provides free immunization. Please call the Department's immunization hotline at 212-676-2273 for additional information.

In addition to measles, mumps, and rubella, a new public health law requires that all students taking six credits or more must receive information about meningitis and return a reply form. For more information, see the Health Department's website at www.jj.ny.edu. (Click on Health Office under the heading John Jay Students.)

■ Late Registration

Students who register for courses at 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 and assignments are posted on instructors' office doors or may be obtained from departmental secretaries, enabling late registrants to purchase texts and complete first- and second-week assignments.

■ Resignation and Change of Program

Students are academically and financially responsible for *all* courses for which they register. A student who is unable to meet attendance requirements may, by written application, request to resign from a course. Appropriate forms are available in the Office of the Registrar.

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 20.

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, in the Office of the Registrar. The final date of this period is published in the Undergraduate Calendar, which is published in the Schedule of Classes each semester.

Requests to resign after the tenth week must be filed in the Office of the Registrar 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 Dean for Admissions and Registration. Failure to attend class and subsequent failure to withdraw officially can result in a grade of WU (see page 46).

Students withdrawing from all courses are required to have an exit interview with a member of the counseling staff.

Applications are not processed without validation by the Office of the Registrar, and all

resignations are subject to final authorization by the Registrar or by the Dean for Admissions and Registration.

In unusual cases, such as those arising from illness or military service, requests for retroactive resignation (resignation after the completion of a semester) may be filed with the Dean for Admissions and Registration. Applications must include substantial documentation.

The grade of W awarded for an approved resignation is not computed in the student's grade point average.

SUMMER SESSION

Summer Session provides students with an additional opportunity to take credit-bearing courses in the liberal arts and criminal justice areas or in related fields. It enables students to follow an accelerated program of study or to concentrate on a particular subject. The session typically meets from early June through the end of July, and summer courses are equivalent in content, credit and classroom time to courses offered during the regular academic year. A number of courses are offered on a day/evening basis to accommodate students who have rotating work schedules. During summer session students may register for up to six credits. However, students may register for nine credits with approval by either the Dean for Admissions and Registration or the Associate Provost. Students enrolled in the Summer Session 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 for distribution after the spring break. For additional information concerning Summer Session, contact the Associate Provost Lawrence Kobilinsky, Room 634 Tenth Avenue Building (212-237-8960).



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Tuition and Fees

TUITION

Tuition rates for undergraduate students are established by the Board of Trustees of The City University of New York. All fees and tuition charges listed in this Bulletin and in any registration materials issued by the College are subject to change without prior notice by action of the Board of Trustees of The City University of New York.

In the event of any increase in fees or tuition charges, payments already made to the College will be treated as partial payment. Students will be notified of the additional amount due and the time and method of payment. **Students who have not paid all fees and tuition by the deadline indicated on the tuition bill will not be considered registered and will not be admitted to classes.**

■ Tuition and Fee Schedule

<i>New York State Residents</i>	<i>Full-Time</i>	<i>Part-Time</i>
I. Undergraduate Matriculated	\$2000.00* per semester	\$170.00 per credit /hour
II. All Undergraduate Non-Degree students will be charged tuition on a per credit/hour basis at the rate of \$220.00 per credit/hour.		
III. Senior Citizen Fee: See pages 15–16.		

Non-State and Foreign Students

I. Undergraduate Matriculated	\$360.00 per credit /hour
II. All Undergraduate Non-Degree students will be charged tuition on a per credit/hour basis at the rate of \$470.00 per credit/hour.	

*12 or more credits or equivalent credits

A New York State resident student is one who has had his/her principal abode in the State of New York for a period of at least 12 consecutive months immediately preceding the first day of classes of the semester for which the residency determination is made. Such student must also state his/her intention to live permanently and maintain his/her principal abode in the State of New York. The Office of Admissions may require appropriate documentation to prove residency.

TUITION REFUNDS

Formal application for a refund must be made to the Office of the Registrar. The date on which the application is filed is considered to be the official date of withdrawal. Nonattendance in classes does not waive the tuition liability incurred at registration. Students should allow approximately eight weeks for refund checks to be processed and mailed.

■ **Resignations**

In the case of resignation from a course or courses during the semester the following rate schedule applies:

Resignation filed with the Office of the Registrar 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 filed after the third week of classes.....	no reduction in tuition liability

The Summer Session refund schedule is listed in the Summer Session Bulletin.

■ **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. (Any registration that takes place at this time will be canceled by the Office of the Registrar.)

■ **Returned Check Policy**

Checks returned unpaid to the College by a financial institution, no matter the amount or reason for return, will automatically incur a \$15.00 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 check being returned to the College. Failure to meet this deadline will result in an additional \$15.00 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 or former 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.

FEES

■ **Consolidated Fee**

All students per semester/session\$5.00

■ **Technology Fee**

Full-time Students, per semester/session.....\$75.00
(12 credits and/or equated credits)

Part-time Students, per semester/session\$37.50

Revenue from this fee is used to improve computer services for students.

■ **Accelerated Study Fee**

All undergraduate students (resident and non-resident) carrying a semester credit load in excess of 18 credits will be subject to a fee for accelerate study. The fee for accelerated study is a flat fee dependent on the number of credits registered for as follows:

Credits in Excess of 18	Fee
Students registered for 19 or 20 credits	\$100
Students registered for 21 or 22 credits	\$230

Students registered for 23 or 24 credits	\$460
Students registered for more than 24 credits	\$690

■ **Student Activity Fee/Student Senate Fee**

Full-time Students, per semester/session\$49.60
(12 credits and/or equated credits)

Part-time Students, per semester/session\$39.85
(fewer than 12 credits and/or equated credits)

Equated credits include noncredit hours for remediation courses and also excess semester hours in developmental courses.

Students who register for fewer than 12 credits (and/or equated credits) and subsequently register for additional credits (and/or equated credits) which bring the total to more than 12 credits must pay the additional fee required. Students who drop or withdraw from such courses, reducing their credit load below the 12-credit minimum, are not entitled to a refund of any part of the Student Activity Fee.

■ **Distribution of Student Activity Fee**

	Full-time	Part-time
Association Expenses	\$8.75	\$6.75
Child Care	3.50	3.25
Clubs	5.25	5.00
Commencement	3.00	3.00
Intercollegiate Athletics	9.00	6.75
Media/Yearbook	3.00	2.25
Orientation	.75	.75
Quality of Life	.50	.50
Recreation	7.50	4.75
Student Activities	2.50	2.00
Student Government	3.50	3.00
Student Services	.75	.50
Unearmarked	.75	.50
University Senate Fee	.85	.85

■ **Miscellaneous Fees**

Payment of the following fees must be made by either check (unless a student has had a check returned by a bank), money order, cash, VISA, MasterCard or American Express.

Certificate of Graduation

Diplomas are issued only upon conferral of the degree. No replacement diplomas are available. In documented instances a Certificate of Graduation will be issued in place of a duplicate diploma. The fee for such a replacement certificate is \$15. Requests should be directed to the Office of the Registrar.

Duplicate I.D. Card

Identification (I.D.) cards are obtained and validated during registration. Replacement cards may be obtained during the semester by the presentation of a current bursar's receipt and payment of a \$5 fee. Application should be made to the Office of Campus Safety and Security, Room 530, Tenth Avenue Building (212-237-8524).

Diploma Replacement

See above, Certificate of Graduation.

Duplicate Record/Bursar Receipt or Bill

Students requesting duplicates of their records other than a transcript are required to pay a \$5 fee for each copy.

Late Registration

Students permitted to enroll after the beginning of classes must pay a \$15 late registration fee.

Nonpayment Service Fee

Students who are delinquent in paying their fees will be required to pay a \$15 nonpayment service fee in addition to all outstanding bills to regain the privileges of good fiscal

standing, which include access to their records and the right to attend classes. In cases where students are required to pay a readmission fee, a nonpayment service fee will be added where appropriate.

Program Change

Students permitted to change schedules that have been approved and recorded are required to pay a \$10 fee if such change involves the addition of a course or courses.

Special Examinations

Students applying for make-up final examinations are required to pay \$15 for the first examination and \$5 for each additional one taken during the same semester. The maximum fee for a semester is \$25. (The conditions under which a student may file for a make-up examination are outlined on page 46.)

Transcript of Academic Records

Students in residence should apply in person to the Office of the Registrar for transcripts of their records. Students not currently in attendance should apply by mail, indicating clearly the semester(s) attended, dates of attendance, and degree for which they were enrolled. Graduates of the College should indicate the degree and date of graduation.

In accordance with the general practice of colleges and universities, the College sends official transcripts of records directly to an institution or agency; only unofficial transcripts are issued to students. No transcripts will be issued for students with outstanding financial obligations to the College. Additionally, transcript requests initiated by individuals other than the student will not be honored.

Payment of a fee of \$4 is required for each transcript. There is no charge for transcripts sent to colleges within the City University system.

4

Undergraduate Financial Aid

Financial aid is available to matriculated students in the form of grants, loans, scholarships, 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 on the basis of academic excellence. *Federal Work Study* consists of part-time employment, either on campus or in an outside agency, obtained through the Office of Student Financial Services.

The Office of Student Financial Services is located in Room 3400, North Hall, 445 West 59th Street, New York, New York 10019 (212-237-8151). The Office is open Monday, Thursday and Friday, from 9:00 A.M. to 5:00 P.M.; and on Tuesday and Wednesday from 9:00 A.M. to 7:00 P.M. When classes are not in session, the Office closes at 5:00 P.M. each day.

The City University of New York uses the Free Application for Federal Student Aid (FAFSA). This application is available throughout the country. A student need only complete the form with the CUNY John Jay Federal I.D. number (002693) to apply for aid. All information will then be sent to the College electronically. Students also have the option of filing their FAFSA on the WEB. The WEB address is: www.fafsa.ed.gov/. The advantage of filing on the WEB is that the FAFSA results are sent seven to fourteen days faster than if the application is mailed.

GRANTS

■ **APTS (Aid for Part-Time Study)**

A grant program for part-time matriculated undergraduate students financed by New York State and open only to state residents. In addition, an applicant must be a United States citizen, or have permanent resident or refugee status. Awards vary according to financial ability and the funding given to The City University of New York each year. Students must be enrolled for 6 to 11 credits.

■ **Federal Pell Grant**

A federal entitlement program instituted to help undergraduate matriculated students meet the cost of their education. Pell grants are awarded to eligible students enrolled in a full-time program (12 or more credits). Reduced grants are available to students enrolled part-time. Applicants must demonstrate financial need. Awards range up to \$2025 per semester. Students must apply each year.

■ **SEEK (Search for Education, Elevation, and Knowledge)**

A special program for a limited number of students entering college for the first time who are in need of academic and economic support. To be eligible, a candidate must attend college as a full-time day student, and must be a New York State resident of at least one year's standing. Financial eligibility is determined by two factors: a correlation between a household's total annual income before taxes and the number of family members that

income supports. Students who apply to the SEEK program must also file for the Pell Grant (see above) and TAP (see below). Furthermore, if students show need under federal financial aid guidelines, they may be eligible for funds to cover the Student Activity Fee and the cost of books, and may be granted a stipend (a fixed allowance that helps pay for educational expenses other than tuition). For information regarding academic criteria, see the SEEK Program information on pages 103–104, in this Undergraduate Bulletin.

■ **Federal SEOG (Supplemental Educational Opportunity Grant)**

A federal grant awarded to students who are enrolled at least half-time and demonstrate the greatest financial need. Awards range from \$100 to \$500 per semester.

■ **TAP (Tuition Assistance Program)**

A New York State tuition grant program available to full-time matriculated students who have been legal residents of New York State for at least one year. Awards, which range from \$137.50 to \$1600.00 per semester, vary according to financial ability and may be used solely to pay the cost of tuition. Applicants applying as independent students must meet special requirements. Awards are granted for only eight semesters, but SEEK students are eligible for ten semesters. Awards are reduced by \$50 after the fourth semester.

■ **Uniformed Services Tuition Waiver Program**

A program that provides waiver funds for students employed as non-supervisory personnel in New York State as a uniformed member of a police, fire, corrections, or court agency. Funding for this program varies each year.

■ **Veterans Benefits: Montgomery G.I. Bill—Active Duty (Chapter 30)**

Under Chapter 30, individuals who entered military service on or after July 1, 1985 and had their basic military pay reduced by \$100 per month for the first twelve months of service are generally eligible. Active duty for three years, or two years active plus four years in the Selective Reserve or National Guard, entitles an individual to \$985.00 per month basic benefits for 36 months, or the equivalent in part-time training. All questions regarding Veterans Benefits should be directed to the Office of Student Financial Services.

■ **Veterans Benefits: Montgomery G.I. Bill—Selective Reserve (Chapter 106)**

Under Chapter 106, individuals who are satisfactorily participating in required training or who are fulfilling an obligated service of not less than six years in the Selective Reserve are eligible for benefits. Eligible reservists are entitled to a maximum of 36 months of educational assistance based upon full-time training, or the equivalent in part-time training. Benefits for full-time study are presently \$276.00 per month. Questions regarding Veterans Benefits may be directed to the Office of Student Financial Services.

■ **Tuition Benefit for Active New York State National Guard Members**

There is a New York State tuition assistance program for active members of the New York Army National Guard, the New York Air National Guard, and the New York Naval Militia. It provides tuition assistance for active members enrolled in a first degree program of study. The award covers tuition after all other financial aid has been applied to the tuition charges. Students must apply for federal and state aid and file a DMNA 96-1 form, which can be obtained from their individual National Guard unit. Continuation of the award will be dependent on good military standing, making satisfactory progress toward the degree, and on maintaining good academic standing for financial aid purposes.

■ **Vietnam Veterans Tuition Awards (VVTA) and Persian Gulf College Tuition Benefits**

Vietnam veterans and veterans of the Persian Gulf War who are undergraduates may be eligible for up to \$1,000 per semester for full-time attendance and up to \$500 per semester for part-time attendance, to a maximum of \$10,000 total. They must meet specific state residency and service requirements to be eligible for this state award. Veterans can get an application from the New York State Higher Education Services Corporation (NYHESC), 99 Washington Avenue, Albany, NY 12255. As part of the application process, the student veteran must also apply for TAP and the federal Pell Grant.

- **Last Semester Free Benefit**

Students who enrolled in a CUNY college as first-time freshmen on or after June 1, 1997 and who were New York State residents may be eligible to have their tuition waived for the last semester of their attendance in the baccalaureate program. Please contact the Registrar's Office for full details regarding program eligibility. **Note:** Students must apply for this benefit no later than the fifth week of the semester for which it is to be applied.

LOANS

- **Federal Perkins Loan**

This is a low-interest (presently 5 percent) federal loan made available through the College to matriculated students enrolled at least half-time (six credits or the equivalent). Loans are awarded according to need and repayment begins nine months after graduation or termination of college attendance.

- **Federal Direct Stafford/Ford Loan Program (Subsidized and Unsubsidized)**

A low-interest loan program that helps students meet the cost of a college 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 six credits per semester are eligible. Students must begin repayment within six months after graduation or termination of college attendance and have a maximum of ten years in which to repay the borrowed funds under the Standard Repayment Plan. There is also the Extended Repayment Plan which allows loan repayment to be extended over a period from 12 to 30 years. Other options are the Graduated Repayment Plan in which payments are lower at first and increase every two years, and the Income Contingent Repayment Plan which bases annual payments upon the borrower's Adjusted Gross Income (AGI) and the total amount of the Direct Loans. The annual interest rate is variable, but will not exceed 8.25 percent. Federal regulations require the deduction of a three percent origination fee from the face value of each loan. Freshman year students may borrow \$2625; sophomore year students \$3500, and junior and senior year students may borrow \$5500 per year. The aggregate total is \$23,000 for undergraduates. (This total includes any undergraduate Direct or Stafford loans.)

- **Federal Direct Unsubsidized Stafford/Ford Loan Program**

These loans are available to independent undergraduate students who need additional funds. The loans are available directly from the federal government. Freshman and sophomore year students may borrow up to \$4,000 per academic year; junior and senior year students may borrow up to \$5,000 per academic year. An origination fee of three percent of the loan amount is deducted from the amount borrowed. The interest rate, which is variable, changes once a year, but will never exceed 8.25 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 \$23,000.

- **Federal PLUS (Parent Loan for Undergraduate Students)**

An educational loan that enables parents of dependent undergraduate matriculated students to borrow to pay for their child's education. Parents are limited in the amount that they can borrow by the "cost of their child's education" minus any other financial aid that the student is receiving. The "cost of education" includes school related expenses as determined by The City University of New York. A credit check is performed. If the parent loan is denied, it is possible for a dependent student to borrow additional unsubsidized loans in their own name. There is an origination fee of four percent of the loan principal which will be deducted proportionately from each loan disbursement. The interest rate is variable and is adjusted each year but will never be higher than nine percent. The prepayment period begins the day after the loan is fully disbursed. The first payment is due 60 days after the final loan disbursement.

SCHOLARSHIPS

■ **New York State Scholarships for Academic Excellence**

This program provides scholarship assistance to outstanding New York State high school graduates. Each year, 8,000 scholarships are awarded—up to 2,000 scholarships of \$1,500 and 6,000 scholarships of \$500 to top scholars from registered New York State high schools. Awards are based on student grades in certain Regents exams. Recipients can also receive other non-loan student aid, but the total cannot exceed the cost of attendance. To apply, students should see their high school guidance counselor.

■ **Peter F. Vallone Academic Scholarship Award**

New York City high school graduates with a B average or higher who are accepted to CUNY may be eligible for this scholarship, which is funded by the New York City Council. The award is available to students who enroll full-time at any of the 17 undergraduate colleges at CUNY within a year of graduating from a public or private New York City high school. Awards are currently funded at \$1000 per year and are renewable for the length of the degree program, as long as the student continues to meet eligibility criteria.

WORK STUDY

■ **FWS (Federal Work Study)**

This is a federal financial aid program through which a full-time or part-time matriculated student who can demonstrate financial need is provided with a part-time job either on or off campus. Students are limited to working 20 hours a week while the College is in session, but they may work up to 35 hours a week during vacation periods with the permission of the Office of Student Financial Services. The hourly pay rate ranges from \$5.50 to \$7.00 and is determined by the Office of Student Financial Services based on a combination of job location (on or off campus), job description, and the student's year in college.

APPLICATION PROCEDURES

■ **Application Forms**

Applications for financial aid must be filed each academic year. Students should apply as soon as the new Free Application for Federal Student Aid (FAFSA) forms are available, which is usually in January. Applications must be completed immediately and mailed to the student aid processing center. WEB access for filing applications is also available in early January. The WEB address is www.fafsa.ed.gov/. Students will receive a reply when their application is processed. If there are problems with inconsistent data, insufficient data, Social Security number, citizenship, Immigration and Naturalization status, or Selective Service status, the student will be notified by a separate letter and must come to the Office of Student Financial Services to make any adjustments. If a student is selected for a process called verification, a letter will also be sent and proof of income must be furnished and a verification sheet must be completed. In most instances, a signed copy of the student's and/or parent's previous year's Federal Income Tax Return is sufficient to complete the verification process.

Students who wish to apply for a Direct Loan must wait for receipt of their reply from their FAFSA application, and then must do a Direct Loan entrance counseling session on the WEB. The student must print out the "Rights and Responsibilities" page and submit this along with the Direct Loan request form (available on the John Jay College website) to the Office of Student Financial Services. The WEB address is:

<http://www.dlsonline.com/entrancecounseling/main-entc.asp>

■ **Late Applications**

First time students, who have filed late financial aid applications and have not received responses in time for registration, will be permitted to use estimated TAP and Pell toward their tuition. This requires the student to submit a completed copy of the FAFSA along with signed copies of the parental and/or student's Federal Income Tax Return for the previous year to the Student Financial Services staff during registration. An estimated award will be calculated, thereby enabling the student to proceed with registration. If a

financial aid award is processed and is less than the estimated award, the student will be billed by the Bursar's Office. This privilege is extended only once.

■ **AMS Monthly Payment Plan**

The City University of New York and John Jay College have developed a monthly payment plan to help students finance their education. This is the Academic Management Services (AMS) Monthly Payment Plan. 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 in the Office of Student Financial Services or AMS may be called directly at 1-800-635-0120.

ACADEMIC REQUIREMENTS FOR FINANCIAL AID

There are academic standards that must be maintained for continued receipt of aid. At present, there are two sets of requirements, one for TAP (Tuition Assistance Program), and another for Title IV Aid, which includes Federal Pell, Federal Work Study, Federal Perkins Loan, and Federal Direct Loans.

■ **Academic Qualifications for TAP**

The academic guidelines are divided into two areas: Program Pursuit and Rate of Progress. Students must follow both sets of rules in order to receive a TAP award each semester.

Program Pursuit

Program Pursuit requires all students to complete a certain number of courses each semester. A course is considered completed when a grade of A, A-, B+, B, B-, C+, C, C-, P (Passing), F (Failing), is awarded at the end of the semester. Grades of W (Withdrawal), WU (Unofficial Withdrawal), WA (Administrative Withdrawal) or IN (Incomplete) indicate that a course has not been completed.

Students who are receiving a first- or second-semester TAP award must complete at least 50 percent (six credits or the equivalent) of a full-time load in order to receive a TAP award for the next semester. Students who are receiving a third- or fourth-semester award must complete at least 75 percent (nine credits or the equivalent) of a full-time load in order to receive a TAP award for the following semester. Students who are receiving a fifth through eighth payment must complete a full-time load (12 credits or the equivalent) in order to receive the next TAP payment. (Note: Students who have received four semesters of TAP awards as undergraduates must complete a minimum of 12 credits per semester in order to be eligible for the next TAP award.)

Before withdrawing from any course, students should see a Financial Aid Counselor in order to learn what effect the withdrawal will have on the next TAP award.

Rate of Progress

The Rate of Progress rules are in addition to the Program Pursuit rules. Students must follow both sets of rules in order to receive a TAP award each semester. Rate of Progress requires that a student earn (pass) a certain number of credits before receiving each TAP award. In addition, students must also maintain a certain grade point average (GPA). The academic requirements for each award are as follows.

Payment	Credits	Minimum GPA
1st	0	0
2nd	0	0
3rd	6	1.00
4th	18	1.20
5th	31	1.40
6th	45	1.65
7th	60	1.70
8th	75	1.75
9th	90	1.80
10th	105	1.85

“C” Average Requirement

In addition, a student who has received four semesters of TAP payments must maintain a grade point average (GPA) of 2.0 or better. This requirement is in effect for each semester

that a subsequent TAP payment is made.

- **Title IV Financial Aid Rules**

In order to be making satisfactory progress toward a degree, for purposes of receipt of Title IV Federal Student Aid, an undergraduate student must meet at least the GPA required for good academic standing at the institution. The student must also:

1. accumulate credits toward the degree greater than or equal to two-thirds the cumulative credits attempted at the institution, and
2. not have attempted more than 150 percent of the credits required normally for the completion of the degree.

Students will be measured against the satisfactory academic progress standard at the end of the spring term to determine eligibility for the receipt of Title IV student financial assistance for the upcoming year.

- **Financial Aid Waiver**

Students who believe they are unable to meet the academic standards because of extraordinary extenuating circumstances may request a waiver from the regulations in order to receive their next financial aid payment. Waivers are granted through the Financial Aid Waiver Committee. Information on how to submit a request to this committee is available in the Office of Student Financial Services.

- **Students on Academic Probation**

Students with grade point averages that fall below the required minimum will be placed on academic probation for one academic year. During this probationary period, students who make satisfactory academic progress will continue to maintain their academic standing with the College and their concurrent eligibility for federal financial aid. Students who are on probation for the subsequent year will not be eligible for federal financial aid.

- **Readmit Students with a GPA Below 2.0**

Students with grade point averages below 2.0 who are readmitted to the College are not eligible to receive student loans until their GPA is again above 2.0. Students who feel that they have extenuating circumstances may apply for a waiver from this regulation. Information on how to submit a request for a waiver is available in the Office of Student Financial Services.

- **Federal Financial Aid Regulations on Students who Withdraw from All Courses**

As part of the Higher Education Amendments of 1998, Congress passed new provisions governing what happens to a student's federal financial aid assistance if the student completely withdraws from school in any semester. This change of policy went into effect at John Jay College in the Fall 2000 semester. The policy governs all federal grant and loan programs, including Federal Pell Grant, Federal SEOG, Federal Perkins Loan, and Federal Direct Loans, but does not affect Federal Work Study.

In general, the new law assumes that a student "earns" a financial aid award directly in proportion to the number of days of the term a 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 U.S. Department of Education. If, on the other hand, the student receives (or the College receives on the student's behalf) less assistance than the student has earned, the student may be able to receive those additional funds.

The portion of the federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days completed before the student's withdrawal. For example, if a student completes 30% of the semester, the student earns 30% of the assistance he/she was originally scheduled to receive. This means that 70% of the scheduled awards remain unearned and must be returned to the federal government.

A student has to complete more than 60% of the semester, in order to earn all (100%) of the scheduled assistance. **If a student withdraws (either officially or unofficially) before this point, the student may have to return any unearned federal monies that may have already been disbursed to the student.**

The College shares responsibility with the student for any excess funds which must be returned. The College's portion of the excess funds to be returned is equal to the lesser of

- the entire amount of the excess funds, or
- the student's total tuition and fee charges multiplied by the percentage of the unearned funds.

If the College is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds which are returned by the student must be paid according to the terms of the promissory note. If a student returns any grant funds, the law provides that the amount to be repaid is reduced by 50%. This means that a student only has to return half of any excess funds received.

Any amount a student returns is considered a federal grant overpayment. The student must either return that amount in full or make satisfactory arrangements with either the College or the Department of Education to repay the amount. These arrangements must be completed within 45 days of the date of the College's notifying the student of overpayment. Any student failing to do so risks loss of eligibility for further federal financial assistance.



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Student Services

DIVISION OF STUDENT DEVELOPMENT

■ **Counseling**

The Department of Counseling offers a complete range of counseling and referral services concerning academic and personal problems. Counseling services provide opportunities for the personal, social, and intellectual growth of students. All students are urged to acquaint themselves with the counseling services early in their college careers.

Among the services offered by the Department are academic program planning, vocational counseling, and planning for careers. Counselors also provide psychological support for individuals experiencing personal problems.

Counseling services are entirely without charge, and all meetings are confidential. Appointments may be made with the Counseling Information Office in person (Room 3140, North Hall) or by telephone (212-237-8111). Walk-in counseling is available on a first-come, first-served basis. However, appointments are encouraged for longer visits with the counseling staff.

■ **Children's Center**

The Children's Center of John Jay College, Inc. enrolls children between the ages of six months and four years. The Center is open Monday through Thursday, 8:00 A.M. to 6:30 P.M. when classes are in session during fall and spring semesters. It offers a summer program with shorter summer hours which are set in May of each year. The Center offers an educational program in a warm, caring, and comfortable environment. Matriculated undergraduate students have priority; graduate students and nonmatriculated students are accommodated on a space-available basis. There is a modest fee per child per semester. Further information and applications may be obtained at the Children's Center, Room 1500, North Hall (212-237-8310).

■ **Evening Students Services**

Students who attend the College primarily or exclusively during the evening hours are provided with administrative, counseling, and other necessary College services. Counselors are available Tuesday and Wednesday evenings until 7:00 P.M. Evening hours of the various service offices are included in the Schedule of Classes that is available in early August and in early January in the Office of the Registrar and in the registration area during the official registration period.

■ **Health Services**

The College Health Office staff supervise the immunization program required by the State of New York. Students must present evidence of vaccination against measles, mumps, and rubella in order to register for classes. Immunizations are offered for free on campus, at scheduled dates throughout the year. The Department of Health also

operates a free clinic, the Fort Greene Health Center, located at 295 Flatbush Avenue Extension, Brooklyn, where measles, mumps and rubella shots are administered twice a week. The clinic opens Mondays and Fridays at 8:30 A.M., with a limited supply of immunizations available. For further information, please call the Immunization Hotline at (212) 676-2273. In addition to measles, mumps, and rubella, a new public health law requires that all students taking six credits or more must receive information about meningitis and return a reply form. For more information, see the Health Department's website at www.jj.nyu.edu. (Click on Health Office under the heading John Jay Students.)

The Health Office has pamphlets and brochures on a wide range of health issues, information on the CUNY-sponsored health insurance program, and an available dental plan. In case of a medical emergency, the Security Office should be notified (212-237-8888) and an ambulance will be provided (Fast Care service of St. Luke's-Roosevelt Hospital.) In case of injury during travel to or from the College, or during an off-campus activity sponsored and supervised by the College, students should obtain needed medical attention. The incident should then be reported to the College Health Office (212-237-8052). The Health Officer will assist students in the completion of appropriate accident insurance claim forms and explain the limitations of the insurance policy.

Outreach activities sponsored by the Health Office take place throughout the year and include the Spring Wellness Fair, a two-day event in April with participants from both inside the College and numerous community health organizations.

The College's Health Officer is a registered nurse who can provide health counseling, low cost clinic referrals, basic first aid, blood pressure checks, and blood sugar checks. The Health Office has a separate room where students may rest if they are not feeling well. Information on child health insurance and family health insurance is also available. For further information on health services available, please come to the College Health Office, Room 2308, North Hall.

■ **Services for Students with Disabilities**

John Jay College is committed to making its facilities and academic programs accessible to students with disabilities. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the College provides equal and readily accessible physical facilities and support services to help students with disabilities realize their academic potential.

The Office of Services for Students with Disabilities, a unit of the Division of Student Development, offers individual counseling, support groups, priority registration, orientation, special testing accommodations, tutoring, readers, notetakers, interpreters, special adaptive equipment, and other support services for students with disabilities. To obtain services or additional information, please contact Ms. Farris Forsythe, Room 3110, North Hall (212-237-8122).

CAREER DEVELOPMENT SERVICES

■ **Office of Career Advising**

The Office of Career Advising equips students with the skills needed to assure their job placement readiness and provides accurate and timely information as to the requirements needed for placement into full- and part-time employment. The Office also functions as a resource and reference service in all matters concerning student career planning.

Each December, a two-day Graduate and Professional School Days Fair is held on campus, which is attended by representatives of criminal justice and public administration agencies, private corporations, nonprofit foundations, graduate schools, and law schools. In April, the Office sponsors a Job Fair for all students; the Fair focuses on agencies or firms that are actively soliciting applications. Many organizations use these occasions to meet prospective employees who will have the unique educational background provided by John Jay College.

Individual and group counseling sessions that focus on the preparation of résumés, the exploration of career education, job readiness, interviewing skills, pre-law advising, and career change are also available.

The Office of Career Advising is located in Room 3138, North Hall. For additional information, please contact Ms. Carina M. Quintian, Administrative Associate for the Office of Career Advising (212-237-8755).

- **The Job Assistance Office**

The Job Assistance Office aids students in their search for employment through various career development initiatives. The Office provides John Jay students with a variety of job openings for city, state, and federal agencies and private companies within the tri-state area, as well as, across the country. The job listings are generally displayed across various bulletin boards outside the Office. Vacancies for professional positions are kept inside the Office and are available for students' perusal. Interested students must present a validated John Jay I.D. card or alumni card in order to gain access to these postings. The job listings are continually updated to provide students with accurate and current information. Every job announcement is date-stamped to give students an idea of the date the announcement was received. To that end, students must take the initiative in a timely manner when applying for these open and competitive positions.

Moreover, through its Résumé Referral Service (RRS), the Office offers students the opportunity to have their résumé mailed to prospective employers as the job announcements, which are received on a daily basis, come in. Students must first register with the Résumé Referral Service in Room 3138 North Hall. The RRS only accepts student résumés that have been proofread and edited by the student and approved by a Career Development Specialist. Students are required to update their RRS file every six months so that the Office may provide employers with accurate information. For additional information, please stop by Room 3138 North Hall, or call (212) 237-8754.

- **The College Opportunity to Prepare for Employment (COPE) Program**

The COPE Program is a joint initiative of The City University of New York (CUNY) and the City of New York Human Resources Administration (HRA) Office of Employment Services (OES).

The purpose of the COPE Program is to provide comprehensive support and counseling to students receiving public assistance so that they may successfully complete their college program and obtain gainful employment. To that end, program participants are offered employment counseling, job placement assistance, academic advisement, and academic success and professional development workshops. Finally, COPE acts as a liaison between students and the following HRA agencies: the Income Support Centers, the Begin Centers, the Agency for Child Development (ACD), and OES.

For additional information, please contact Ms. Heather Berridge 212-237-8305 or stop by Rooms 3215 or 3137 North Hall.

- **The Professional Development Program (PDP)**

The Professional Development Program (PDP) is an innovative plan which has been designed to enhance the professional skills of the John Jay College student body. PDP, which is funded by the Perkins III grant, is aimed at informing students about the proper protocol, etiquette, attire, and social skills required to succeed in the work force. Students must be supplied with this knowledge if they are to successfully compete for positions of leadership and if they are to maintain these positions once they have been achieved. PDP's goal is to provide this guidance through small group workshops and interactive computer career preparation. All John Jay students are encouraged to register and take advantage of the services offered through this program.

PDP maintains a Computer Lab in the Career Development Services Unit (Room 3300-A North Hall). Students may either schedule an appointment or walk-in to utilize the computers. PDP's computers may be used to conduct job searches via the World Wide Web. In addition, students may use them to type résumés, cover letters or any documents which are job-search related.

Each semester, PDP conducts a series of workshops. These workshops often include such topics as professional etiquette, interview skills, workplace skills, or résumé and cover letter preparation. Workshops are advertised on bulletin boards throughout John Jay, and are offered to students on a registration-only basis. For additional information regarding PDP, please contact Ms. Heather Berridge at (212) 237-8305.

- **The Office of Study Abroad Information**

The Office of Study Abroad Information provides students with guidance in applying to study abroad programs sponsored by other colleges and universities nationwide. Students receive pre-departure orientation, academic advisement for transferring credits earned abroad and re-entry adjustment advisement. The Office also serves as a liaison between students and the following offices: Registrar, Admissions, Financial Aid, and Bursar. Finally, the Office functions as a resource center, providing students with information on

various study abroad programs, host and sponsor institutions, housing, regional health issues, medical insurance and study abroad budget issues. Students must submit a personal statement and references. It is recommended that students have earned 45 credits with a 2.5 cumulative grade point average, have passed English 101, 102, and all three CUNY Freshman Skills Assessment tests. For further information, please contact Mr. Paul Wyatt, Study Abroad Adviser, Room 3300-A, North Hall (212-237-8871).

In addition to the above services, the following programs are also offered through Career Development Services:

- Internships and Cooperative Education Programs: please see page 101.

ACADEMIC ADVISEMENT

Students are encouraged to consult regularly with members of the faculty regarding course and program requirements, academic progress, and plans for study in graduate and professional schools. In addition to consultation with their instructors, students are urged to utilize the advisement services listed below.

■ Counseling

The Department of Counseling and Communication Skills and the SEEK Department provide academic counseling for all freshmen, sophomores, juniors, and seniors. Appointments may be made by students not enrolled in the SEEK Program at the Counseling Information Office, Room 3140, North Hall (212-237-8111). Students in the SEEK Program may schedule counseling appointments with the SEEK Department, Room 3100, North Hall (212-237-8169).

■ Entering Freshmen

Orientation for entering freshmen and placement in courses for the first semester are provided by the Orientation Office of Freshman Programs and Scholarship Services. Freshmen are assigned thereafter to counselors in the Department of Counseling and Communication Skills and the SEEK Department. For additional information, please contact Dr. Patricia Sinatra, Room 3125, North Hall (212-237-8120).

■ Transfer Students

Orientation for new transfer students and preliminary evaluation of academic work at colleges previously attended are provided by the Office of Admissions. Students are referred thereafter to the Department of Counseling and Communication Skills and the SEEK Department. For additional information, please contact Ms. Sylvia Lopez, Assistant Director of Admissions, Room 4205, North Hall (212-237-8897).

■ Faculty and Staff Academic Advisement Program

Academic advising is coordinated on a College-wide basis by the Office of Faculty and Staff Academic Advisement. The Academic Advisement Program consists of John Jay faculty and staff members who volunteer for one week (Academic Advisement Week) during the fall and spring semesters to advise lower juniors one on one. Volunteer academic advisers are key to understanding the nature of the academic program and how it can address student interests and goals. Advisers further assist students by providing information concerning policies, procedures, and campus resources.

All matriculated lower juniors are initially contacted by a direct mail campaign to participate in the program. Students who register meet with an academic adviser who discusses general education requirements, major requirements, graduation requirements, and other important academic policies and programs. The adviser also refers the student to student service offices and departments. Finally, the adviser reviews what requirements the student has already fulfilled and what courses the student is qualified to take during the next and subsequent semesters.

The Office of Faculty and Staff Advisement is located in Room 3300-A North Hall. It operates from 9:00 A.M. to 5:00 P.M. on Mondays, Thursdays and Fridays and from 9:00 A.M. to 7:00 P.M. on Tuesdays and Wednesdays when classes are in session. For additional information, please call (212) 237-8871.

- **Advisement in Majors and Other Academic Programs**

Faculty advisers for each undergraduate major offered by the College are listed in Chapter Nine of this Undergraduate Bulletin, in Chapter Ten for associate degree programs, and in Chapter Eleven for other academic programs.

- **Health Professions Adviser**

Students at John Jay College can follow a course of study that will satisfy the academic requirements for admission to graduate schools for the health professions. Those considering careers in medicine, dentistry, optometry, osteopathy, podiatry or veterinary medicine should consult with the Health Professions Adviser. The Health Professions Adviser serves as the liaison to the professional schools and will assist interested students toward their goals in the health professions.

Professional schools require all applicants to have a fundamental knowledge of biology, chemistry, physics, and mathematics. These subjects are part of the standardized tests that applicants take at the end of the junior year.

Because test results, applications, and the adviser's letter of recommendation are usually forwarded by the beginning of the senior year, it is strongly advised that students begin science preparation in the freshman year with Biology 103–104, Chemistry 103–104, and Mathematics 241–242.

The Health Professions Adviser is Associate Provost Lawrence Kobilinsky, Room 634, Tenth Avenue Building (212–237–8884).

- **Office of Graduate School Advising**

Students interested in graduate studies or who are unsure of whether to pursue a graduate degree should visit the Office of Graduate School Advising, Room 3300–A, North Hall. Handouts detailing reasons for applying to graduate school as well as requirements for master's and doctoral degrees can be obtained to help guide students in this decision-making process.

The Office has information on over 150 schools in its comprehensive library which includes catalogs, applications, program descriptions, open houses, tuition, financial aid, and admission requirements. The library is continually being expanded and updated to provide current information. In addition, the Office features *Peterson's Interactive Grad-Search Program* which accesses over 31,000 graduate programs. The Office performs individualized database searches by appointment. *Peterson's Graduate Guide* is also available for students' perusal, and a copy of the *Graduate School Guide* can be obtained as well.

Moreover, the Office dispenses GRE (Graduate Record Examination) booklets and practice tests, and GMAT (Graduate Management Admission Test) booklets. Students who are unsure of which test, if any, to take should contact the Graduate School Adviser for information on each test.

For additional information or to make an appointment with the Adviser, please contact Mr. Paul Wyatt at 212–237–8871.

- **Law School Advising**

John Jay students and alumni considering law school have a wide variety of services available: printed handouts, a library of current catalogs, a regularly updated bulletin board outside Room 3144 North Hall, individual or group counseling, assistance with the application process, an LSAT prep course for the June and October tests, and workshops on the LSAT writing sample. In addition, each semester the Faculty Senate sponsors a seminar with a panel of speakers including alumni who are current law students. By attending the Annual Law Forum, open houses, and other law-related events, the law school advisers maintain an ongoing relationship with law schools. The three advisers are: Professor Adina Schwartz, Room 422-05, Tenth Avenue Building (212–237–8402); Ms. Virginia Hill, Room 3127, North Hall (212–237–8116); and Ms. Carina Quintian, Room 3136, North Hall (212–237–8755).

ACADEMIC FACILITIES AND SERVICES

- **Instructional Technology Support Services**

Instructional Technology Support Services, located in Room 1310, North Hall, serves as the open-access computing facility for all currently enrolled undergraduate and graduate students. It supports a wide range of software applications, programming languages, tuto-

rial software and course-related programs as well as access to the Internet and to the World Wide Web. Manuals and user documentation are available, and consultants are on-hand to provide technical assistance and to answer user questions.

The Department also supports the College's e-training program, the distance learning program (Blackboard), course and departmental web pages, and is a leader in piloting new technologies for campus use.

"Hands-on" workshops in software applications, WWW technology, and computer maintenance are held each semester for faculty, staff and students. A current workshop schedule may be found on the College home page at <http://www.jjay.cuny.edu> in the *Homes Pages* section under "Instructional Technology Support Services."

Instructional Technology Support Services is open day and evening hours from Monday to Thursday each week and during the day on Friday and Saturday. For additional information, please call (212) 237-8047 or e-mail: itss@jjay.cuny.edu.

■ **Bookstore**

The John Jay College community is served by a campus Barnes & Noble Bookstore, located on the first floor of North Hall. Textbooks and other readings assigned by the faculty are obtained here; used textbooks are also available. Reference books, general reading matter in hard and soft covers, and popular paperbacks may be purchased, frequently at reduced prices. Gift items, sportswear, and school supplies are also for sale.

The bookstore is open Monday through Thursday from 9:00 A.M. to 7:00 P.M., and on Friday from 10:00 A.M. to 3:00 P.M. During the first two weeks of each semester, hours are extended: until 9:00 P.M. Monday through Thursday; until 5:00 P.M. on Friday; and from 10:00 A.M. to 3:00 P.M. on Saturday. During Summer Session the bookstore is open Monday through Thursday from 10:00 A.M. to 4:00 P.M., and on Friday from 10:00 A.M. to 2:00 P.M. Hours are extended during the first week of classes: Monday through Thursday, 9:00 A.M. to 7:00 P.M., and Friday from 9:00 A.M. to 4:00 P.M.

MasterCard and VISA are accepted, as well as personal checks with the proper identification. For further information, please contact the manager, Room 1412, North Hall (212-237-8743).

■ **ESL (English as a Second Language) Resources Center**

The ESL Resources Center provides instructional support in academic writing to non-native English speaking students. The Center offers one-on-one tutorial sessions, small group conferencing, Computer Assisted Language Learning (CALL), small group workshops, and on-line instructional modules. Students are requested to make appointments and sign up for these sessions. The Center utilizes the expertise of professional instructors degreed in ESL who annually participate in national and international conferences, and also publish scholarly works.

The Center provides placement services for incoming non-native English speaking students in order to determine their level of proficiency and recommend the appropriate writing course for their college program. During the past 11 years, along with the Office of Institutional Research, the Center has also examined the progress of ESL students during their college career.

Among other activities, the Center has also begun constructing an on-line instructional website that will provide language sensitive materials in three courses: Criminal Justice 101, Government 101, and Sociology 101. This site will contain on-line tutorials in academic writing skills, ACT reading and writing test preparation, preparing a research paper, etc. In 2005 the site will add a faculty resource corner which will provide assistance to faculty who wish to inquire about non-native English speakers writing and how to better assist them in class.

The ESL Resources Center is located in Room 1201 North Hall. For additional information, please contact Dr. Nydia Flores, Director (212-237-8041) or the Assistant Director, Kate Szur.

■ **Mathematics Resources Center**

The Mathematics Resources Center provides tutoring without prior appointment to students who need assistance in their mathematics courses. In addition, the Center is equipped with microcomputers and related software and peripherals. These computers are available to students and faculty for course work and research projects when they are not serving instructional purposes. Members of the mathematics faculty with experience in computer programming, model building, operations research, and statistics are available to assist both students and faculty.

The Center is located in Room 4300, North Hall. For additional information, please contact Professor Sydney Samuel, Room 4326, North Hall (212-237-8923).

■ **Reading and Study Skills Center**

The Reading and Study Skills Center is open to every student enrolled at the College. All students registered in Communication Skills 101 and 102 are required to complete ten hours of independent study in the Center. Students experiencing difficulty fulfilling the reading requirements of their courses and those who have yet to pass the CUNY Freshman Skills Assessment Test are interviewed and tested by a member of the Reading Center Staff, who then provides a weekly tutorial plan. Students enrolled in Communication Skills 110 may also use the Center, as may any other student. Graduate students are welcome at the Center.

The Center is located in Room 3200, North Hall in the Department of Counseling and Communication Skills. For additional information, please contact Professor Sandra Lanzone, Room 3207, North Hall (212-237-8126).

■ **Writing Center**

The Writing Center provides tutoring to all students enrolled in the College. Trained tutors work with students on an individual basis and in small groups. In addition to attending to rules of grammar, and style, the Center emphasizes such skills as formulating a thesis, organizing ideas, and revising a paper. Word processors, grammar 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 they may arrange tutoring sessions on their own initiative.

Throughout the year the Writing Center also offers a number of skill and writing oriented workshops conducted by faculty and staff. These workshops are open to all students.

The Writing Center is located in Room 2450, North Hall. For additional information, please contact Professor Livia Katz, Director, Room 2450, North Hall (212-237-8569) or visit the Writing Center web page at <http://web.jjay.cuny.edu/~writing/>.

STUDENT ACTIVITIES

The three components of student activities at the College are the Student Activities Corporation, the Student Council, and the Office of Student Activities and Campus Life.

■ **Student Activities Corporation**

The John Jay College Student Activities Corporation is composed of six students, three faculty members, three administrators, and a chairperson appointed by the President of the College. The Corporation apportions the income from the Student Activity Fee. (For the rate schedule and distribution of the Student Activity Fee, see page 21)

■ **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.

Student Council elections take place in the spring semester, and new officers are sworn in early in June. 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 also certifies student organizations and hears charges of impeachment against Student Council officials.

A copy of the Student Government Charter is published in the Appendix of this Undergraduate Bulletin.

■ Office of Student Activities and Campus Life

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, Room 1106, North Hall (212-237-8698).

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 over 38 student organizations and provides information about campus meetings and events through its weekly publication, *The Condenser*. It administers a student computer and typing room, in which computers and electric typewriters are available Monday through Friday, and provides opportunities for students to attend Broadway productions and other events.

Student Clubs

Over thirty-eight student organizations offer the College community educational, social, and recreational opportunities through a variety of meetings, films, concerts, and lectures.

Student organizations at the College include *academic clubs*: Computer Science Association, Debate Club, Dispute Resolution Club, Economics Club, Forensic Psychology Society, Forensic Science Society, Law Society, Public Administration Society, Society of Toxicology; *cultural clubs*: African Students Association, Caribbean Club, Dominican Students Association, Emerald Society, Guyanese Club, Haitian Students Society, Latino Diversity Club, Organization of Black Students; *media clubs*: LEX Review, Theatrical Players, Big Apple Broadcasting Society (WJJC); *social clubs*: AIDS Awareness Club, Bodybuilding Club, College Democrats of John Jay, Dance Troupe, Fashion Club, Fire Arms Training Society, Lambda Lesbian and Gay Student Association, Law Enforcement Training Society, Martial Arts Society, Political Awareness Club, Security Management Society, Seekers Christian Fellowship, Student Orientation Society, Student Parent Club, Voices United for God, Wellness Resource Network, Women's Awareness Club, World United Society.

The establishment of the eligibility of clubs and their governance is set forth in Section 9 of the Charter of the Student Government, a copy of which is published in the Appendix of this Undergraduate Bulletin, available through the John Jay College Office of Admissions, 445 West 59th Street, New York, New York 10019, (212) 237-8866. More information and a complete listing of all student clubs are available in the Office of Student Activities and Campus Life, Room 1106, North Hall (212-237-8698).

ATHLETICS, RECREATION AND INTRAMURALS

Through the Department of Physical Education and Athletics, John Jay College offers courses addressing the special physical fitness needs of law enforcement and public service students, promotes programs in varsity athletics, recreation, and intramurals, and maintains a fully equipped cardiovascular fitness center and NCAA regulation swimming pool.

■ Athletics Program

Under the nickname "Bloodhounds," 12 intercollegiate teams currently take the field representing John Jay College. Fall sports include soccer, women's volleyball, men's and women's cross country, and women's tennis. Men's varsity basketball, co-ed rifle and women's swimming comprise the winter sports. In the spring, sports include baseball, softball, and men's tennis. Special clubs are devoted to karate, judo, and taekwon do. All sports are supported by student activity fees.

The College is a Division III member of the National Collegiate Athletic Association, adheres to all its rules, and is dedicated to the principles of fair play in athletic competition and equitable treatment of men and women. Bloodhound teams compete in the City University of New York Athletic Conference (CUNYAC), the Eastern College Athletic

Conference (ECAC), the Mid-Atlantic Rifle Conference, and the Knickerbocker Baseball Conference.

The Department adheres to all rules of the National Collegiate Athletic Association Division III and is dedicated to the principles of sportsmanship, ethical conduct, gender equity and nondiscrimination as outlined in the NCAA Constitution, Article 2.

Full-time students wishing to participate in intercollegiate athletics must be in good academic standing as defined by the College and should contact the Associate Athletics Director, Room 421, Tenth Avenue Building, (212-237-8395) to sign up for a team.

■ **Cardiovascular Fitness Center**

In the Cardiovascular Fitness Center the College offers a unique facility that is available to all students who wish to improve their physical fitness. Each participant follows an individually prescribed exercise program, which is evaluated periodically. Medical clearance is required for participation. All forms and further information may be obtained from the Cardiovascular Fitness Center, Room 601, Tenth Avenue Building (212-237-8633).

■ **Recreation and Intramurals Program**

The recreation and intramural activities provided by the Department of Physical Education and Athletics are an integral part of life at the College. These activities are supported by student activity fees. The gymnasiums, pool, racquetball court, jogging track, and outdoor tennis court are open many hours each week for freeplay basketball, volleyball, soccer, swimming, racquetball, and tennis and are also used for a variety of intramurals competitions in those sports plus body building, power lifting, and triathlon contests.

The recreation and intramurals program is open to all members of the John Jay College student body upon presentation of a valid college ID card. For additional information, events schedules, and court reservations, visit the 3rd floor Equipment Room in the Tenth Avenue Building or call 212-237-8367.

The Department of Physical Education and Athletics strongly advises all students, faculty and staff interested in athletics, recreation, intramurals, or physical education courses to have a medical checkup prior to participation. Medical clearance is required for participation in intercollegiate athletics and the Cardiovascular Fitness Center.

THEATER AND THE ARTS

■ **Arts**

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, have also been major features of the concert series. Visiting musical artists have included the late jazz innovators Teddy Wilson and Zoot Sims, the Clefones of early Rock fame, gospel singer Pearl Williams-Jones, and operatic performer Willard White.

The John Jay Gallery is committed to presenting bodies of work by artists from a wide array of cultural traditions. Some are emerging artists, others established. Shows are usually solo exhibitions one month in length. Now open 12 months of the year, the Gallery devotes December and May to exhibitions by the College's undergraduate studio art students. Recent exhibitions in the John Jay Gallery have included the following artists: Muhsana Ali, Cindy Ho, Anna Kuo, Despo Magoni, Richard K. Miller, Delilah Montoya, Annie Nash, Susan Newmark, Armand Ortiz, Sophie Rivera, Miriam Romais, Tara Sabharwal, Edwine Seymour, Chie Shiamura, and Mary Ting.

For information on concerts and exhibitions, contact the Department of Art, Music, and Philosophy, Room 325, Tenth Avenue Building (212-237-8325), and the Office of Student Activities and Campus Life, Room 1105, North Hall (212-237-8698).

■ Theater

John Jay College offers its students a variety of venues for participation in theatre and play production, as well as access to nearby Lincoln Center and the Broadway Theatre.

The theater program involving student actors dates back to the earliest days of the College. Theatrical productions with criminal justice themes, such as Kafka's *The Trial* and Sidney Kingsley's *Detective Story* have been recognized by major New York critics. Other student productions have included important plays in the world drama repertoire ranging from Greek tragedy to plays by contemporary playwrights. Among these have been *Oedipus Rex*, *The Merchant of Venice*, *Marat Sade*, *The Bald Soprano*, *Short Eyes*, *Equus*, *For Colored Girls . . . and Crimes of the Heart*. Such musicals as *Godspell* and Brecht's *Happy End* have drawn high praise from students and the general community. Major departmental productions are mounted in the College's state of the art theater located in the Tenth Avenue Building.

In recent years the Department of Speech and Theatre's productions have been featured in the Kennedy Center American College Theatre Festival. Departmental shows have won accolades from Festival adjudicators and students have been invited to perform and attend workshops at regional Kennedy Center American College Theatre Festivals.

The Department of Speech and Theatre is also home to the Interactive Sociodrama Ensemble which serves the college community by mounting improvised student plays dramatizing important contemporary social issues such as date rape and domestic abuse.

Many departmental productions have involved close collaboration with student clubs, the student theatrical group (John Jay Players), and Women's Studies.

Readers Theatre productions and public readings of student plays complement the major offerings, giving beginning actors more opportunities to perform.

For information on performances, contact the Department of Speech, Theatre, and Media Studies, Room 336, Tenth Avenue Building (212-237-8363).

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Academic Standards

GENERAL INFORMATION

■ Student Responsibilities

Students are responsible for fulfilling the admission, course, and program prerequisites, degree and graduation requirements, college deadlines and attendance dates, and rules and regulations published in this Undergraduate Bulletin. Students are also responsible for knowing and abiding by the College regulations that appear in the Schedule of Classes and other official publications and those posted on the bulletin board of the Office of the Registrar.

Change of Address

Students must notify the Office of the Registrar of any change of address by filing an official Change of Address Form. Failure to submit this form may result in the loss or delay in delivery of important correspondence.

■ Enforcement and Appeal

The Office of the Dean for Admissions and Registration is responsible for enforcing all academic rules. Appeals of rules and regulations should be addressed to the Dean for Admissions and Registration and filed in the Office of the Registrar.

GENERAL REGULATIONS

■ Official Classes

Each matriculated (degree candidate) student is enrolled in one of eight classes, according to the number of credits that have been earned.

Class	Credits
Lower Freshman	0– 14.9
Upper Freshman	15– 29.9
Lower Sophomore	30– 44.9
Upper Sophomore	45– 59.9
Lower Junior	60– 74.9
Upper Junior	75– 89.9
Lower Senior	90–104.9
Upper Senior	105 or more

■ Maximum Number of Courses in a Term

Freshmen and sophomores are permitted to register for five courses each semester; juniors

and seniors may register for six. Sophomores, juniors, and seniors whose grade point average is 3.30 or above may exceed these limits by one course.

The forgoing limits may be exceeded by enrolling in a physical education activity course that awards one credit.

During summer session students may register for up to six credits. However, students may register for nine credits with approval by either the Dean for Admissions and Registration or the Associate Provost.

■ **Students on Academic Probation**

Students who are on academic probation may not register for more than four courses. In special instances students on probation may be limited to fewer than four courses by the Academic Review Committee. Students remain on probation for one academic year.

Students who are on probation may exceed the forgoing limit by enrolling in a physical education activity course that awards one credit or in a course for one credit offered by the Department of Counseling and Communication Skills for students on academic probation.

■ **Course Prerequisites**

Students must first fulfill the prerequisites specified for any course before they may register for it. The prerequisites required as preparation for course work at a more advanced level are included in the course descriptions in this Undergraduate Bulletin.

Note: English 101 is a prerequisite for all courses at the 200-level while English 102 is a prerequisite for all courses at the 300-level or above.

Permission to register for a course without first fulfilling its prerequisite(s) may be granted only when a course description specifies that permission of the section instructor may be granted for that purpose. In the absence of the section instructor, the chairperson of the department (or his or her designee) may authorize the prerequisite waiver. Prerequisites may be waived only if, in the judgment of the section instructor (or the chairperson of the department or the latter's designee), the student is academically prepared for the more advanced course.

If a prerequisite waived by the section instructor (or the chairperson of the department or the latter's designee) is a required course in a major or in the College's general education requirements, then it must eventually be taken and successfully completed.

Prerequisites may be waived for upper seniors (defined as students who have completed at least 105 credits) in all courses, following verification of upper-senior standing by the Associate Provost and authorization by the section instructor (or chairperson of the department or his or her designee). In such instances, the prerequisite must be taken as a corequisite if it is a required course in a major or in the College's general education requirements.

■ **Overall Credit Limitation**

Students who have completed 144 or more credits or who have registered for 20 or more semesters will not be permitted to register without the approval of the Dean for Admissions and Registration. Such students must develop with the Dean a plan to complete their degree requirements. They will be permitted to register only for those courses required for fulfillment of degree requirements.

■ **Repetition of Courses**

Required Repetition

Students who receive the grade of F or WU in a required course must repeat the course at the next earliest opportunity.

Students who do not pass preparatory skills courses must re-enroll in these courses during the next semester of attendance. (For a list of the College's preparatory skills courses, see page 63.)

Prohibited Repetition

A course for which credit has already been granted may not be repeated. Students will not be granted credit toward their degrees for repeated courses.

■ **Limitation on the Repetition of Remedial and Developmental Courses**

The following policy shall apply in the matter of grades assigned for remedial and developmental courses (COM 101, 102—ENG 093, 094, 099,100—MAT 095,100,103):

1. A student shall not be permitted to register at the College if he or she has received two F's, WU's, or R's, or any combination thereof in the same course or its equivalent.* (See page 46.)
2. After receiving two F's WU's, or R's, or any combination thereof in the same course, the student shall be dismissed from John Jay College.
3. The dismissal decision shall be final. Students wishing to continue within CUNY must apply to and be accepted by a community college.

* Equivalent courses are as follows:

ENG 099 is equivalent to 093 (SEEK)
 ENG 100 is equivalent to 094 (SEEK)
 MAT 100 is equivalent to 095 (SEEK)

■ **Independent Study Courses**

Students who wish to undertake independent study under the direction of a member of the faculty must complete an Independent Study Form obtained from the Office of the Registrar. The form must be signed by both the faculty member and approved by the Department Chair. The form must then be certified by the Dean for Admissions and Registration and accepted during the official registration period. Approval is subject to the academic prerequisites listed in the course description and the following stipulations:

1. completion of 60 degree credits, unless waived by the Dean for Admissions and Registration;
2. a 2.50 grade point average;
3. only one independent study course each semester, up to a total of four such courses;
4. instructor is a full-time member of the faculty;
5. no more than two independent study courses sponsored for a student by the same faculty member.

Permission for exceptions to these regulations must be obtained from the Department Chair and the Dean for Admissions and Registration prior to the registration period.

■ **Permit Courses (Courses at Other Colleges)**

Students planning to take courses for credit simultaneously at the College and at another educational institution must obtain permission in advance from the Office of the Registrar. Guidelines for permit courses are available in the Registrar's Office, Room 4113, North Hall, 212-237-8870.

■ **Attendance**

Standard Courses

Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may also result in the loss of financial aid. Determination of the number of absences that constitutes excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester. (See page 46– grades of W, WA, and WU.)

Remedial and Developmental Courses

In remedial and developmental courses, students are automatically considered excessively absent and are not eligible for passing grades if their absences exceed the number of times a class meets in any two-week period. In classes that meet once a week, more than two absences are excessive. In classes that meet twice a week, more than four absences are excessive. In classes that meet three times a week, more than six absences are excessive. The remedial and developmental courses are:

Chemistry 100	English 100
Communication Skills 101	Mathematics 100
Communication Skills 102	Mathematics 103
English 099	Speech 100

SEEK

Communication Skills 101	English 094
Communication Skills 102	Mathematics 095
English 093	Speech 091

■ **College Policy on Plagiarism**

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. *Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.*

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

■ **College Policy on Cheating**

Students are prohibited from using books, notes, and other reference materials during examinations except as specifically authorized by the instructor. Students may not copy other students' examination papers, have others take examinations for them, substitute examination booklets, submit papers written by others, or engage in other forms of academic dishonesty. An instructor who determines that such violation has occurred may follow the options stated below.

■ **Resolving Allegations of Cheating and Plagiarism**

Allegations of cheating may be referred to the Vice President for Student Development to be handled under the Student Disciplinary Procedures in Article 15 of the Bylaws of the CUNY Board of Trustees, copies of which are available in the Library. Plagiarism may be either an academic infraction or a disciplinary infraction depending on the nature of the allegation. The key factor in determining whether an allegation of plagiarism should be treated as an academic or disciplinary matter is whether resolution of the issue involves primarily a question of fact or primarily a question of professional academic judgment (i.e., a judgment involving the professor's expertise, or a subjective evaluation of the student's work product, or both). For example, whether a student did, in fact, plagiarize from another source frequently involves primarily a question of fact. In such circumstances, the matter may be referred to the Vice President for Student Development for the initiation of a disciplinary hearing.

However, the primary issue in a plagiarism case frequently is whether the ideas and/or language expressed by a student were original or were the ideas of another. In such cases, the matter is more properly characterized as academic, for which the faculty member should award a grade appropriate to the circumstances.

Sometimes, whether a question of fact or an academic judgment is at issue is not clear. When a faculty member is not certain whether a particular case of plagiarism ought to be treated as a disciplinary infraction or an academic infraction, the faculty member should consult with the Vice President for Student Development. If the Vice President determines that the matter is disciplinary, the matter will be handled as a disciplinary violation under Article 15 of the Bylaws of the Board of Trustees. If it is determined that the matter is academic, the Vice President will refer the matter back to the faculty member, and the College's established procedures in terms of grading and appeals will be followed.

In some instances of plagiarism, a faculty member may wish to impose a grade reduction penalty to a student as well as seek the imposition of one of the penalties that may be authorized only by a disciplinary committee convened pursuant to Article 15 of the Bylaws, such as disciplinary probation, long term suspension, or exclusion. Where the faculty member refers a case to the Vice President for Student Development for referral to a Judicial Committee, the faculty member must hold the grade in abeyance until the Judicial Committee has determined whether the student is guilty or innocent of the charges. After the Judicial Committee has rendered its decision, a grade that is consistent with the findings of the Committee may be awarded by the faculty member.

■ **Student Appeals in Questions of Academic Honesty**

If a student has been penalized for cheating or plagiarizing, he or she has a right to appeal an academic sanction to the Academic Review Committee of the relevant department. This is done by appearing at the Registrar's Office to request such a review. (See section entitled "Appeal for Change of Final Grade", on page 47.) Generally, such appeals are filed

on the issues of whether (a) plagiarism did in fact occur; and/or (b) the imposition of such sanction is grossly disproportionate to the offense involved. A presumption strongly favoring proportionality shall attach to the appeal and the burden of proof lies with the student. In the case of the imposition of disciplinary sanctions, appeals are made through the Vice President for Student Development. The appropriate rules, regulations and bylaws of the Board of Trustees concerning student discipline are followed. Appeals regarding disciplinary sanctions imposed by the Judicial Committee can be made to the President of the College.

GRADES

■ Grades for Completed Courses

Grades for courses that have been completed through the final examination are as follows.

Grade	Numerical Value	Percentage Equivalent
A	4.0	93.0–100.0
A–	3.7	90.0–92.9
B+	3.3	87.1–89.9
B	3.0	83.0–87.0
B–	2.7	80.0–82.9
C+	2.3	77.1–79.9
C	2.0	73.0–77.0
C–	1.7	70.0–72.9
D+	1.3	67.1–69.9
D	1.0	63.0–67.0
D–	0.7	60.0–62.9
F	0.0	Below 60.0
P	—	—

Explanation of Grades

A, A–	<i>Excellent</i>
B+, B, B–	<i>Very Good</i>
C+, C	<i>Satisfactory</i>
C–, D+, D, D–	<i>Poor</i> Passing, but too many of these grades can lead to dismissal from the College because of a low grade point average.
F	<i>Failure</i> An F is not erased when the course is taken again and passed.
P	<i>Passing</i> The only authorized passing grade for: 1. non-remedial courses for which this grade is designated in the course description in this Undergraduate Bulletin; 2. courses taken on a Pass/Fail Option (see below); 3. Prescribed Grading Courses (see below). This grade is not computed in the grade point average.

■ Grades for Courses Not Completed

Grade of AU (Senior Citizen's Audit)

The grade of AU is assigned when a senior citizen elects to audit a course. Enrolling in a course on an audit basis gives the student the right to attend and participate in all aspects of the course *without receiving credit* for the course. The course will not count toward any degree or certificate program offered by The City University of New York.

Grade of IN (Incomplete)

The grade of IN (Incomplete) is given by an instructor only when there is reasonable expectation that a student will successfully complete course requirements. If this grade is unresolved after the sixth week of the following semester, it will automatically convert to the grade of F.

Degree candidates should be aware that an IN grade received during the last semester in courses required for graduation will result in the postponement of graduation.

Resolving the grade of IN through make-up examinations. The procedure outlined here is initiated when a student has received the grade of IN because of absence from a final examination.

All make-up final examinations given after the completion of the semester are processed and administered by the Office of the Registrar. The scheduled date for make-up examinations is published in the Undergraduate Calendar. Students must submit applications at least two weeks prior to the examination date. Applications require the written authorization of the course instructor and must be accompanied by the required fee (see Special Examination Fee, page 22). Students are required to present their College I.D.'s for admission to make-up examinations.

Grade of W (Withdrawal)

The grade of W indicates withdrawal without penalty. It is assigned by the Office of the Registrar upon approval of an Application for Resignation filed there.

The grade of W is not computed in the grade point average.

Grade of WA (Administrative Withdrawal)

The grade of WA is assigned by the Office of the Registrar when a student fails to comply with the Proof of Immunization Policy of the College. The grade of WA is not computed in the grade point average.

Grade of WU (Withdrew Unofficially)

The grade of WU is assigned by the instructor when a student has never attended class or has ceased attending class and has not submitted an Application for Resignation to the Office of the Registrar. The grade is computed as a failure (0.0) in the grade point average, which may result in the adjustment of financial aid funds. Students are therefore advised to submit an official Application for Resignation in the Office of the Registrar prior to the tenth week of classes.

■ **The Grade of R (Repeat)**

This grade is assigned to students who have attended class regularly and completed course requirements but have not demonstrated sufficient progress to justify a passing grade. The grade is awarded only for a remedial or developmental course (see Prescribed Grading Courses below), which must be repeated. This grade is not computed in the grade point average.

■ **Pass/Fail Option**

Upon completion of 60 credits, students with a grade point average of 2.0 and higher may take one course a semester under a Pass/Fail Option, for a total of four such courses. The Pass/Fail Option may be applied to all courses except courses satisfying the College's general education requirements and courses in the student's major. Application for the Pass/Fail Option must be made at the Office of the Registrar before the conclusion of the second week of classes; in Summer Session, at the end of the first week of classes. Once granted, this option is irrevocable. Grades received for a Pass/Fail option are not computed in the grade point average.

■ **Prescribed Grading Courses**

The only grades authorized for the courses listed below are P, R, F, W, WU, and IN. However, at the discretion of certain academic departments, the grade of A may be given in place of the grade of P.

Chemistry 100	English 099
Communication Skills 101	English 100
Communication Skills 102	Mathematics 100
Counseling 110	Mathematics 103
Counseling 191	Speech 100

SEEK
Communication Skills 101
Communication Skills 102
English 093
English 094
Mathematics 095
Speech 091

Thematic Studies
Communication Skills 511
Communication Skills 512
Communication Skills 513

■ **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-, C+, C-, D+, D-, D-, F, and P.

Application for Change of Final Grade

Students seeking a change of a final grade must file a Request for Change in Grade Form with the Office of the Registrar (Room 4113N), which will forward the form to the appropriate instructor. If the requested change is approved, the faculty member enters the change on the form, has it countersigned by the department chairperson, and returns it to the Office of the Registrar, which will enter the change in the student's record and notify the student of the change.

Faculty members who initiate such change must file a Change of Grade Form, including the reason for the change, have the application countersigned by the department chairperson, and forward the completed form to the Office of the Registrar, which will process the change and notify the student.

Appeal for Change of Final Grade

In the event that the faculty member reaffirms the final grade, the student has the right to appeal to the Academic Review Committee of the relevant department. To initiate this procedure, the student must first appear at the Office of the Registrar to request this further review. This Office forwards the pertinent materials to the departmental Academic Review Committee and notifies the instructor of the action. A meeting is scheduled at a time convenient to all so that both parties may present their positions. The Academic Review Committee submits its decision and reasons for its judgment in writing to the Office of the Registrar. The decision of this Committee is final.

■ **Change of Administrative Grade**

The grade of F is assigned by the Office of the Registrar when an IN (Incomplete) remains unresolved after the sixth week of the semester following the term in which the course was taken. This administrative action may be appealed by the student or the instructor.

Appeal by Student

The student should contact the instructor, or the departmental chair in the absence of the instructor, to appeal the grade of F resulting from an unresolved Incomplete. If both the instructor and the student agree on the course of action, the student completes the course work, and a change of grade form is filed with the Registrar's Office. This process must be completed within one year after the last day of classes of the semester in question.

Students who have extraordinary circumstances may appeal the deadline in writing to the chair of the Standards Committee for transmittal to the Faculty Grade Appeals Subcommittee. The decision of this subcommittee is final.

Appeal by Faculty

An appeal instituted by a member of the faculty to change an administrative F must indicate that the work required to resolve the IN grade was in the instructor's possession prior to the deadline date.

■ **Grade Point Average (GPA)**

The grade point average is computed by multiplying the numerical value of grades A, A-, B+, B-, C+, C-, D+, D-, F, and WU with the number of credits of each course, which yields the number of quality points. The number of quality points is then

divided by the total number of attempted credits to yield the grade point average. For example, the grade point average of a student who has completed 30 credits with grades ranging from A to WU is calculated as follows:

Number of Credits		Grade	Quality Points
6	x	A (4.0)	= 24.0
3	x	A- (3.7)	= 11.1
4	x	B+ (3.3)	= 13.2
3	x	B (3.0)	= 9.0
3	x	C+ (2.3)	= 6.9
8	x	C (2.0)	= 16.0
1	x	D (1.0)	= 1.0
1	x	F (0.0)	= 0.0
1	x	WU (0.0)	= 0.0
—			—
30			81.2

The total number of quality points—81.2—divided by the total number of attempted credits—30—yields a grade point average of 2.70.

Repetition of Failed Courses and the Grade Point Average

The grade of F or WU is not computed in the grade point average when a student in the Fall 1990 semester and in any semester thereafter, repeats the failed course and receives a grade of C or better. The original F or WU, however, remains on the student's official transcript. The number of failing credits that can be omitted from the grade point average in this manner is limited to 16 for the duration of the student's undergraduate enrollment in the institutions of The City University of New York.

■ **Grade Point Average Required for Enrollment in Graduate Courses**

Seniors with a grade point average of 3.0 may, upon the recommendation of the academic department concerned and the approval of the Dean of Graduate Studies and Research or the Dean for Admissions and Registration, enroll, space permitting, for a maximum number of six credits of graduate courses for undergraduate credit at no additional fee. Only one three-credit course may be taken in a semester. These courses may not count toward the master's degree if they have served to fulfill baccalaureate degree requirements.

■ **Report of Academic Progress**

At the end of each semester and Summer Session, students receive a cumulative report of course work taken at the College which lists grades and grade point average.

■ **Satisfactory Rate of Progress Towards a Degree**

Please see "Overall Credit Limitation," page 42.

RETENTION STANDARDS

■ **Grade Point Average Required for Continued Enrollment**

Students must meet specific grade point average requirements at specific levels of credit to remain in good standing.

Credits Attempted	Minimum Cumulative GPA Required
0–12	1.50
13–24	1.75
25 and above	2.00

■ **Academic Probation**

Students with grade point averages that fall below the required minimum may be placed on academic probation for one academic year. During this probationary period, students who make satisfactory academic progress will continue to maintain their academic

standing with the College and their concurrent eligibility for financial aid.

- **Dismissal**

The academic records of students who fail to meet the minimum retention standards are reviewed annually by the Academic Review Committee, which determines whether there has been satisfactory progress toward meeting required standards. Students who, in the judgment of the committee, have not made adequate progress are dismissed from the College. Upon dismissal, a student must remain separated from the University for a least one year.

Students who receive two Fs, WUs or Rs, or any combination thereof in certain preparatory skills courses are not permitted to continue at the College. (For a list of these courses, see page 63.) Students may not appeal the denial of registration.

- **Reinstatement after Dismissal**

Students who have been dismissed from the College because of academic failure may seek reinstatement after separation from the University for one year. The process for reinstatement is initiated by the submission of an application for readmission and payment of a \$10.00 processing fee to the Office of the Registrar, which must be approved by the Readmissions Committee. Deadline dates are available through the Registrar's Office and are strictly adhered to. Students are encouraged to reapply as early as possible.

The application is reviewed by the Readmissions Committee and a disposition is determined. Students who are considered appropriate are referred to **Project SMART** (see page 15 for more information). **SEEK** students are referred to the **SEEK Department** (see pages 103–104) for further screening and evaluation to determine eligibility. If a student is approved for readmission, he or she re-enters the College on academic probation and must follow the plan developed through **Project SMART** or **SEEK**, which is formalized under a signed contract and placed in the student's cumulative record. Failure to meet the conditions of readmission results in permanent dismissal.

GRADUATION

- **Requirements**

Candidates for the associate degree must complete at least 60 credits and candidates for the baccalaureate degree must complete at least 120 credits to obtain a degree. All degree candidates must have completed all prescribed courses, fulfilled the requirements of their majors, achieved at least a C average (2.0 grade point average), and cleared all accounts with the College.

Candidates for degrees are reminded that grades of IN assigned during the last semester of attendance in courses required for graduation will result in the postponement of graduation.

- **Application**

Candidates must submit applications for their degrees by the date prescribed in the Undergraduate Calendar, published in the Schedule of Classes. Spring semester candidates must demonstrate the potential for satisfying the requirements of the degrees for which they apply.

- **Diploma**

The diploma is granted only upon graduation and will not be replaced. To assure the integrity of the document, the College will under no circumstances issue a duplicate of a lost original. In the event of loss or damage to a diploma, the College will supply, upon proper documentation and the payment of a fee to cover the cost, a Certificate of Graduation to serve as a legal substitute for the original diploma (see Certificate of Graduation, page 21).

- **Commencement**

Participation in the annual June commencement ceremony is accorded students who have been awarded the associate or baccalaureate 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 the spring semester.



7

Honors, Awards, and Scholarships

HONORS

■ **Dean's List**

Students are eligible to be on the Dean's List if they are skills certified in reading, writing and mathematics, have passed all three assessment skills exams, have earned a 3.35 cumulative GPA and a 3.5 GPA calculated over the past academic year, and took 18 credits during the past academic year, none of which consisted of pass/fail, remedial, or developmental course work, and had no grade of IN or WU during this period.

The Dean's list is finalized on June 30, and is based upon the credits and grade point average recorded in the Office of the Registrar at the conclusion of the spring term for the previous academic year. The previous academic year consists of the Summer Session, fall term, and spring term in that order. The list is published in the subsequent fall term.

For additional information, concerning Dean's List requirements, call 212-237-8120.

■ **Graduation with Honors**

Baccalaureate students qualify for three levels of academic honor: *summa cum laude* (with highest distinction), awarded to students whose grade point average is at least 3.8; *magna cum laude* (with great distinction), awarded to students whose grade point average is at least 3.5; *cum laude* (with distinction), awarded to students whose grade point average is at least 3.2. To be eligible for these honors, a student must complete at least 56 credits at the College. Students who entered the College with an associate degree qualify for these honors with a minimum of 52 credits earned at the College. All courses and grades earned at John Jay College, including failures, enter into the computation.

■ **Honors in the Major**

To qualify for Honors in the Major, a student must have completed the credit requirements for the major and have earned a 3.5 cumulative grade point average or higher in courses included in the major. This does not include 100-level courses in the major. Credit for courses required as prerequisites for major courses and transfer credits applied to the major will not be calculated into the major cumulative grade point average. Students must have also earned at least a 3.2 cumulative grade point average.

Students qualifying for this honor will receive recognition at the commencement ceremony. This honor will also be noted on the student's transcript.

■ **Valedictorian and Salutatorian**

The valedictorian and salutatorian for the commencement exercises are chosen from among the baccalaureate graduates of the previous September and February and the June baccalaureate candidates. The two students with the highest grade point averages are awarded these distinctions.

In the event of identical grade point averages, the students with the greatest number of

credits earned at John Jay College (up to 120 credits) will be designated valedictorian and salutatorian.

In the event that two students have identical grade point averages and have earned the same number of credits at the College (up to 120 credits), they will be declared co-valedictorians and no salutatorian will be designated.

In the event that three or more students have identical grade point averages and have earned the same number of credits at the College (up to 120 credits), the valedictorian and salutatorian will be selected by the Committee on Undergraduate Honors, Prizes, Scholarships, and Awards.

HONOR SOCIETIES

■ **Nu Gamma Sigma**

Local Chapter of Lambda Alpha Epsilon,
The National Honorary Society for Criminal Justice

In 1980 John Jay College of Criminal Justice, under the auspices of the American Criminal Justice Association, established a chapter of Lambda Alpha Epsilon, the National Honorary Society for Criminal Justice. The Honorary Society provides students who have distinguished themselves academically at John Jay College with an opportunity to expand their involvement in the criminal justice system. Selection for membership is based on the student's academic record in the junior year and thereafter. Students with a cumulative grade point average of 3.1 or higher in their junior year are eligible for selection. Membership is open to undergraduate and graduate students as well as to qualified alumni.

■ **Phi Eta Sigma**

National Freshman Honorary Society

In 1999 John Jay College established a chapter of Phi Eta Sigma. As the oldest and largest national freshman honor society, Phi Eta Sigma encourages and rewards academic excellence among first-year students in institutions of higher learning. Membership is open to individuals who have earned grade point averages of 3.5 or better during one or both semesters of their freshman year as full-time students.

■ **Pi Alpha Alpha**

National Honorary Society for Public Affairs and Administration

In 1977 John Jay College of Criminal Justice, under the auspices of the National Association of Schools of Public Affairs and Administration (NASPAA), established a chapter of Pi Alpha Alpha, the National Honorary Society for Public Affairs and Administration. The Honorary Society encourages and rewards scholarship and accomplishment among students and practitioners of public affairs and administration, promotes advancement of education and scholarship in the art and science of public affairs and administration, and fosters integrity and creative performance in the conduct of governmental and related public service operations.

■ **Psi Chi**

National Honorary Society for Psychology

A chapter of Psi Chi was established at John Jay College of Criminal Justice in May 1974. Selection for membership is based upon the student's academic record in psychology (with a minimum of 12 credits), as well as the overall class standing. Membership is open to undergraduate and graduate students, as well as to faculty members in the Department of Psychology.

JOHN JAY COLLEGE SCHOLARSHIPS

John Jay College Scholarships require a completed application by students including fulfilling eligibility and qualification requirements which are specific to each individual scholarship, program, award, or other type of contest. The information below provides some basic background information on the scholarships and guidelines for applying. For additional information and application forms, please contact Ms. Litna McNickle, (212) 237-2155, Room 2501, North Hall.

- **The Entering Freshman Scholarship—Early Commitment**

This scholarship intends to attract students to John Jay College who have excellent academic skills. Applicants must have been accepted by March 15 of the year as full-time matriculated freshmen without any previous college experience (College Now or AP credits are not included). Highest SAT1 and ACT scores are considered only and students must file an application, which is available in Room 2502, North Hall. Applicants are also required to write a one-paragraph essay explaining how they will use the scholarship award in the amount of \$1,000. Five scholarships are available each year and recipients will be determined by a committee.

- **The Freshman Year Scholarship**

Full-time matriculated students who excel academically will be eligible to apply for this scholarship. Applicants must be freshmen who began studies either in the summer or the fall and completed a minimum of 24 credits and a maximum of 30 credits with the highest grade point average. Students must also have either passed or been exempt from taking all three placement exams at the time of application. A scholarship application must be filed, which is available in Room 2502, North Hall and applicants are required to write one paragraph explaining how they will use this scholarship. The Scholarship Committee will select the only winner.

- **The Sophomore Year Scholarship**

The purpose of this scholarship is to encourage and support sophomores who have completed between 45-60 credits (30 of which must have been earned at John Jay College) with the highest grade point average and who have generally excelled academically. Only full-time matriculated students who have either passed or have been exempt from all three placement exams during their freshman year will be considered. Applicants must write a one-paragraph statement explaining how they intend to use the scholarship award in the amount of \$500. Applications are available in Room 2502, North Hall. The Scholarship Committee will determine the recipient of the award in September.

- **The Junior Year Scholarship**

The purpose of this scholarship is to encourage and support students who have completed 75-90 credits (30 of which must have been earned at John Jay College) with the highest grade point average and who generally excel academically. Applicants must be full-time matriculated students who have either passed or been exempt from all three placement exams during their freshman year. In addition to filing an application, which is available in Room 2502, North Hall, students must also write a one-paragraph statement in which they explain how they will use the scholarship. Only one scholarship in the amount of \$500 will be awarded in September by the Scholarship Committee.

- **The MBJ Scholarship for Students with Disabilities**

Mr. Joaquin Vasquez of MBJ Food Services established this scholarship with matching funds from the Student Government to encourage and recognize students who have overcome the challenges of their disabilities. Applicants must be matriculated and registered with the Office for Services for Students with Disabilities. One scholarship each will be awarded to an entering freshman, transfer student, and graduate student; five scholarships will be awarded to continuing students.

- **The Service Scholarship**

The Service Scholarship intends to encourage and support full-time matriculated students who have given extensive voluntary service to the College and who excel academically. Applicants must have either passed or been exempt from all three placement exams and must have completed 30 credits at John Jay College. Students must also demonstrate extensive service to the College, i.e., Student Council member, committee member, etc. (students receiving compensation are ineligible). Previous winners are to eligible to apply. The scholarship award, in the amount of \$250 will be awarded by the Scholarship Committee in September.

- **Gary Boccia Memorial Scholarship**

The purpose of this scholarship is to honor the memory Gary Boccia by awarding, prior to each fall semester, the sum of \$500, applicable to tuition as set by the University, to a forensic science major who exemplifies perseverance and dedication to the completion of his/her degree and to the pursuit of a career in forensic science.

- **The Nancy Flynn Scholarship Award**

The Nancy Flynn Scholarship was established by her friend in her honor. At the age of 80, Ms. Flynn resumed her studies after a hiatus and a lengthy working career. This scholarship is awarded to a female student who is at least 25 years of age and has resumed her education after an interval away from high school or college of at least five years. The applicant must have completed a minimum of 16 credits but no more than 61 credits with a grade point average of 3.2.

- **The Justice Scholarship**

This scholarship is awarded each year to 10 matriculated undergraduate students who exemplify perseverance and dedication in pursuing a public service career. This award was established in the Spring of 2002 by Princeton University to honor the memory of the public heroes of September 11 who received their training at John Jay College. Five scholarships are awarded to entering freshman who meet the following criteria: minimum of an 1140 SAT1 score or a score of 90 on the New York State English and Math A Regents. Five scholarships are awarded to currently enrolled students who are full-time matriculated undergraduates and have completed 30 credits at John Jay College with a minimum cumulative grade point average of 3.5.

- **The Malcolm/King Leadership Award**

John Jay College of Criminal Justice has established the Malcolm/King Leadership Award in honor of Dr. Martin Luther King and Malcolm X. The purpose of this award is to encourage graduate and undergraduate students who are majoring in criminal justice to pursue careers in the social sciences, to engage in social activism, to strive for academic excellence and to foster an awareness of the many social issues which affect the communities in which they live, work, and go to school. Undergraduate students must have completed 24 credits with a minimum grade point average of 3.0. Graduate students must have completed 12 credits with a grade point average of 3.5. Both groups must either be taking or have successfully completed three ethnic studies courses. In addition, a 350-500 word essay on a pre-selected topic is required. For more information, visit the Department of African American Studies, Room 3225, North Hall or call (212) 237-8764.

- **The Thurgood Marshall Scholarship**

These 20 scholarships have been established to encourage graduate and undergraduate students to pursue legal studies, to engage in political and legal activism, to strive for academic excellence, and to foster an awareness of the issues faced by poor and minority people in the criminal justice system. These scholarships are awarded each fall and only registered matriculated students are eligible to apply. Undergraduate students must have completed 24 credits at John Jay College with a minimum grade point average of 3.4. Graduate students must have completed 12 credits with a minimum grade point average of 3.2. In addition, applicants must have successfully completed, or are currently enrolled in at least one ethnic studies course or law course concentrating on the plight of minority or disadvantaged people in the criminal justice system. Full-time students receive \$1,000 and part-time students receive \$500 scholarship awards. Applications are available in Room 2502, North Hall.

- **The Ronald McNair Program**

The purpose of this program is to help increase the participation of first generation, low-income college students from under-represented groups (in particular, minorities, women, and the physically challenged) in graduate education, especially in the doctoral program of study. In most cases, a doctorate is required for a career as a college professor. The applicant must be of junior standing (entering the junior year) with a 2.8 grade point average or better, low-income background and first-generation college student or member of a group under-represented in graduate education. For more information, please see Mr.

Ernest Lee in the Department of African-American Studies, Room 3220, North Hall or call (212) 237-8760.

■ **The William Pace Scholarship**

This award is intended to honor and recognize William Pace, former special agent with the U.S. Department of the Treasury and founder of the National Association of Treasury Agents (NATA), for his efforts on behalf of the integrity of the federal government. The recipient must be the dependent child of a honorably retired or currently employed non-supervisory and/or not-staff special agent (1811 series), of the U.S. Department of the Treasury. The recipient must be a full-time student and have completed at least 28 credits at John Jay College. For more information, please contact Ms. Litna McNickle at (212) 237-2155. No application is required.

■ **The Maria I. Ramirez Memorial Award**

This award is given to female students working full-time and attending John Jay College part-time pursuing a bachelor's degree. Applicants must have completed at least 12 credits at John Jay College, passed all three placement exams, and have a cumulative grade point average of 2.5. The award amount is \$1600 for one academic year. For more information, please contact Ms. Litna McNickle at (212) 237-2155. An application is required.

■ **The Research Incentive Scholarships for BA/MA Students**

Fifteen one-time \$2000 research awards will be granted annually to BA/MA students who have completed 120 credits with the highest grade point averages. Awards are based on cumulative grade point average and will be contingent upon participation in a research project (either with faculty or alone). The first half of the award, \$1000, is presented solely on the basis of grades and the second half of the award, \$1000, is presented on demonstration of involvement in a research project. Students will need to submit to the Dean of Graduate Studies and Research a one-page statement summarizing their research projects.

■ **The Richard D. Rockwell Essay Contest**

The Richard D. Rockwell Essay Contest was established in 1999 by Richard D. Rockwell, president of the Professional Security Bureau, to encourage students attending John Jay College to think about security management issues. The \$2500 award is given to the student with the best essay each June to be determined by the Rockwell Scholarship Committee. Eligibility requirements are as follows: 1) undergraduate students with 31 to 100 credits or graduate students with 3 to 27 credits; 2) part-time or full-time students. An application is required. Applications are available in the Scholarship Services Office, Room 2502, North Hall.

■ **The Matthew Stannish Scholarship Award**

This award is intended to encourage New York City police officers to begin or continue their higher educational studies at John Jay College. Applicants must be uniformed members of the New York City Police Department who have a minimum of three years of service. Applicants must also either have graduated from high school with a grade point average of 80 or higher, or a GED score of at least 300, or have completed college courses with a cumulative grade point average of 3.0 and higher. Recipients are awarded \$1000 for one academic year. For more information and application forms, please contact the New York City Police Academy, Scholarship Unit at (212) 477-9212. An application is required. It is available in November.

■ **University Student Senate Scholarship**

The Academic Scholarship Fund was established on June 4, 1995 by the University Student Senate of The City University of New York, comprised of student leaders from each CUNY campus. The fund consists of three yearly awards per campus and will recognize students who have demonstrated outstanding scholarship and enthusiasm under extraordinary circumstances. Each campus will receive no more than three awards. The awards will be \$1000 each and will be paid in one disbursement. All awards are for only one year, and no award recipient may reapply for a University Student Senate Scholarship award. Applicants shall be matriculated students, registered for a minimum of six credits for undergraduate students, or a minimum of three credits for graduate students. Appli-

cants shall also meet the same requirement during the semester of disbursement. Undergraduate applicants must have completed a minimum of 24 credits at a CUNY college and no more than 96 credits total. Graduate applicants must have complete a minimum of nine credits at a CUNY college and no more than 24 credits total. Students admitted to joint baccalaureate/master's programs may exceed the credit limit if appropriate documentation is submitted. Applicants must have attained a minimum grade point average of 3.5.

JOHN JAY GRADUATION AWARDS, PRIZES AND SCHOLARSHIPS

■ **General Eligibility**

To be eligible for undergraduate academic awards, students must complete at least 56 credits at John Jay College (at least 52 for those who entered the College with associate degrees) with a minimum grade point average of 2.0 (Note: some awards require a higher grade point average). Scholarships for graduate studies must be utilized beginning no later than the fall semester of the fourth academic year following graduation.

■ **John Jay College Alumni Association Scholarships**

Three one-time \$500 awards are granted to John Jay undergraduate students beginning graduate studies at John Jay. The awards are given to the students with the highest undergraduate grade point average. For further information, please contact the Office of the Dean of Graduate Studies and Research (212-237-8423). No application is required.

■ **The CUNY BA/BS Distinguished Scholar Award**

One award each is given to the CUNY/BA and CUNY/BS student with the highest grade point average upon graduation. No application is required. For further information, please contact Professor Elizabeth Yukins (212-237-8083).

■ **The Distinguished Service Awards**

The John Jay College Committee on Graduation Awards and Scholarships grants the Distinguished Service Awards each year to five graduating seniors who have made significant contributions of service to the College. Applicants must have a minimum grade point average of 2.0. An application is required.

■ **The Albert Elias Memorial Award**

The Department of Law, Police Science, and Criminal Justice Administration and the Elias family established this award in memory of Professor Albert Elias, an expert in correctional studies, who pioneered guided group interaction as an intervention to rehabilitate juvenile delinquents. This award is presented to the graduating correction officer with the highest cumulative grade point average. Students employed in corrections who have a high grade point average should contact the Department of Law, Police Science, and Criminal Justice Administration, Room 422, Tenth Avenue Building, (212-237-8032) for more information. No application is required.

■ **The Phillip Gisses Award**

This annual award was established by Jennie Gisses, Associate Registrar Emerita, in memory of her husband. It is given to the graduating senior who is a member of the New York City Fire Department or who has the highest grade point average in the Fire Science major. The faculty of the Department of Public Management selects the award winner. Please call (212) 237-8070 (Room 3525, North Hall) for more information. No application is required.

■ **Graduate International Student Award**

A one-time, \$2000 award will be granted to one John Jay undergraduate international student beginning graduate studies at John Jay. The award will go to the international student with the highest undergraduate grade point average.

■ **The Richard Henry Hommel Award**

The Richard Henry Hommel Award is a gift to the College by alumnus Richard W. Hommel in memory of his son. The award is given to a graduating senior who has made an outstanding contribution to theatrical performances at John Jay College. The faculty of the Department of Speech, Theatre, and Media Studies selects the award winner. For more information, please call (212) 237-8363 (Room 336, Tenth Avenue Building). No application is required.

■ **The Lawrence J. Kaplan Humanities Award**

This award was established by Lawrence J. Kaplan, Professor Emeritus of Economics and is presented to a graduating senior who has excelled in course work in the humanities, an integral component of the liberal arts curriculum. Members of the faculty who teach the humanities select the award winner. Students who know they have excelled in humanities course work and/or have completed special projects with professors should ask faculty who teach the humanities to submit nomination letters to Ms. Virginia Hill, Awards Coordinator. Professor Kaplan also participates in the selection. For more information, please contact Ms. Virginia Hill, (212) 237-8116 (Room 3127, North Hall). No application is required.

■ **The Ruth S. Lefkowitz Mathematics Prize**

The Ruth S. Lefkowitz Mathematics Prize is given annually by Charles S. Lefkowitz in honor of his wife, Ruth S. Lefkowitz, Professor Emerita of Mathematics at John Jay College of Criminal Justice and former chairperson of the Department of Mathematics. The award is presented to a graduating senior for outstanding academic performance in the Computer Information Systems major. The faculty of the Department of Mathematics selects the award winner from nominees with the highest grade point averages in the Computer Information Systems major. For more information, please call (212) 237-8920 (Room 4237, North Hall). No application is required.

■ **The Bernard Locke Award**

The Department of Psychology established this annual award in memory of Professor Bernard Locke, a former Dean of Students and Professor of Psychology. This award is presented to a graduating senior, selected by a committee of the Department of Psychology faculty, for outstanding achievement in psychology. For more information, please call (212) 237-8776 (Room 2131, North Hall). No application is required.

■ **The Kitty Lunn Award**

The John Jay College Student Government and The Able Forces Club established this annual award in honor of Kitty Lunn, wheelchair mobile actor and founder of the Infinity Dance Company. The award is given to a John Jay disabled student who is a graduating senior and who strives for academic excellence and participates in the disabled student program. The John Jay College Alumni Association selects the award winner. For more information, please call the Alumni Office (212-237-8550-Room 532, Tenth Avenue Building) or the Office of Disabled Student Services (212-237-8031-Room 3128, North Hall). No application is required.

■ **The Howard Mann Humanitarian Award**

This annual award was established in memory of Dr. Howard Mann, scholar, counselor, educator, humanitarian, Associate Professor and Dean of Students (1971-79). The award is presented to a graduating senior who has unselfishly and voluntarily worked for the welfare of others. The Committee on Undergraduate Honors, Prizes, Scholarships and Awards selects the award winner. The deadline date for filing completed applications is March 1. Applications are available in Room 2502, North Hall. For more information, please call the Office of Scholarship Services (212) 237-2155 (Room 2501, North Hall). An application is required.

■ **The Jerome Metzner Award**

The Department of Sciences established this annual award in memory of Professor Metzner, former Professor of Biology. This award is given to the graduating senior who has demonstrated academic excellence in the Forensic Science major. The faculty of the Department of Sciences selects the annual winner. For more information, please call (212) 237-8892 (Room 4510 North Hall). No application is required.

- **The Robert S. Morrow Prize**
 The Department of Psychology established this annual award in memory of Robert S. Morrow, Professor of Psychology and the first Coordinator of the Master's degree program in Forensic Psychology. The award is given to one or more graduating seniors who have demonstrated academic excellence in the Forensic Psychology major. The faculty of the Department of Psychology selects the award winner. For more information, call (212) 237-8770 (Room 2116 North Hall). No application is required.
- **The Elaine Noel Awards**
 The Department of Psychology established this award in 1999 in memory of Elaine Noel who served as the Psychology Department secretary from 1980 to 1996. The award is given to the forensic psychology student with an excellent record in psychology and who has made a special contribution to the John Jay College community. For more information, please contact the Psychology Department Selection Committee chair at (212) 237-8775. No application is required.
- **The Leonard E. Reisman Medal**
 The Leonard E. Reisman Medal, commemorating the first president of John Jay College of Criminal Justice, is awarded annually at commencement to an outstanding member of the senior class for distinguished scholarship and exceptional service to the College. The applicant must have a minimum grade point average of 3.5 to apply. An application is required and is available in Room 2502, North Hall. The application deadline is March 1.
- **The Armando Rosario Memorial Award**
 The New York Auxiliary Police Benevolent Association (APBA) established this award in cooperation with the Department of Law, Police Science and Criminal Justice Administration. The award, in memory of Armando Rosario, one of five New York Auxiliary Police officers to die in the line of duty, honors all who have given their lives. The president of the APBA selects the award winner after a review of the candidate's cumulative grade point average and assignment, and an interview is required. Graduating auxiliary police officers with high scholastic averages should contact Ms. Yolanda Casillas, Commencement Coordinator, at (212) 237-8626 for more information. No application is required.
- **The Scholar-Athlete Award**
 The Scholar-Athlete Award is given to a senior who is graduating with honors and who has played on a varsity team for at least two years. The award amount is \$500. For more information, please contact Professor Susan Larkin (12) 237-8371. No application is required.
- **The Scholarship and Service Award**
 The Scholarship and Service Award is given annually by the John Jay College to a graduating senior with a minimum grade point average of 3.0 who has demonstrated scholarship and outstanding service to the College. An application is required and is available in Room 2502, North Hall. The application deadline is March 1.
- **The Anne Schreiber Memorial Award**
 This award was established by Jennie Gisses, Associate Registrar Emerita, in memory of her sister Anne, and is given to a graduating senior who had made marked progress in English as a second language. The Director the the English as a Second Language Resource Center selects the award winner. For more information, please call (212) 237-8041 (Room 1201, North Hall). No application is required.
- **The Morris Schreiber Memorial Award**
 The award was established by Ms. Jennie Gisses, Associate Registrar Emerita, in memory of her brother Morris, who was a gifted poet and an elected member of the Poetry Society of America. The award is given to a graduating senior who is a gifted poet. The faculty of the Department of English selects the award winner. For more information, please call (212) 237-8909 (Room 1253, North Hall). No application is required.
- **The Mildred Shannon Memorial Award**
 The Department of Law, Police Science and Criminal Justice Administration established this annual award in memory of Mildred Shannon, a career woman in the New York City

Police Department, Dean for Professional Studies, and Professor of Law and Police Studies. The award is given to a graduating senior with a grade point average of 3.0 who, like Professor Shannon, returned to the College after an interruption in his/her higher education. The faculty of the Department of Law, Police Science, and Criminal Justice Administration selects the winner. For more information, please call Professor Carolyn Tricomi (212) 237-8101 or Professor Elizabeth Gitter (212) 237-8459. No application is required.

■ **The Petra Shattuck Prize for Distinction in Government**

The Department of Government established this annual award in memory of Professor Petra Shattuck, whose most significant work centered on the civil rights of Native Americans. The award is given to a graduating senior who has demonstrated academic excellence and distinction in the Government major. The faculty of the Department of Government selects the winner. For more information, please call (212) 237-8188. No application is required.

■ **The Alex Smith Award for Excellence in Criminology**

The Department of Sociology established this annual award in honor of Professor Alex Smith, Professor Emeritus of Sociology and one of the founding fathers of the College. The award is given to a graduating senior with the highest grade point average in the Criminology major. The Office of the Registrar identifies award candidates and the faculty of the Department of Sociology selects the award winner. For more information, please call (212) 237-8666. No application is required.

■ **The Student Service Excellence Award**

This \$1000 scholarship is given each year at commencement to a graduating senior who has contributed to excellence in the College community and who plans to continue his/her education either in graduate studies or law school. Applicants must have a minimum grade point average of 3.2. An application is required and is available in Room 2502, North Hall. The application deadline is March 31.

■ **The Thematic Studies Award**

The faculty and alumni of the Department of Thematic Studies established this annual award in honor of a graduating senior who has excelled academically and has fulfilled the goal of the Thematic Studies Program. The award is given to a graduating senior who has demonstrated academic excellence and who has integrated the various disciplines into some common understanding of the human condition, which is the primary goal of the Thematic Studies Program. The faculty and the alumni of the Thematic Studies Program select the winner. For more information, call (212) 237-8642. No application is required.

■ **The Transit Police Benevolent Association Scholarship**

The Transit Police Benevolent Association awards this scholarship to the transit police officer graduating with the highest grade point average. For more information, please call the Registrar's Office (212) 237-8880. No application is required.

■ **The Uniformed Fire Officer Association Award**

The Uniformed Fire Officer Association presented this award for the first time in 1999 to an officer in the Fire Department who is graduating with a distinguished academic record. For more information, call (212) 237-8116. No application is required.

■ **The Brother Wagner Award**

The Department of Law, Police Science and Criminal Justice Administration, the Wagner family, and the Order of Christian Brothers established this award in memory of Brother Robert Wagner, Christian Brother, professor, and an advocate for the rehabilitation of adolescent offenders. The award is given to the graduating senior with the highest grade point average in the Correctional Studies major. The Registrar's Office identifies candidates and the faculty of the Department of Law, Police Science and Criminal Justice Administration selects the award winner. For more information, call (212) 237-8032. No application is required.

■ **The Ida B. Zamist Memorial Award**

This award was established in memory of Ida B. Zamist, an alumna of John Jay College

and an employee of the court system. This award is presented to the graduating senior who has attained the highest grade point average and is an employee of the court system or who has a family member employed on the court system. Students who are court employees, have family members employed in the court system, and who meet the high scholastic criteria may call the Office of Alumni Affairs (212) 237-8550 for more information. No application is required.

8

Undergraduate Curricula: General Requirements for the Baccalaureate Degree

John Jay College of Criminal Justice is not only a college of criminal justice but also a liberal arts college. A liberal education—an education that emphasizes humane values in thought and action and promotes the pursuit of truth—cultivates well-educated citizens who assume responsibility for their thoughts and the impact of their actions upon the world. These are citizens who are able to think critically and to communicate their ideas effectively. At John Jay College, the general education requirements work with the majors to develop these skills by immersing students in an interdisciplinary community and exposing them to a diverse curriculum.

As John Jay offers students majors which specialize in criminal justice and related fields, it is essential that its core education requirements be broad. This is the mission of the general education requirements. The general education requirements provide exposure to the ideas essential for students to understand how work in their major discipline is part of the larger range of human concerns. Exposure to the liberal arts and sciences helps to create well-rounded individuals who can communicate with people in different scholarly communities and can understand problems outside their specialized area of study. By promoting the integration, synthesis, and application of knowledge, general education provides individuals with an awareness of their role in a diverse culture and highlights their responsibilities to the larger community.

Candidates for the baccalaureate degree (Bachelor of Arts or Bachelor of Science) must complete 120 credits, composed of the general education requirements described below, a major, and electives. (No more than 4 credits of physical education activities courses may be applied in this last category.) Baccalaureate candidates may also complete an optional minor or one of the optional programs offered by the College. To receive a baccalaureate degree from John Jay College, students must complete at least 30 credits of course work and at least 50 percent of their majors at the College.

GENERAL EDUCATION REQUIREMENTS

Candidates for the baccalaureate degree who enrolled at the College for the first time in September 1989 or thereafter must complete 37-57 credits in the general education requirements listed below. Students are encouraged and advised to complete the requirements in English, speech and mathematics within their first 30 credits, and the requirements in history, literature, philosophy, ethnic studies, and those in the social sciences that are prerequisites for their majors within their first 60 credits. All remaining general education requirements should be completed within the first 96 credits, i.e., by the conclusion of the student's junior year.

Students who enrolled at the College prior to September 1989 may apply the General Distribution Requirements then in force toward their degrees. A copy of those requirements may be obtained at the Office of the Registrar or the Office of the Associate Provost.

	Credits
I. Skills	Subtotal: 15
English 101 or 095 ¹ (English 101 is a prerequisite for all courses at the 200-level.)	3
English 102 (English 102 is a prerequisite for all courses at the 300-level or above.)	3
Speech 113 or 091–092 ²	3
Mathematics 103–104, 104, or 105 ³	3
Mathematics 108 or 141	3
II. Core Requirements	Subtotal: 15
History 231–232	6
Literature 230 or 231 and Literature 232 or 233	6
Philosophy 231	3
III. Distribution Requirements	Subtotal: 27
<i>A. Cultural Studies</i>	
1. Foreign Languages ⁴	6
<i>Note: Students who take Spanish 101 cannot fulfill the requirement by taking Spanish 111. Students who take Spanish 111 must also take Spanish 112 or a higher level course to satisfy the BA/BS degree requirements.</i>	
2. Ethnic Studies	3
Select one of the following three courses:	
Ethnic Studies 123. Race and American Society: The African-American Experience ⁵	
Ethnic Studies 124. Puerto Ricans and other Hispanics in American Society ⁶	
Ethnic Studies 125. Race and Ethnicity in America ⁷	
3. Fine Arts	
Select any three–credit course in Art or Music or Drama	
<i>(This course may not be used elsewhere to satisfy major requirements.)</i>	
<i>B. Social Sciences</i>	6
Select two of the following:	
Anthropology 101	Economics 101 or 102
Government 101	Psychology 101
Sociology 101	
* <i>C. Natural Sciences</i> ⁸	
Natural Science 107	4
Select one of the following:	
Biology 103 or 108, or	
Chemistry 103 or 108	
Environmental Science 108, or	
Forensic Science 108, or	
Physics 101 or 203	4

1. Registration for English 095, which carries three credits, is through the SEEK Department.

2. Exemption from the Speech requirement is granted by the Department of Speech and Theatre on the basis of extensive job-related public or small group speaking experience. Apply at the Department of Speech and Theatre at any time when classes are in session. Students who are not fluent in spoken English should enroll in designated ESL–ONLY sections of Speech 113. Students who require speech therapy should also apply to the Department Chair for special placement before registering for Speech 113. Speech 113 is offered by the Department of Speech and Theatre. Speech 091–092 are offered by the SEEK Department.

3. Exemption from the Mathematics 103–104, 104, or 105 requirement is determined by the Department of Mathematics on the basis of the CUNY Freshman Skills Assessment Test. Students required to take Mathematics 103 must take Mathematics 104 and may not enroll in or receive credit for Mathematics 105. Students exempt from Mathematics 105 can fulfill the Mathematics requirements with either Mathematics 108 or Mathematics 141.

4. The foreign language requirement is a one-year sequence. It is strongly suggested that students seeking a bachelor's degree complete the sequence within a three-semester time period. Students who have completed three years of a language at the high school level, including a passing grade on a Level III Regents Examination are exempt from the foreign language requirement. Transfer students who can provide documentation showing they have successfully completed one year of a foreign language on the college level may have fulfilled the foreign language requirement. Please note: No credit will be given for foreign language courses completed with the grade of D at non-CUNY colleges and the student will still need to fulfill the requirement. Students who can provide documentation of a high school degree from a foreign country whose primary language is not English are exempt from the foreign language requirement but are not awarded any credits. Students who receive a grade of 3 or higher on the Advanced Placement Examination in high school are exempt from the foreign language requirement and will be awarded six credits which may be applied toward a minor in a foreign language. Credit by examination (up to a maximum of 6 credits) or exemption by examination may be obtained by taking the CLEP examination, which is administered by the Registrar's Office three times a year. For additional information, please see the section on "Application Procedure" on pages 00-00 of this bulletin. In addition, American Sign Language shall be accepted on the same basis as all other languages in fulfillment of John Jay's foreign language requirement for graduation.

5. For the description of this course, see Department of African-American Studies, page 110.

6. For the description of this course, see Department of Puerto Rican/Latin American Studies, page 141.

7. For the description of this course, see either the Department of African-American Studies or the Department of Puerto Rican/Latin American Studies.

8. Students who have completed three years of science in high school (9th year General Science plus two years of Regents credit) are exempt from taking Natural Science 107 and are required to take a laboratory-based science other than Natural Science 107. Students who have completed two years of science (9th-year General Science plus one year of Regents credit) must take Natural Science 107 and one additional course, or pass a placement examination and then take one course other than Natural Science 107. Students who have completed fewer than two years of science or no Regents credit must take Natural Science 107 and one additional course. To confirm one's exemption, fill out the appropriate form at the Office of the Registrar. Natural Science 107 cannot be taken after any other science course.

This requirement is fulfilled by any of the following:

1. Any course offered by the Department of Physical Education and Athletics, for 1–3 credits
2. Police Academy, Fire Academy, or other comparable agency training, or military training, for which an *exemption* from the Physical Education requirement is granted.

Total: 57

* Note: The student entering without any exemption may satisfy the science requirement with two laboratory-based science courses such as Biology 103–104 or Chemistry 103–104 or Physics 101–102 or Physics 203–204.

SKILLS REQUIREMENTS

All students enrolled at the College must, as part of the general education requirements listed above, complete the following skills requirements:

English 101 or SEEK English 095 (English 101 is a prerequisite for all courses at the 200-level.)

English 102 (English 102 is a prerequisite for all courses at the 300-level or above.)

Mathematics 105

One additional Mathematics course (usually Mathematics 108 or 141)

Speech 113

The English, mathematics, and speech requirements must be completed within the first 60 credits of course work. Students who fail to do so are not permitted to register for further course work until these requirements have been fulfilled.

Students must enroll in English 101 or its SEEK equivalent, English 095, in their first semester at the College (except for those who are required to take preparatory work in writing; see below). All students must pass English 101 or its SEEK equivalent, English 095, before registering for English 102.

Placement in the required English and Mathematics courses is based upon results achieved on the CUNY Skills Assessment Tests and upon assessments by the English and Mathematics Departments. For information about the CUNY Skills Assessment Tests, see pages 12–13.

■ Preparatory Skills Courses

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

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

English 099 / SEEK English 093

English 100 / SEEK English 094

Mathematics 100 / SEEK Mathematics 095

Mathematics 103–104

Communication Skills 101 / SEEK Communication Skills 101

Communication Skills 102 / SEEK Communication Skills 102

Communication Skills 110 / SEEK Communication Skills 103

Speech 113 / SEEK Speech 091 and Speech 092

Students who receive two Fs, WUs, Rs, or any combination thereof in any of the preparatory skills courses listed here are not permitted to continue at the College. Students may not appeal the denial of registration.



9

Undergraduate Curricula: Majors

John Jay College of Criminal Justice offers the following majors for baccalaureate degree candidates: Computer Information Systems in Criminal Justice and Public Administration, Correctional Studies, Criminal Justice, Criminal Justice Administration and Planning, Criminology, Deviant Behavior and Social Control, Fire Science, Fire and Emergency Service, Forensic Psychology, Forensic Science, Government, International Criminal Justice, Judicial Studies, Justice Studies, Legal Studies, Police Studies, Public Administration, and Security Management. The requirements for each major are set forth below, but students are urged to consult with the listed advisers in order to plan their courses of study.

Students indicate a major upon application to the College. However, majors may be changed at any time before graduation. A declaration of change must be submitted to the Office of the Registrar, where appropriate forms are available.

Certain overall prerequisites are listed in the description of each major, but individual courses may have their own prerequisites. Students are advised to carefully read all course descriptions in this Undergraduate Bulletin when planning their majors in addition to consulting with the designated adviser

.Note: It should be noted that while many courses are offered in day/evening sessions, others are not. Before selecting a degree program, students in need of such schedule flexibility should consult with the respective department chairpersons to determine whether courses needed for that degree will be offered in day/evening session.

English 101 is a prerequisite for students wishing to enroll in 200-level courses and English 102 is a prerequisite for students wishing to enroll in 300-level or above courses.

COMPUTER INFORMATION SYSTEMS IN CRIMINAL JUSTICE AND PUBLIC ADMINISTRATION (Bachelor of Science)

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

Credits required. 42

Prerequisites. Mathematics 141*, 204 and 241–242. (MAT 141 fulfills the College's general education requirements in mathematics.) In the Public Administration Specialization, any one of the following: Anthropology 101, Economics 101, Government 101, Psychology 101 or Sociology 101 is a prerequisite for Public Administration 240. (This partially fulfills the College's general education requirements in the social sciences.)

Advisers. Professors Sydney Samuel (212–237–8923), Samuel Graff (212–237–8767), Thurai Kugan (212–237–8847), Mythili Mantharam (212–237–8844), Douglas Salane (212–237–8836), and Peter Shenkin (212–237–8925). In the Public Administration

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

Specialization: Professors Warren Benton (212-237-8089) and Patrick O'Hara (212-237-8086).

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

Additional Information. Students who enroll for the first time at the College in September 2003 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Associate Provost, Room 634, Tenth Avenue Building.

	Credits
PART ONE. COMPUTER FOUNDATION COURSES	Subtotal: 18
<i>All courses are required</i>	
Mathematics 271. Introduction to Computing and Programming*	
Mathematics 272. Object Oriented Computing	
Mathematics 373. Advanced Data Structures	
Mathematics 374. Programming Languages	
Mathematics 375. Operating Systems	
Mathematics 377. Computer Algorithms	
PART TWO. OPERATIONS RESEARCH REQUIREMENT	Subtotal: 6
<i>Complete both courses</i>	
Mathematics 323. Operations Research Models I	
Mathematics 324. Operations Research Models II	
PART THREE. MATHEMATICS, STATISTICS, AND COMPUTER ELECTIVES	Subtotal: 6
<i>Select two courses. Early consultation with a major adviser is suggested.</i>	
Mathematics Electives	
Mathematics 231. Linear Programming	
Mathematics 243. Calculus III	
Mathematics 301. Probability and Mathematical Statistics	
Mathematics 302. Probability and Mathematical Statistics II	
Mathematics 310. Linear Algebra	
Mathematics 351. Introduction to Ordinary Differential Equations	
Mathematics 352. Applied Differential Equations	
Mathematics 371. Numerical Analysis	
Mathematics 410. Abstract Algebra	
Computer Electives	
Mathematics 265. Data Processing Mastery	
Mathematics 270. Security of Computers and their Data	
Mathematics 273. Graphics and Graphical User Interfaces	
Economics 275. Games, Decisions, and Strategy	
Mathematics 276. Systems Analysis	
Mathematics 277. Computers for Administrative Decision Making	
Mathematics 278. Software Applications for Office Management	
Mathematics 376. Artificial Intelligence	
Mathematics 379. Computer Networking	
PART FOUR. APPLIED SPECIALIZATION	Subtotal: 12
<i>Select one sequence: Public Administration or Criminal Justice</i>	
Public Administration	
<i>Required courses</i>	
Public Administration 240. Introduction to Public Administration	
Public Administration 400. Quantitative Problems in Public Administration	
Public Administration 404. Practicum in Public Administration**	
<i>Select one course</i>	
Public Administration 340. Planning	
Public Administration 343. Administration of Financial Resources	
Criminal Justice	
<i>Select one course</i>	
Mathematics 270. Security of Computers and their Data	
Mathematics 279. Data Communications and the Internet	
<i>Required courses</i>	
Mathematics 400. Quantitative Problems in Criminal Justice	
Mathematics 404. Internship in Management Information Systems**	
Mathematics 470. Database Systems in Criminal Justice	
Total:	42

* Required of all students unless they have sufficient experience with at least one computer language. Qualified individuals may substitute one computer course from Part Three.

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

CORRECTIONAL STUDIES (Bachelor of Science)

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

Credits required. 36

Adviser. Professor Michael Jacobson (212-237-8410)

Additional Information. Students who enrolled for the first time at the College in September 1992 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Associate Provost, Room 634, Tenth Avenue Building.

	Credits
PART ONE. REQUIRED INTRODUCTORY COURSE Corrections 101. Institutional Treatment of the Offender	Subtotal: 3
PART TWO. OVERVIEW COURSES <i>Select two courses</i> African-American Studies Sociology 110. Race and the Urban Situation Anthropology 110/Psychology 110/Sociology 110. Drug and Alcohol Use and Abuse in American Society Sociology 203. Criminology	Subtotal: 6
PART THREE. REQUIRED CORRECTIONS COURSES Corrections 201. The Law and Institutional Treatment Corrections 250. Rehabilitation of the Offender in a Correctional Setting Corrections 320. The Importance of Race, Class and Gender in a Correctional Context Corrections 415. Major Works in Corrections Corrections 430. Senior Seminar in Correctional Studies	Subtotal: 15
PART FOUR. SPECIALIZATIONS <i>Choose Track A or Track B</i> A. Correctional Administration Track <i>Select four courses</i> Corrections 282. Principles of Correctional Operations Corrections 401. Evaluating Correctional Methods and Programs Corrections 402. The Administration of Community-Based Correctional Programs Public Administration 240. Introduction to Public Administration Public Administration 340. Planning B. Correctional Science Track <i>Select four courses</i> Corrections 202. The Administration of Correctional Programs for Juveniles Corrections 303. Comparative Correction Systems Statistics 250. Principles and Methods of Statistics Social Science Research 325. Research Methods in the Behavioral Sciences	Subtotal: 12
	Total: 36

CRIMINAL JUSTICE (Bachelor of Arts)

The Criminal Justice (B.A.) major provides opportunities for the study of many facets of the criminal justice system, and it will interest students who plan to attend graduate or professional school or to pursue careers in criminal justice or other forms of public service.

Credits required. 33

Prerequisites. Government 101 and Sociology 101. Students are strongly urged to complete Sociology 101 and Government 101 during their first year in the College. (These courses partially fulfill the College's general education requirements in the social sciences.) Criminal Justice 101 is the required first course within the major.

Adviser. Professor Sean Wheeler (212-237-8664)

Baccalaureate/Master's Program in Criminal Justice. Qualified undergraduate students may enter the Baccalaureate/Master's Program and thereby graduate with both a Bachelor's and a Master's degree in Criminal Justice. For additional information, contact Professor Matthew Johnson, Room 2125, North Hall (212-237-8772 or mjohnson@jjay.cuny.edu).

Study abroad. Students may fulfill one of their concentrations by completing the criminal justice sequence at Thames Valley University near London. This opportunity may be elected through the College's Study Abroad Program. For information about this program, contact Mr. Paul A. Wyatt, Room 3300A, North Hall (212-237-8871).

Senior-level requirement. Students must complete one 300-level course in any concentration and any 400-level course in their chosen concentration.

Additional information. Students who enrolled for the first time at the College in September 1996 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Associate Provost, Room 634, Tenth Avenue Building.

	Credits
PART ONE. CORE COURSES	Subtotal: 9
<i>All courses are required</i>	
Criminal Justice 101. Introduction to Criminal Justice	
Law 203. Constitutional Law	
Sociology 203. Criminology	
PART TWO. CRIMINAL JUSTICE INSTITUTIONS	Subtotal: 9
<i>All courses are required</i>	
Corrections 201. The Law and Institutional Treatment	
Law 206. The American Judiciary	
Police Science 201. Police Organization and Administration	
PART THREE. SKILLS	Subtotal: 3
<i>Select one course</i>	
Social Science Research 325. Research Methods in the Behavioral Sciences	
Statistics 250. Principles and Methods of Statistics	
PART FOUR. CONCENTRATIONS-OF-CHOICE	Subtotal: 9
<i>Select one concentration and complete three courses in it. At least one course must be at the 400-level.</i>	
Concentration A. Law and Due Process	
Anthropology 330. American Cultural Pluralism and the Law	
Criminal Justice 425. Seminar on Major Works in Criminal Justice	
Government 215. Legislative Process	
Government 230. Principles of Constitutional Development	
Government 313/Law 313. The Law and Politics of Race Relations	
Government 375. Law, Order, Justice, and Society	
Government 430. Problems in Civil Rights and Civil Liberties	
History 277. American Legal History	
Law 301. Jurisprudence	
Law 310/Philosophy 310. Ethics and Law	
Law 401. Problems of Constitutional Development	
Psychology 370/Law 370. Psychology and the Law	
Puerto Rican/Latin American Studies Law 322. Civil Rights and Civil Liberties in the Urban Latina/o Communities	
Sociology 305. Sociology of Law	
Concentration B. The Police and the Community	
African-American Studies Sociology 215. The Police and the Ghetto	
Criminal Justice 425. Seminar on Major Works in Criminal Justice	
Philosophy 321/Criminal Justice 321. Police Ethics	
Police Science 202. Police and Community Relations	
Police Science 204. The Patrol Function	
Police Science 207. The Investigative Function	
Police Science 235. Women and Policing	
Police Science 245. Seminar in Community Policing	
Police Science 301. The Police Manager	
Police Science 309. Comparative Police Systems	
Police Science 401. Seminar in Police Problems	
Psychology 271/Police Science 271. The Psychological Foundations of Police Work	
Concentration C. The Courts and the Criminal Justice System	
Criminal Justice 425. Seminar on Major Works in Criminal Justice	
Government 308. State Courts and State Constitutional Law	

Government 435. Judicial Processes and Politics
 Law 202. Law and Evidence
 Law 204. Criminal Law of New York
 Law 209. Criminal Law
 Law 212. The Criminal Process and Code of Criminal Procedures
 Philosophy 322/Criminal Justice 322. Judicial and Correctional Ethics
 Public Administration 360. Court Administration
 Sociology 206. Sociology of Conflict and Dispute Resolution

Concentration D. Corrections

Criminal Justice 425. Seminar on Major Works in Criminal Justice
 Corrections 202. Administration of Correctional Programs for Juveniles
 Corrections 282. Principles of Correctional Operations
 Corrections 303. Comparative Correction Systems
 Corrections 320. Race, Class, and Gender in a Correctional Context
 Corrections 402. Administration of Community-Based Correctional Programs
 Corrections 415. Major Works in Corrections
 Philosophy 322/Criminal Justice 322. Judicial and Correctional Ethics
 Psychology 272. Correctional Psychology
 Sociology 216. Probation and Parole
 Sociology 301. Penology

Concentration E. Crime and Society

Anthropology 110/Psychology 110/Sociology 110. Drug Use and Abuse in American Society
 Anthropology 230. Culture and Crime
 Criminal Justice 236/Sociology 236. Victimology
 Criminal Justice 425. Seminar on Major Works in Criminal Justice
 Economics 170. Introduction to the Economics of Crime and Social Problems
 Economics 315/Police Science 315. An Economic Analysis of Crime
 Economics 360/Sociology 360. Corporate and White Collar Crime
 History 320. The History of Crime and Punishment in the United States
 Police Science 405. Organized Crime in America
 Puerto Rican/Latin American Studies Law 325. The Latina/o Experience of Criminal Justice
 Psychology 235. Social Psychology and the Criminal Justice System
 Psychology 372. Psychology of Criminal Behavior
 Sociology 215. Social Control and Gender: Women in American Society
 Sociology 309. Juvenile Delinquency
 Sociology 420/Criminal Justice 420. Women and Crime

PART FIVE. HUMANISTIC PERSPECTIVES ON CRIMINAL JUSTICE

Subtotal: 3

Select one course

Drama 225. Criminal Justice in the Theater
 Government 470. The Political Theory of Criminal Justice
 History 219. Violence and Social Change in America
 History 224. The History of Crime in New York City
 History 325. Criminal Justice in European Society: 1750 to the Present
 Literature 327. Crime and Punishment in Literature
 Puerto Rican/Latin American Studies Literature 107. Criminal Justice Themes in Poetry and Drama
 Puerto Rican/Latin American Studies Literature 108. Criminal Justice Themes in the Essay, Short Story, and Novel
 Spanish 208. The Theme of Justice in 20th-Century Spanish Literature

Total: 33

CRIMINAL JUSTICE (Bachelor of Science)

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

Credits required. 33

Prerequisites. Government 101 and Sociology 101. Students are strongly urged to complete Sociology 101 and Government 101 during their first year in the College. (These courses partially fulfill the College's general education requirements in the social sciences.) Criminal Justice 101 is the required first course within the major.

Adviser. Professor Sean Wheeler (212-237-8664). Referrals will be made to advisers for each of the concentrations in the major.

Baccalaureate/Master's Program in Criminal Justice. Qualified undergraduate students may enter the Baccalaureate/Master's Program and thereby graduate with both a Bachelor's and a Master's degree in Criminal Justice. For additional information, contact Professor Matthew Johnson, Room 2125, North Hall (212-237-8772 or mjohnson@jjay.cuny.edu).

Study abroad. Students in the College's Study Abroad Program may use some of their study abroad credits to substitute for related courses in the major. With regard to particular courses, the student should consult with the adviser for the major. For information about the College's Study Abroad Program, contact Mr. Paul A. Wyatt, Room 3300A, North Hall (212-237-8871).

Additional information. As part of this major, at least one course from PART THREE or PART FOUR or PART FIVE must be at the 300 level or above. Students who enrolled for the first time at the College in September 2002 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Associate Provost, Room 634, Tenth Avenue Building.

Credits

PART ONE. CORE REQUIREMENTS	Subtotal: 6
Criminal Justice 101. Introduction to Criminal Justice	
Law 203. Constitutional Law	
PART II. SKILLS	Subtotal: 6
<i>Select one course from Category A and one course from Category B.</i>	
A. Category A. Computer Skills	
<i>Select one course</i>	
Criminal Justice 255. Computer Applications in Criminal Justice	
Mathematics 279. Data Communications and the Internet	
Police Studies 2XX. Police Computer Crime Mapping	
Public Administration 241. Computer Applications in Public Administration	
Category B. Research Skills	
<i>Select one course</i>	
Law 350. Introduction to Legal Research	
Mathematics 220/Police Science 220. Survey of Concepts of Operations Research	
Social Science Research 325. Research Methods in the Behavioral Sciences	
Statistics 250. Principles and Methods of Statistics	
PART III. POLICE	Subtotal: 6
<i>Select two courses</i>	
Police Science 201. Police Organization and Administration	
Police Science 202. Police and Community Relations	
Police Science 204. The Patrol Function	
Police Science 207. The Investigative Function	
Police Science 210. Colloquium on Criminal Justice Literature	
Police Science 227. Police Training Programs: Goals, Content and Administration	
Police Science 235. Women in Policing	
Police Science 245. Seminar in Community Policing	
Police Science 271/Psychology 271. Psychological Foundations of Police Work	
Police Science 301. The Police Manager	
Police Science 303. Personnel Administration and Supervision	
Police Science 309. Comparative Police Systems	
Police Science 315/Economics 315. An Economic Analysis of Crime	
Police Science 340. Planning for Police Operations and Management	
Police Science 350. Police Labor Relations	
Police Science 355. Money and the Police Manager	
Police Science 405. Organized Crime in America	
Police Science 415. Seminar in Terrorism	
Psychology 321/Police Science 321. Police Ethics	
Security 310. Emergency Planning	
PART IV. LAW AND THE COURTS	Subtotal: 6
<i>Select two courses</i>	
Law 202. Law and Evidence	
Law 204. Criminal Law of New York	
Law 206. The American Judiciary	
Law 209. Criminal Law	
Law 212. The Criminal Process and Code of Criminal Procedures	
Law 259/Government 259. Comparative Criminal Justice Systems	
Law 301. Jurisprudence	
Law 310/Philosophy 310. Ethics and Law	
Law 313/Government 313. The Law and Politics of Race	

Law 340. Employment Discrimination Law, Affirmative Action, and Police Organization
 Law 370/Psychology 370. Psychology and the Law
 Law 401. Problems of Constitutional Development
 Law 420/Public Administration 420. Contemporary Administration and the Judiciary
 Anthropology 330. American Cultural Pluralism and the Law
 Government 308. State Courts and State Constitutional Law
 History 277. American Legal History
 Public Administration 360. Court Administration
 Sociology 305. The Sociology of Law

PART V. CORRECTIONS

Subtotal: 6

Select two courses

Corrections 201. The Law and Institutional Treatment
 Corrections 202. Administration of Correctional Programs for Juveniles
 Corrections 230/Police Science 230. Sex Offenders in the Criminal Justice System
 Corrections 282. Principles of Correctional Operations
 Corrections 303. Comparative Correction Systems
 Corrections 320. Race, Class, and Gender in a Correctional Context
 Corrections 402. The Administration of Community-Based Correctional Programs
 Philosophy 322/Criminal Justice 322. Judicial and Correctional Ethics
 Psychology 272. Correctional Psychology
 Sociology 216. Probation and Parole: Principles and Practices
 Sociology 301. Penology

PART VI. SENIOR REQUIREMENT

Subtotal: 3

Select one course

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

Total: 33

CRIMINAL JUSTICE ADMINISTRATION AND PLANNING

(Bachelor of Science)

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

Credits required. 36

Prerequisite. Government 101. Required courses in the Juvenile Justice concentration also require Sociology 101. Required courses in the Investigation of Economic Crime and Economic Analysis of Crime and Social Problems concentrations also require Economics 101. These courses partially fulfill the College's general education requirements in the social sciences.

Adviser. Professor Richard Culp (212-237-8929)

Baccalaureate/Master's Program in Criminal Justice Administration and Planning. Qualified undergraduate students may enter the Baccalaureate/Master's Program and thereby graduate with both a Bachelor's in Criminal Justice Administration and Planning and either a Master's in Criminal Justice or the Master of Public Administration degree. For additional information, contact Professor Matthew Johnson, Room 2125, North Hall (212-237-8772 or mjohnson@jjay.cuny.edu).

Additional information. Students who enrolled for the first time at the College in September 2000 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Associate Provost, Room 634, Tenth Avenue Building.

Credits

PART ONE. FOUNDATION COURSES

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

Subtotal: 9

PART TWO. MANAGEMENT SCIENCE

Public Administration 241. Computer Applications in Public Administration
Public Administration 346. Administration of Personnel Resources or
Economics 280. Economics of Labor

Subtotal: 9

and

Public Administration 343. Administration of Financial Resources or
Economics 250. Accounting I

PART THREE. CONCENTRATION-OF-CHOICE

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

Subtotal: 12

Category A. Law Enforcement

Required

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

Electives

Select one course

Physical Education 230. Stress Management in Law Enforcement
Police Science 202. Police and Community Relations
Police Science 204. The Patrol Function
Police Science 309. Comparative Police Systems
Police Science 340. Planning for Police Operations and Management
Police Science 401. Seminar in Police Problems
Public Administration 404. Practicum in Public Administration

Category B. Courts

Required

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

Electives: select one course

Government 308. State Courts and State Constitutional Law
Government 330/Law 330. Shaping Judicial and Administrative Policy Making
Government 435. Judicial Processes and Politics
Law 206. The American Judiciary
Public Administration 404. Practicum in Public Administration

Category C. Corrections

Required

Criminal Justice 322. Judicial and Correctional Ethics
Corrections 47X. Contemporary Administration in Corrections (proposed)

Electives: select two courses

Corrections 202. The Administration of Correctional Programs for Juveniles
Corrections 250. Rehabilitation of the Offender
Corrections 282. Principles of Correctional Operations
Corrections 320. Race, Class and Gender in a Correctional Context
Corrections 401. Evaluating Correctional Methods and Programs
Corrections 402. Community-Based Correctional Programs
Corrections 415. Major Works in Corrections
Public Administration 404. Practicum in Public Administration

Category D. Juvenile Justice

Required

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

Electives: select one course

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

Category E. Economics and Crime

Required

Economics 170. Economics of Crime and Social Problems

Electives: select three courses

African-American Studies Economics 290. Political Economy of Racism
Economics 215. Economics of Regulation and the Law
Economics 231. Global Economic Development and Crime

Economics 245. International Economics
 Economics 251. Accounting II
 Economics 265. Introduction to Public Sector Economics
 Economics 270. Urban Economics
 Economics 315. An Economic Analysis of Crime
 Economics 360/Sociology 360. Corporate and White Collar Crime
 Fire Science 104. Risk Management

PART FOUR. CRIMINAL JUSTICE PLANNING AND POLICY ANALYSIS

Subtotal: 6

All courses are required

Public Administration 348. Justice Planning and Policy Analysis

Public Administration 445. Seminar in Justice Administration and Planning

Total: 36

CRIMINOLOGY

(Bachelor of Arts)

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

Credits required. 33

Prerequisites. Sociology 101 and Psychology 101. (These courses fulfill the College's general education requirements in the social sciences.)

Honors Concentration (Optional). Students with a cumulative 3.5 grade point average are eligible for independent study opportunities and research assistant positions.

Adviser. Professor David Brotherton (212-237-8694)

Additional information. Certain courses are offered only in fall semesters and others only in spring semesters. Consult course descriptions in this Undergraduate Bulletin, or contact the adviser. Students who enrolled for the first time at the College in September 1996 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Associate Provost, Room 634, Tenth Avenue Building.

Credits

PART ONE. BASIC REQUIREMENTS

Category A. Disciplinary Foundations

Subtotal: 9

Select three of the following

Sociology 203. Criminology

Sociology 240. Social Deviance

Sociology 309. Juvenile Delinquency

Sociology 314. Theories of Social Order

Category B. Multi-Disciplinary Foundations

Subtotal: 3

Select one of the following

Anthropology 230. Culture and Crime

Economics 170. Introduction to the Economics of Crime and Social Problems

Psychology 242. Abnormal Psychology

Category C. Research Foundations

Subtotal: 3

One of the following courses is required; both are recommended

Social Science Research 325. Research Methods in the Behavioral Sciences

Statistics 250. Principles and Methods of Statistics

PART TWO. CRIMINOLOGY ELECTIVE AREAS

Subtotal: 15

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

Category A. The Nature and Etiology of Crime

Anthropology 110/Psychology 110/Sociology 110. Drug Use and Abuse in American Society

Economics 315/Police Science 315. Economic Analysis of Crime

Police Science 405. Organized Crime in America

Psychology 232. The Psychology of Adolescence and the Adolescent Offender

Sociology 206. Sociology of Conflict and Dispute Resolution
Sociology 305. Sociology of Law
Sociology 308. Sociology of Violence
Sociology 360/Economics 360. Corporate and White Collar Crime

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

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

Category C. Societal Treatment of Crime

Anthropology 330. American Cultural Pluralism and the Law
Anthropology 340. Anthropology and the Abnormal
History 320. The History of Crime and Punishment in the United States
History 325. Criminal Justice in European Society: From 1750 to the Present
Psychology 272. Correctional Psychology
Psychology 372. Psychology of Criminal Behavior
Puerto Rican/Latin American Studies Law 325. The Latina/o Experience of Criminal Justice
Sociology 301. Penology

PART THREE. SENIOR SEMINAR

Required of all students

Sociology 440. Senior Seminar (Criminology)

Subtotal: 3

Total: 33

DEVIANT BEHAVIOR AND SOCIAL CONTROL (Bachelor of Arts)

The major in Deviant Behavior and Social Control is designed to provide students with a basic interdisciplinary understanding of important social problems and institutional responses to treat and control them. This major teaches students the ethnographic and ethnological skills necessary to do professional field research, while maintaining strong interdisciplinary content. This major is relevant to a number of social service careers including social work, social research, protective and corrective services, probation, parole, community reintegration and treatment. The research, writing, and broad interdisciplinary training also provide majors with the background necessary for graduate programs in social work, law, or the social sciences. The core requirements pertain to theory and research, while electives demonstrate applications of these to particular problems.

Credits required. 33

Prerequisites. Anthropology 101. *In addition:* Sociology 101 or Psychology 101. (These courses fulfill the College's general education requirements in the social sciences.)

Adviser. Professor Elizabeth Hegeman (212-237-8289)

Additional Information. Students who enroll for the first time at the College in September 2003 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Associate Provost, Room 634, Tenth Avenue Building.

Credits

PART ONE. ANTHROPOLOGY CORE

All of the following courses are required

Anthropology 208. Cities and Culture
Anthropology 210. Sex and Culture
Anthropology 212. Applied Anthropology
Anthropology 340. Anthropology and the Abnormal
Anthropology 450. Major Works in Deviance and Social Control

Subtotal: 15

PART TWO. INTERDISCIPLINARY CORE

Statistics 250. Principles and Methods of Statistics

Subtotal: 6

Sociology 314. Theories of Social Order or Psychology 221. Social Psychology

PART THREE. INTERDISCIPLINARY CONCENTRATIONS

Subtotal: 12

Select four of the following courses. Students are encouraged, but not required, to take at least two courses in one of the concentrations below. Only two courses may be at the 100 level.

Alcohol and Substance Abuse

African-American Studies Law 210. Drugs and Crime in Africa
Anthropology 110. Drug Use and Abuse in America
Anthropology 264. Anthropology of Alcohol Use
Literature 269. Alcoholism and Literature
Psychology 266. Psychology of Alcoholism
Puerto Rican/Latin American Studies Law 250. Drugs, Crime and Law in Latin America
Sociology 160. Social Aspects of Alcohol Use
Sociology 161. Chemical Dependency and the Dysfunctional Family
Sociology 435. Current Controversies in Alcoholism and Substance Abuse

Criminal Deviance

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

Identity and Inequality in America

African-American Studies Economics 290. Political Economy of Racism
African-American Studies Sociology 293. Institutional Racism
Anthropology 201. Culture Contact
History 214. Immigration and Ethnicity in the United States
Puerto Rican/Latin American Studies Sociology 241. Puerto Rican/Latina/o Experience in Urban United States Settings
Puerto Rican/Latin American Studies Sociology 255. The Latin American Woman
Puerto Rican/Latin American Studies Sociology 267. History of Caribbean Migrations to the United States
Sociology 215. Social Control and Gender: Women in American Society

Law and Criminal Justice Systems

African-American Studies Law 293. Law and Justice in Africa
African-American Studies Sociology 215. Police and the Ghetto
Anthropology 315. Systems of Law
Anthropology 330. Cultural Pluralism and the Law in America
Corrections 101. Institutional Treatment of the Offender
Corrections 201. Law and Institutional Treatment
Corrections 202. Administration of Correctional Programs for Juveniles
Corrections 250. Rehabilitation of the Offender
Economics 215. Economics of Regulation and the Law
Government 250. International Law and Justice
Government 313. Law and Politics of Race Relations
Government 320. International Human Rights
Government 375. Law, Order, Justice, and Society
History 320. History of Crime and Punishment in the United States
Philosophy 310/Law 310. Ethics and Law
Psychology 370/Law 370. Psychology and the Law
Puerto Rican/Latin American Studies Corrections 201. Latinas/os and the Correctional System
Puerto Rican/Latin American Studies History 261. Revolution and Social Change in Contemporary Latin America
Puerto Rican/Latin American Studies Law 220. Human Rights and Law in Latin America
Puerto Rican/Latin American Studies Law 322. Civil Rights and Civil Liberties in Urban Latina/o Communities
Puerto Rican/Latin American Studies Law 325. The Latina/o Experience of Criminal Justice
Police Science 101. Introduction to Police Studies
Police Science 201. Police Organization and Administration
Police Science 235. Women in Policing
Sociology 216. Probation and Parole: Principles and Practices
Sociology 301. Penology
Sociology 305. Sociology of Law

Medical and Psychiatric Treatment

African-American Studies Psychology 240/Psychology 240. Psychology of Oppression
Psychology 228. Psychology of Women
Psychology 234. Psychology of Human Sexuality
Psychology 236. Group Dynamics

Psychology 242. Abnormal Psychology
 Psychology 268. Therapeutic Intervention in Alcoholism
 Psychology 272. Correctional Psychology
 Psychology 342. Introduction to Counseling
 Psychology 442. Key Concepts in Psychotherapy
 Puerto Rican/Latin American Studies Sociology 321/Sociology 321. Puerto Rican/Latina/o Community Field Work
 Sociology 380. Laboratory in Dispute Resolution Skill Building

Child and Family Studies

Anthropology 224. Death, Dying and Society: A Life Crises Management Issue
 History 221. Sex and the Family in American History
 Psychology 232. Psychology of Adolescence and the Adolescent Offender
 Psychology 275. Family Conflict and the Family Court
 Psychology 202. Family: Change, Challenges and Crisis Intervention
 Puerto Rican/Latin American Studies Sociology 265. Class, Race, and Family in Latin American History
 Sociology 309. Juvenile Delinquency

Total: 33

**FIRE SCIENCE
 (Bachelor of Science)**

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

Credits required. 48

Adviser. Professor Glenn Corbett (212-237-8092)

Additional information. This major requires a year's study of physics and chemistry. These courses fulfill the College's general education requirements in science. Students who enrolled at the College for the first time in September 1998 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Associate Provost, Room 634, Tenth Avenue Building.

Credits

PART ONE. SCIENCE REQUIREMENTS
 Chemistry 103-104. General Chemistry

Subtotal: 18

and one of the following sets of physics courses:
 Physics 101. College Physics I and Physics 102. College Physics II **or**
 Physics 203. General Physics I and Physics 204. General Physics II

PART TWO. CORE REQUIREMENTS
 Fire Science 101. Introduction to Fire Science
 Fire Science 290. Fire Dynamics
 Fire Science 210. Fire Prevention and Protection
 Fire Science 230. Building Construction and Life Safety Systems I
 Fire Science 330. Building Construction and Life Safety Systems II
 Fire Science 401. Seminar in Fire Protection Problems

Subtotal: 18

PART THREE. SPECIALIZATION REQUIREMENTS
Select four courses in any one category

Subtotal: 12

Fire Protection
 Fire Science 106. Safety Engineering
 Fire Science 202. Fire Protection Systems
 Fire Science 205. Fire Service Hydraulics
 Fire Science 220. Survey of the Concepts of Operations Research

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

Select one of the following:
 Forensic Science 108. Concepts of Forensic Science
 Law 202. Law and Evidence
 Police Science 207. The Investigative Function

Total: 48

FIRE AND EMERGENCY SERVICE **(Bachelor of Arts)**

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

Credits required. 33

Adviser. Professor Glenn Corbett (212-237-8092)

Additional information. Students who enrolled for the first time in September 1998 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major (The Bachelor of Arts in Fire Service Administration), a copy of which may be obtained at the Office of the Associate Provost, Room 634, Tenth Avenue Building.

Credits

PART ONE. CORE COURSES

The following courses are required

Fire Science 101. Introduction to Fire Science
Fire Science 104. Risk Management
Fire Science 350. Management Applications in the Fire Service
Fire Science 401. Seminar in Fire Protection Problems
Public Administration 240. Introduction to Public Management
Public Administration 241. Computer Applications in Public Administration
Public Administration 343. Administration of Financial Resources
Public Administration 346. Administration of Personnel Resources

Subtotal: 24

PART TWO. SPECIALIZATION REQUIREMENTS

Select one of the following three specializations

Fire Service

Fire Science 209. Analysis of Urban Hazardous Materials, Tactics, and Strategy
Fire Science 230. Building Construction and Life Safety Systems I
Fire Science 2XX. Fire Prevention and Protection

Emergency Medical Services

Students must have taken and passed the New York State Department of Health certification examination for the AEMT-IV paramedic (or an equivalent certification from another jurisdiction as determined by the Program Coordinator). Nine (9) transfer credits will be applied toward this specialization.

Emergency Management

Fire Science 209. Analysis of Urban Hazardous Materials, Tactics, and Strategy
Fire Science 3XX. Hazard Identification and Mitigation
Security 101. Introduction to Security

Subtotal: 9

Total: 33

FORENSIC PSYCHOLOGY **(Bachelor of Arts)**

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

Credits required. 34

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

Adviser. Professor Maureen O'Connor (212-237-8776)

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

Baccalaureate/Master's Program in Forensic Psychology. Qualified undergraduate students may enter the B.A./M.A. Program and thereby graduate with both a Bachelor's and a Master's degree in Forensic Psychology. For additional information, contact Professor Matthew Johnson, Room 2125, North Hall (212-237-8772 or mjohnson@jjay.cuny.edu).

Senior-level requirement. Students who enrolled for the first time at the College in September 1988 or thereafter must complete at least one 400-level course in psychology.

Additional information. Students who enrolled for the first time at the College in September 1996 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Associate Provost, Room 634, Tenth Avenue Building.

Credits

PART ONE. CORE COURSES

Subtotal: 16

All courses are required

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

PART TWO. THEORETICAL FOUNDATIONS OF FORENSIC PSYCHOLOGY

Subtotal: 6

Select two courses

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

PART THREE. FORENSIC PSYCHOLOGY ELECTIVES

Subtotal: 6

Select two courses

Psychology 110/Sociology 110/Anthropology 110. Drug Use and Abuse in American Society
 Psychology 235. Social Psychology and the Criminal Justice System
 Psychology 271/Police Science 271. Psychological Foundations of Police Work
 Psychology 272. Correctional Psychology
 Psychology 275. Family Conflict and the Family Court
 Psychology 372. Psychology of Criminal Behavior
 Psychology 378. Field Work in Forensic Psychology I
 Psychology 379. Field Work in Forensic Psychology II
 Psychology 410. Independent Study
 Psychology 421. Forensic Social and Experimental Psychology
 Psychology 476. Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System
 Psychology 477/Sociology 477. Advanced Seminar in Youth, the Family and Criminal Justice

PART FOUR. COGNATE COURSES

Subtotal: 6

Select two courses

African-American Studies Psychology 240/Psychology 240. Psychology of Oppression
 African-American Studies Sociology 121. Problems of the Black Ghetto
 Anthropology 310/Sociology 310/Psychology 310. Culture and Personality
 Anthropology 315. Systems of Law
 Anthropology 330. American Cultural Pluralism and the Law
 Anthropology 340. Anthropology and the Abnormal
 Drama 325. Techniques in Crisis Intervention
 Economics 315/Police Science 315. Economic Analysis of Crime
 Government 206. Urban Politics
 Government 430. Problems in Civil Rights and Civil Liberties

History 219. Violence and Social Change in America
 History 320. History of Crime and Punishment in the United States
 Law 209. Criminal Law
 Law 212. The Criminal Process and Code of Criminal Procedures
 Literature 327. Crime and Punishment in Literature
 Philosophy 102. Introduction to Ethics
 Police Science 306. Police Work with Juveniles
 Police Science 405. Organized Crime in America
 Psychology 213/Sociology 213. Race and Ethnic Relations
 Psychology 224/Anthropology 224/Philosophy 224/Sociology 224. Death, Dying and Society: A Life Crises Management Issue
 Sociology 216. Probation and Parole: Principles and Practices
 Sociology 240. Social Deviance
 Sociology 301. Penology
 Sociology 302. Social Problems

Total: 34

FORENSIC SCIENCE (Bachelor of Science)

The major in Forensic Science is designed to provide training for students seeking to work in forensic science laboratories, or who are planning to pursue careers as scientists or scientist-administrators. The major draws primarily from chemistry (organic, analytical and physical), with courses in biology, physics and law. **Students may specialize in one of two tracks: Criminalistics or Toxicology.**

Credits required. 70

Prerequisites. Mathematics 241 and 242 (to be completed before the end of the second year in the program) and any necessary prerequisites.

Adviser. Professor Selman Berger (212-237-8967). Referrals will be made to advisers in each of the tracks within the major.

Additional information. Students are required to complete Forensic Science 401, a ten-week internship, prior to graduation, preferably after the junior year. Certain courses are offered only in fall semesters and others only in spring semesters. Consult course descriptions in this Undergraduate Bulletin or the designated adviser. Please note that courses have specific prerequisites. **The biology or chemistry sequence taken in the freshman year fulfills the science component of the general education requirements.**

Credits

FIRST TWO YEARS
All courses required

Freshmen
 Biology 103-104. Modern Biology
 Chemistry 103-104. General Chemistry

Subtotal: 18

Sophomores
All courses required
 Chemistry 201-202. Organic Chemistry
 Chemistry 220. Quantitative Analysis
 Law 202. Law and Evidence
 Physics 203-204. General Physics

Subtotal: 23

CRIMINALISTICS TRACK (Last Two Years)

Juniors
 Chemistry 302. Physical Chemistry II
 Chemistry 315. Biochemistry
 Chemistry 320. Instrumental Analysis I
 Chemistry 321. Instrumental Analysis II
 Forensic Science 313. An Introduction to Criminalistics for Forensic Science majors

Subtotal: 18

Seniors
 Forensic Science 401. Forensic Science Laboratory Internship
 Forensic Science 415. Forensic Science Laboratory
 Forensic Science 416. Forensic Science Laboratory

Subtotal: 11

TOXICOLOGY TRACK (Last Two Years)

Juniors

Chemistry 302. Physical Chemistry II
Chemistry 315. Biochemistry
Chemistry 320. Instrumental Analysis I
Chemistry 321. Instrumental Analysis II
Toxicology 313. Toxicology of Environmental and Industrial Agents

Subtotal: 18

Seniors

Forensic Science 401. Forensic Science Laboratory Internship
Toxicology 415. Forensic Pharmacology
Toxicology 416. Analytical Toxicology

Subtotal: 11

Total: 70

GOVERNMENT (Bachelor of Arts)

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

Credits required. 33

Prerequisite. Government 101. (This partially fulfills the College's general education requirements in the social sciences.)

Advisers. Professors Dan Pinello (212-237-8762) and Harold Sullivan (212-237-8194)

Additional information. Students who enrolled for the first time at the College in February 1993 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Associate Provost, Room 634, Tenth Avenue Building.

Credits

PART ONE. FOUNDATION COURSES

Choose one course from each of four of the following categories

Category A. American Institutions

Government 214. Political Parties and Pressure Groups
Government 215. The Legislative Process
Government 220. The Chief Executive

Category B. Public Law

Government 230. Principles of Constitutional Government
Government 308. State Courts and State Constitutional Law
Government 313/Law 313. Law and Politics of Race Relations

Category C. Political Theory

Government 270. Political Philosophy
Government 371. American Political Philosophy
Government 375. Law, Order, Justice, and Society

Category D. Urban Politics

Government 203. Municipal and State Government
Government 206. Urban Politics

Category E. International/Comparative

History 242/Government 242/Puerto Rican/Latin American Studies Government 242. U.S. Foreign Policy in Latin America
Government 257. Comparative Politics
Government 260. International Relations

Subtotal: 12

PART TWO. AMERICAN HISTORY

Both courses are required

History 201. American Civilization: From Colonial Times through the Civil War

Subtotal: 6

History 202. American Civilization: From 1865 to the Present

PART THREE. CONCENTRATION-OF-CHOICE

Subtotal: 15

Select one concentration. If you select Concentration A or Concentration B, you must take 5 three-credit courses within your concentration. At least one 400-level Government course must be completed. If you select Concentration C, you may either take 5 three-credit courses, including one 400-level Government course, or 3 three-credit courses and the 6-credit Seminar and Internship in New York City Government. In order to select the internship, you must obtain the permission of the instructor before registration. Courses taken to fulfill requirements in Part One may not be used to fulfill requirements in Part Three.

Category A. Law, Policy, and Society

Anthropology 315. Systems of Law
Criminal Justice 420/Sociology 420. Women and Crime
Government 215. The Legislative Process
Government 230. Principles of Constitutional Government
Government 259/Law 259. Comparative Criminal Justice Systems
Government 308. State Courts and State Constitutional Law
Government 313/Law 313. Law and Politics of Race Relations
Government 401. Seminar in Government*
Government 430. Problems in Civil Rights and Civil Liberties
Government 435. Judicial Process and Politics
History 277. American Legal History
Law 301. Jurisprudence
Law 310/Philosophy 310. Ethics and Law
Puerto Rican/Latin American Studies Law 322. Civil Rights and Civil Liberties in the Urban Latina/o Communities
Sociology 305. The Sociology of Law

Category B. Justice and Politics

African-American Studies History 270. History of African-American Social and Intellectual Thought
Government 270. Political Philosophy
Government 278/Sociology 278. Political Sociology
Government 371. American Political Philosophy
Government 375. Law, Order, Justice, and Society
Government 401. Seminar in Government*
Government 430. Problems in Civil Rights and Civil Liberties
Government 470. Political Theory of Criminal Justice
Law 310/Philosophy 310. Ethics and Law
Philosophy 102. Introduction to Ethics
Sociology 314. Theories of Social Order

Category C. Urban Affairs and Community Leadership

African-American Studies Sociology 110. Race and the Urban Community
African-American Studies Sociology 121. African-American Community Issues
Anthropology 208. Cities and Culture
Economics 270. Urban Economics
Government 203. State and Municipal Government
Government 206. Urban Government
Government 214. Political Parties and Pressure Groups
Government 215. The Legislative Process
Government 220. The Chief Executive
Government 401. Seminar in Government*
Government 402 or 403/Public Administration 402 or 403. Seminar and Internship in New York City Government
Government 405. Government and Administration of New York City
History 217. Three Hundred Years of New York City
Public Administration 240. Introduction to Public Administration
Public Administration 340. Planning
Puerto Rican/Latin American Studies Sociology 241. The Puerto Rican/Latina/o Experience in Urban United States Settings
Puerto Rican/Latin American Studies Sociology 321. Puerto Rican/Latina/o Community Field Work
Sociology 201. Urban Sociology: The Study of City Life
Sociology 206. Sociology of Conflict and Dispute Resolution

Total: 33

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

INTERNATIONAL CRIMINAL JUSTICE (Bachelor of Arts)

The major in International Criminal Justice introduces students to the nature and cause of crime at the international level and to the mechanisms for its prevention and control. Components of the criminal justice system as they apply to transnational and international

crime are studied, as well as the impact of international law and human rights in addressing crimes against humanity. The major is intended to equip students with the knowledge and skills needed for careers in which the globalization of crime plays an important role. It also is designed to prepare students for advanced work in graduate or professional school.

Credits required. 36

Prerequisites. Economics 101, Government 101, and Sociology 101. Any two of these courses satisfy the College's 6-credit general education requirements in the social sciences.

Adviser. Professor Mangai Natarajan (212-237-8673)

Credits

PART ONE. CORE COURSES

All courses are required

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

Subtotal: 9

PART TWO. FOUNDATION COURSES

Select three courses from among those listed below. Only one of the three may be in Category B. However, all three may be selected from Category A. Note: If only two courses are selected from Category A, one course must be selected from Category B.

Subtotal: 9

Category A

Anthropology 230. Culture and Crime
Government 250. International Law and Justice
Sociology 341. International Criminology

Category B

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

PART THREE. SKILLS COURSES

Select two courses from among those listed below (6 credits), with no more than one course from any one category. Although only 6 credits are required, all four areas are highly recommended and students are encouraged to use their electives to take courses in each of them.

Subtotal: 6

Category A. Computer Skills

Select one course

Criminal Justice 255. Computer Applications in Criminal Justice
Mathematics 270. Security of Computers and Their Data
Mathematics 271. Introduction to Computing and Programming
Public Administration 241. Computer Applications in Public Administration

Category B. Foreign Language

A 200-level foreign language course

Category C. Dispute/Conflict Resolution

Select one course

Sociology 206. The Sociology of Conflict and Dispute Resolution
Sociology Laboratory in Dispute Resolution Skill Building

Category D. Research Methods/Statistics

Select one course

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

PART FOUR. SPECIALIZED AREAS

Students select three courses from the following, with at least one course in each category

Subtotal: 9

Category A. Global Perspectives on Crime

Students must select at least one course from the following

Corrections 303. Comparative Correction Systems
Economics 260. Environmental Economics Regulation and Law
Government 210. Comparative Urban Political Systems
Government 320. International Human Rights
Police Science 309. Comparative Police Systems
Police Science 415. Seminar on Terrorism
Sociology 333. Gender Issues in International Criminal Justice

Category B. Area/Regional Studies

Students must select at least one course from the following

African American Studies Law 293. Law and Justice in Africa
 African American Studies Law 299/Anthropology 299. Drugs and Crime in Africa
 History 325. Criminal Justice in European Society, 1750 to the Present
 History 380. The Secret Police in Western Society
 Police Science 250. Criminal Justice in Eastern Europe
 Puerto Rican/Latin American Studies Law 220. Human Rights and Law in Latin America
 Puerto Rican/Latin American Studies Law 230/African American Studies Law 230. Comparative Perspectives on
 Crime in the Caribbean
 Puerto Rican/Latin American Studies Law 250. Drugs, Crime and Law in Latin America
 Puerto Rican/Latin American Studies Sociology 401. Seminar in Latina/o Issues: Gender, Race, Ethnicity, and
 the Legal System
 Sociology 351. Crime and Delinquency in Asia

PART FIVE. INTERNSHIP Subtotal: 3
An elective course but highly recommended
 International Criminal Justice 3XX. Internship in International Criminal Justice (proposed)

PART SIX. CAPSTONE COURSE Subtotal: 3
 International Criminal Justice 401. Capstone Seminar in International Criminal Justice
Total: 36

JUDICIAL STUDIES (Bachelor of Arts)

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

Credits required. 33

Prerequisite. Government 101. (This partially fulfills the College's general education requirements in the social sciences.)

Advisers. Professors James Cauthen and Harold Sullivan (212-237-8194)

	Credits
PART ONE. CORE COURSES <i>All courses are required</i> Criminal Justice 101. Introduction to Criminal Justice Law 206. The American Judiciary Public Administration 240. Introduction to Public Administration	Subtotal: 9
PART TWO. GOVERNMENT AND THE JUDICIAL PROCESS <i>Select two courses</i> Government 203. Municipal and State Government Government 230. Principles of Constitutional Government Government 308. State Courts and State Constitutional Law	Subtotal: 6
PART THREE. ADMINISTRATION OF THE JUDICIARY Public Administration 360. Court Administration	Subtotal: 3
PART FOUR. CULTURAL DIVERSITY AND THE COURTS <i>Select one course</i> Anthropology 315. Systems of Law Anthropology 330. Cultural Pluralism and the Law Government 313/Law 313. Law and Politics of Race Relations Puerto Rican/Latin American Studies Law 325. The Latina/o Experience of Criminal Justice	Subtotal: 3
PART FIVE. COURT RELATED SKILLS <i>Select one course from the following five</i> English 235. Writing for Management, Business, and Public Administration Law 213/Speech 213. The Impact of the Mass Media on the Administration of Justice Mathematics 277. Computers for Administrative Decision Making Public Administration 241. Computer Applications in Public Administration Spanish 340. Court Interpreting and Translation	Subtotal: 3
PART SIX. COGNATE COURSES <i>Select two courses or one 6-credit internship</i> Government 206. Urban Politics	Subtotal: 6

Government 402-403/Public Administration 402-403. Seminar and Internship in New York City Government
 Government 405. Government and Administration of New York City
 Public Administration 314. Productivity
 Sociology 206. Dispute Resolution
 Sociology 216. Probation and Parole
 Sociology 480. Dispute Resolution and the Legal System

PART SEVEN. CAPSTONE COURSES

Subtotal: 3

Select one course

Government 435. Judicial Process and Politics

Law 420/Public Administration 420. Contemporary Administration and the Judiciary

Total: 33

JUSTICE STUDIES (HUMANITIES AND JUSTICE) (Bachelor of Arts)

The Justice Studies major provides opportunities to study fundamental standard and developmental issues in justice studies and criminal justice from a specifically humanistic perspective. It will interest students who plan to attend graduate school in the humanities or criminal justice, professional school, or who intend to pursue careers in criminal justice, public policy, or other forms of public service. Students are required to take four designated “core” courses in Humanities and Justice; five courses chosen from among designated courses in a specific humanistic discipline (either history or literature or philosophy) or in a combination of courses from those disciplines in a structure approved by an adviser; and three designated courses in which criminal justice issues are specific and central concerns.

Credits required. 36

Prerequisites: English 101-102; one of the required general education courses in literature, history, or philosophy; one of the required general education courses in the social sciences. Humanities and Justice (HJS) 250: Justice in the Western Traditions is the required first course in the major.

Adviser. Professor Amie Macdonald (212-237-8345). Each student must review her/his course of study with an adviser in order to insure both breadth and coherence of study. An adviser will be assigned to each “declared” student.

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

Credits

PART ONE. DISCIPLINARY FOUNDATIONS

Subtotal: 6

Humanities and Justice 250. Justice in the Western Traditions

Humanities and Justice 315: Research Methods in Humanities and Justice Studies

PART TWO. THE DISCIPLINARY COMPONENT: History and/or Literature and/or Philosophy (five courses) Subtotal: 15

Students will take five designated courses beyond the general education requirement in a specific humanities discipline or in a multidisciplinary structure approved by an adviser in order to develop familiarity with and confidence in the fundamental assumptions and general subject matter of these disciplines as they relate to the question of “justice.” These courses will be chosen by the student with the agreement of an adviser from among the courses in each discipline designated as creditable to the major. A minimum of 9 of 15 credits must be taken at the 300-level or above.

Category A. History Courses

History 219. Violence and Social Change in America

History 224. A History of Crime in America

History 227/228. American Constitutional History I & II

History 277. American Legal History

History 320. The History of Crime and Punishment in the United States

History 325. Criminal Justice in European Society, 1750 to the Present

Category B. Literature Courses

African American Studies Literature 340. African American Experience in America: Comparative Racial Perspectives

Literature 223/African-American Studies Literature 223. African-American Literature

Literature 313. Shakespeare
 Literature 315. American Literature and the Law
 Literature 320. Gender and Identity in Western Literary Traditions
 Literature 327. Crime and Punishment in Literature
 Spanish 208. The Theme of Justice in 20th Century Spanish Literature

Category C. Philosophy Courses
 Philosophy 203. Political Philosophy
 Philosophy 310. Ethics and Law
 Philosophy 322. Judicial and Correctional Ethics

PART THREE. TOPICS IN CRIMINAL JUSTICE (Interdisciplinary-3 courses) Subtotal: 9
 Criminal Justice 101. Introduction to Criminal Justice
 Sociology 203. Criminology
and either
 Government 375. Law, Order, Justice and Society or
 Law 301. Jurisprudence

PART FOUR. PROBLEMS AND RESEARCH (two courses) Subtotal: 6
 Humanities and Justice 410. Text and Theory: Senior Prospectus
 Humanities and Justice 415. Research Project in Humanities and Justice Studies

Total: 36

LEGAL STUDIES (Bachelor of Science)

The major in Legal Studies is designed to provide students with a knowledge of legal processes and the administration of law. It offers preparation for careers in criminal justice or in regulatory agencies and for application to graduate or professional schools.

Credits required. 33

Prerequisite. Government 101. (This partially fulfills the College's general education requirements in the social sciences.)

Adviser: Professor Brian MacNamara (212-237-8550)

Additional information. Students who enrolled for the first time at the College in September 1996, or thereafter, must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Associate Provost, Room 634, Tenth Avenue Building.

Credits

PART ONE. FOUNDATION COURSES Subtotal: 6
 Government 230. Principles of Constitutional Government
 Philosophy 310/Law 310. Ethics and Law

PART TWO. SKILLS COURSES Subtotal: 6
Select one course
 English 250. Writing for Legal Studies
 Speech 285. Courtroom Communication
Required course
 Law 350. Introduction to Legal Research

PART THREE. CRIMINAL LAW Subtotal: 9
 Law 203. Constitutional Law
Select two courses
 Government 308. State Courts and State Constitutional Law
 Law 202. Law and Evidence
 Law 209. Criminal Law
 Law 320. Seminar in the Law of Search and Seizure

PART FOUR. PERSPECTIVES COURSES Subtotal: 9
Category A. Humanistic Perspectives on the Law
Select one course
 Government 375. Law, Order, Justice, and Society
 History 277. American Legal History

Law 301. Jurisprudence

Category B. Social Science Perspectives on the Law

Select one course

Anthropology 315. Systems of Law

Economics 215. Economics of Regulation and the Law

Psychology 370/Law 370. Psychology and the Law

Sociology 305. Sociology of Law

Category C. Cultural Pluralism and the Law

Select one course

African-American Studies Law 293. Law and Justice in Africa

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

Puerto Rican/Latin American Studies Law 322. Civil Rights and Civil Liberties in the Urban Latina/o Communities

PART FIVE. ADVANCED LEGAL STUDIES

Subtotal: 3

Select one course

Government 430. Problems in Civil Rights and Civil Liberties

Law 401. Problems of Constitutional Development

Legal Studies 420. Senior Seminar in Legal Studies

Total: 33

POLICE STUDIES **(Bachelor of Science)**

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

Credits required. 39

Prerequisites. Sociology 101 and Government 101. (These courses fulfill the College's general education requirements in the social sciences.) In addition, Police Science 101 must be taken by students without law enforcement experience.

Adviser. Professor Dorothy Schulz(212-237-8405)

Baccalaureate/Master's Program in Police Studies. Qualified undergraduate students may enter the Baccalaureate/Master's Program and thereby graduate with both a Bachelor's in Police Studies and a Master's in Criminal Justice. For additional information, please contact Professor Matthew Johnson, Room 2125, North Hall (212-237-8772 or mjohnson@jjay.cuny.edu).

Additional information. Students who enrolled for the first time at the College in September 2001 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Associate Provost, Room 634, Tenth Avenue Building.

Credits

PART ONE. CORE COURSES

Subtotal: 12

All courses are required

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

Criminal Justice 321/Philosophy 321. Police Ethics

Law 203. Constitutional Law

Police Science 101. Introduction to Police Studies

Police Science 201. Police Organization and Administration

PART TWO. COMPUTER SKILLS

Subtotal: 3

Select one course

Criminal Justice 255. Computer Applications in Criminal Justice

Police Science 220/Mathematics 220. Survey of the Concepts of Operations Research

Police Science 2XX. Police Computer Crime Mapping

Security 270/Mathematics 270. Security of Computers and Their Data

PART THREE. POLICE SCIENCE COURSES

Subtotal: 12

Select four courses. At least one course must be at the 300-level.

Police Science 202. Police and Community Relations

Police Science 204. The Patrol Function
 Police Science 205. The Traffic Control Function
 Police Science 207. The Investigative Function
 Police Science 210. Colloquium on Criminal Justice Literature
 Police Science 213/Forensic Science 213. Survey of Criminalistics
 Police Science 223. Police Personnel Administration
 Police Science 227. Police Training Programs
 Police Science 230/Corrections 230. Sex Offenders in the Criminal Justice System
 Police Science 235. Women in Policing
 Police Science 245. Community Policing
 Police Science 250. Criminal Justice in Eastern Europe
 Police Science 271/Psychology 271. Psychological Foundations of Police Work
 Police Science 301. The Police Manager
 Police Science 306. Police Work with Juveniles
 Police Science 309. Comparative Police Systems
 Police Science 315/Economics 315. Economic Analysis of Crime
 Police Science 340. Planning for Police Operations and Management
 Police Science 350. Police Labor Relations
 Police Science 355. Money and the Police Manager

Subtotal: 6

PART FOUR. LAW

Select two courses

Law 202. Law and Evidence
 Law 204. Criminal Law of New York
 Law 206. The American Judiciary
 Law 209. Criminal Law
 Law 212. The Criminal Process and the Criminal Procedure Law
 Law 301. Jurisprudence
 Law 313/Government 313. The Law and Politics of Race Relations
 Law 320. Seminar in the Law of Search and Seizure
 Law 340. Employment Discrimination Law, Affirmative Action and Police Organization

Subtotal: 3

PART FIVE. INTERDISCIPLINARY SKILLS AND FOUNDATIONS

Select one course

African-American Studies 215. The Police and the Ghetto
 Anthropology 208. Cities and Culture
 Economics 170. Introduction to the Economics of Crime and Social Problems
 English 235. Writing for Management, Business, and Public Administration
 Physical Education 230. Stress Management in Law Enforcement
 Psychology 213. Race and Ethnic Relations
 Puerto Rican/Latin American Studies Sociology 241. The Puerto Rican/Latina/o Experience in Urban United States Settings
 Security 310. Emergency Planning
 Social Science Research 325. Research Methods in the Behavioral Sciences
 Sociology 203. Criminology
 Sociology 206. The Sociology of Conflict and Dispute Resolution
 Speech 204. Group Discussion and Conference Techniques
 Speech 218. Managerial Communication
 Statistics 250. Principles and Methods of Statistics

Subtotal: 3

PART SIX. SENIOR REQUIREMENT

Select one course

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

Total: 39

PUBLIC ADMINISTRATION (Bachelor of Arts)

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

Credits required. 33

Prerequisites. For the requirement in Administrative Skills and Methods: English 102 (prerequisite to English 235) or Mathematics 108 or 141 (prerequisite to Statistics 250).

Adviser: Professor Diane Hartmus (212-237-8043)

Baccalaureate/Master's Program in Public Administration. Qualified undergraduate students may enter the Baccalaureate/Master's Program and thereby graduate with both a Bachelor's and a Master's degree in Public Administration. For additional information, please contact Professor Matthew Johnson, Room 2125, North Hall (212-237-8772 or mjohnson@jjay.cuny.edu).

Additional information. Students who enrolled for the first time at the College in September 1998 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Associate Provost, Room 634, Tenth Avenue Building.

Credits

PART ONE. FOUNDATION COURSES

Subtotal: 18

Six courses are required

Public Administration 240. Introduction to Public Administration
 Public Administration 260. International Public Administration
 Public Administration 343. Administration of Financial Resources
 Public Administration 346. Administration of Personnel Resources
 Public Administration 440. Seminar in Public Policy and Administration

Select one course

Public Administration 340. Planning **or** Public Administration 348. Justice Planning and Policy Analysis

PART TWO. ADMINISTRATIVE SKILLS AND METHODS COURSES

Subtotal: 6

Required

Public Administration 241. Computer Applications in Public Administration

Select one course

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

PART THREE. CONCENTRATIONS

Subtotal: 9

Complete three courses or 9 credits in any one area.

Category A. Human Resources Management

Economics 265. Introduction to Public Sector Economics
 Economics 280. Economics of Labor
 Psychology 223. Industrial and Organizational Psychology
 Psychology 236. Group Dynamics
 Public Administration 314. Productivity
 Sociology 206. Sociology of Conflict and Dispute Resolution
 Sociology 209. Sociology of Work and Jobs
 Speech 204. Group Discussion and Conference Techniques

Public Administration 402/403/Government 402/403. Seminar and Internship in New York City (6 credits)
or Public Administration 404. Practicum in Public Administration (3 credits)

Category B. Fiscal Management

Economics 250. Accounting I
 Economics 251. Accounting II
 Economics 265. Introduction to Public Sector Economics
 Economics 280. Economics of Labor
 Public Administration 314. Productivity

Public Administration 402/403/Government 402/403. Seminar and Internship in New York City Government (6 credits) **or** Public Administration 404. Practicum in Public Administration (3 credits)

Category C. Managerial Investigation and Oversight

Economics 250. Accounting I
 Economics 251. Accounting II
 English 238. Investigative Report Writing
 Law 202. Law and Evidence
 Police Science 207. The Investigative Function
 Sociology 360/Economics 360. Corporate and White Collar Crime

Public Administration 402/403/Government 402/403. Seminar and Internship in New York City Government (6 credits) **or** Public Administration 404. Practicum in Public Administration (3 credits)

Category D. Information Management and Communication

English 340. Desktop Publishing
 English 350. Public Relations Writing
 Mathematics 277. Computers for Administrative Decision Making
 Mathematics 278. Software Applications for Office Management
 Mathematics 279. Data Communications and the Internet
 Public Administration 400. Quantitative Problems in Public Administration

Public Administration 402/403/Government 402/403. Seminar and Internship in New York City Government (6 credits) or Public Administration 404. Practicum in Public Administration (3 credits)

Category E. Court Administration

Required

Public Administration 360. Court Administration

Public Administration 420. Contemporary Administration and the Judiciary

Law 206. The American Judiciary

Government 435. Judicial Process and Politics

Public Administration 402/403/Government 402/403. Seminar and Internship in New York City Government (6 credits) or Public Administration 404. Practicum in Public Administration (3 credits)

Category F. International Public Administration

Economics 245. International Economics

Economics 260. Environmental Regulation and Law

Government 260. International Relations

Government 250. International Law and Justice

Public Administration 402/403/Government 402/403. Seminar and Internship in New York City Government (6 credits) or Public Administration 404. Practicum in Public Administration (3 credits)

G. Special Concentration

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

Total: 33

SECURITY MANAGEMENT (Bachelor of Science)

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

Credits required. 36

Prerequisite. Economics 101 and Sociology 101. (These courses fulfill the College's general education requirements in the social sciences.)

Adviser. Professor Robert Hair (212-237-8380)

Additional Information. Students who enrolled for the first time at the College in September 1996 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Associate Provost, Room 634, Tenth Avenue Building.

Credits

PART ONE. CORE COURSES

All courses are required

Law 207. Law for Security Personnel

Security 101. Introduction to Security

Security 210. Methods of Security

Security 211. Security Management

Security 270/Mathematics 270. Security of Computers and Their Data

Security 310. Emergency Planning

Subtotal: 18

PART TWO. SECURITY APPLICATIONS

Required course

Police Science 207. The Investigative Function

Select one

Fire Science 101. Introduction to Fire Science

Fire Science 106. Safety Engineering

Subtotal: 6

PART THREE. SECURITY-RELATED COURSES

Subtotal: 9

Select three courses

Economics 250. Accounting I

English 235. Writing for Management, Business, and Public Administration

Sociology 203. Criminology

Sociology 360/Economics 360. Corporate and White Collar Crime

PART FOUR. SENIOR SEMINAR

Subtotal: 3

Security 405. Seminar in Security Problems

Total: 36

10 *Undergraduate Curricula: The Associate Degree*

John Jay College of Criminal Justice is not only a college of criminal justice but also a liberal arts college. A liberal education—an education that emphasizes humane values in thought and action and promotes the pursuit of truth—cultivates well-educated citizens who assume responsibility for their thoughts and the impact of their actions upon the world. These are citizens who are able to think critically and to communicate their ideas effectively. At John Jay College, the general education requirements work with the majors to develop these skills by immersing students in an interdisciplinary community and exposing them to a diverse curriculum.

As John Jay offers students majors which specialize in criminal justice and related fields, it is essential that its core education requirements be broad. This is the mission of the general education requirements. The general education requirements provide exposure to the ideas essential for students to understand how work in their major discipline is part of the larger range of human concerns. Exposure to the liberal arts and sciences helps to create well-rounded individuals who can communicate with people in different scholarly communities and can understand problems outside their specialized area of study. By promoting the integration, synthesis, and application of knowledge, general education provides individuals with an awareness of their role in a diverse culture and highlights their responsibilities to the larger community.

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

The associate degree requires a minimum of 60 credits; at least half must be earned in residence at John Jay. Students who have completed 90 or more credits may not apply for the associate degree. Between 21 and 35 (exclusive of exemptions) of the credits for the degree are earned in the general education requirements listed below.

The Associate in Science Degree program offers four degrees: Correction Administration, Criminal Justice, Police Studies and Security Management. Students should note that upon transfer to a baccalaureate program at the College, most but not all courses taken to fulfill associate degree requirements will be applicable toward the fulfillment of the requirements in a major. Accordingly, all requirements should be checked before a student makes course selections.

Certain overall prerequisites are listed in the description of each degree, but individual courses may have their own prerequisites. Students should read all course descriptions in this Undergraduate Bulletin when they plan their programs and should also consult with the advisers in the specializations.

GENERAL EDUCATION REQUIREMENTS

I. Skills

English 101 or 095¹ (English 101 is the prerequisite for all courses at the 200-level.)

English 102 (English 102 is the prerequisite for all courses at the 300-level or above.)

Subtotal: 12

3

3

Speech 113 or 091–092 ²	3
Mathematics 103–104, 104, or 105 ³	3
II. Core Requirements	Subtotal: 6
History 231	3
Literature 230 or 231 or 232 or 233	3
III. Distribution Requirements	Subtotal: 17
A. Select one course from two of the following four Areas:	
<i>Area 1—Ethnic Studies</i>	
Ethnic Studies 123. Race and American Society: The African American Experience ⁴	
Ethnic Studies 124. Puerto Ricans and other Hispanics in American Society ⁵	
Ethnic Studies 125. Race and Ethnicity in America ⁶	
<i>Area 2—Fine Arts</i>	
Select any course in Art <i>or</i> Music <i>or</i> Drama	
<i>(This course may not be used elsewhere to satisfy major requirements.)</i>	
<i>Area 3—Foreign Languages</i>	
Select one course in any foreign language	
<i>Area 4—Philosophy</i>	
Philosophy 231	
B. Social Sciences	
Select two of the following:	6
Anthropology 101 Economics 101 <i>or</i> 102	
Government 101 Psychology 101	
Sociology 101	
C. Both courses are required	
1. Natural Science 107 or exemption ⁷	5
2. Physical Education or exemption ⁸	
	Total: 35

SKILLS REQUIREMENTS

All students enrolled at the College must, as part of the general education requirements listed above, complete the following skills requirements:

English 101 *or* SEEK English 095
English 102
Mathematics 105

Speech 113

-
1. Registration for English 095, which carries three credits, is through the SEEK Department.
 2. Exemption from the Speech requirement is granted by the Department of Speech and Theatre on the basis of extensive job-related public or small group speaking experience. Apply at the Department of Speech and Theatre at any time when classes are in session. Students who are not fluent in spoken English should enroll in designated ESL-ONLY sections of Speech 113. Students who require speech therapy should also apply to the Department Chair for special placement before registering for Speech 113. Speech 113 is offered by the Department of Speech and Theatre. Speech 091–092 are offered by the SEEK Department.
 3. Exemption from the Mathematics 103–104, 104, or 105 requirement is determined by the Department of Mathematics on the basis of the CUNY Mathematics Freshman Skills Assessment Test. Students required to take Mathematics 103 must take Mathematics 104 and may not enroll in or receive credit for Mathematics 105. Students exempt from Mathematics 105 can fulfill the Mathematics requirements with either Mathematics 108 or Mathematics 141.
 - 4 For the description of this course, see the Department of African-American Studies, page 110.
 5. For the description of this course, the Department of Puerto Rican/Latin American Studies, page 141.
 6. For the description of this course, see either the Department of African-American Studies or the Department of Puerto Rican/Latin American Studies.
 7. Students who have completed three years of science in high school (9th year General Science plus two years of Regents credit) are exempt from taking Natural Science 107 and are required to take a laboratory-based science other than Natural Science 107. Students who have completed two years of science (9th-year General Science plus one year of Regents credit) must take Natural Science 107 and one additional course, or pass a placement examination and then take one course other than Natural Science 107. Students who have completed fewer than two years of science or no Regents credit must take Natural Science 107 and one additional course. To confirm one's exemption, fill out the appropriate form at the Office of the Registrar. Natural Science 107 cannot be taken after any other science course.
 8. For the exemption policy, please see pages 62–63.

The English, Mathematics, and Speech requirements must be completed within the first 40 credits of course work. Students who fail to do so are not permitted to register for further course work until these requirements have been fulfilled.

Students who are not required to take preparatory course work in writing (see below) must enroll in English 101 or its SEEK equivalent, English 095, in their first semester at the College. Students must pass English 101 or its SEEK equivalent, English 095, before registering for English 102.

Placement in the required English and Mathematics courses is based upon results achieved on the CUNY Skills Assessment Tests and upon assessments by the English and Mathematics Departments respectively. For information about the CUNY Skills Assessment Tests, see pages 12–13.

■ **Preparatory Skills Courses**

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

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

English 099 / SEEK English 093

English 100 / SEEK English 094

Mathematics 100 / SEEK Mathematics 095

Mathematics 103

Communication Skills 101 / SEEK Communication Skills 101

Communication Skills 102 / SEEK Communication Skills 102

SEEK Communication Skills 103.

Students who receive three Fs, Ws, WUs, Rs, or any combination thereof in any of the preparatory skills courses listed here are not permitted to continue at the College. Students may not appeal the denial of registration.

■ **Associate Degrees**

■ **Correction Administration**

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

Credits required. 24

Prerequisites. Psychology 101. Students are strongly encouraged to take Sociology 101 and Government 101 with this degree. See social sciences under the general education requirements.

Adviser. Professor Michael Jacobson (212–237–8410)

Additional Information. Students who enrolled for the first time at the College in September 1995 or thereafter must complete the degree in the form presented here. Students who enrolled prior to that date, may choose the form shown here, or the earlier version of the degree, a copy of which may be obtained at the Office of the Associate Provost.

Credits

PART ONE

All are required

Criminal Justice 101. Introduction to Criminal Justice

Corrections 101. Institutional Treatment of the Offender

Corrections 201. The Law and Institutional Treatment

Corrections 250. Rehabilitation of the Offender

Public Administration 240. Introduction to Public Administration

Subtotal: 18

Sociology 203. Criminology

PART TWO
Select one course

Subtotal: 3

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

PART THREE

Subtotal: 3

Select one course from the following

Psychology 110/Sociology 110. Drug Use and Abuse in American Society
English 235. Writing for Management, Business and Public Administration
Corrections 390. Internship (*strongly recommended for students without experience in Corrections, Probation, or Parole*)

Total: 24

■ Criminal Justice

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

Credits required. 24

Prerequisites. Government 101. (This course partially fulfills the general education requirements in the social sciences.)

Adviser. Professor Sean Wheeler (212-237-8664)

Credits

PART ONE. CORE COURSES.

Subtotal: 6

Both are required

Criminal Justice 101. Introduction to Criminal Justice
Law 203. Constitutional Law

PART TWO. SKILLS

Subtotal: 6

Select two courses

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

PART THREE. CONCENTRATION

Subtotal: 9

Select three courses

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

PART FOUR. COGNATE COURSES

Subtotal: 3

Select one course

African-American Studies 215. The Police and the Ghetto
Anthropology 230. Culture and Crime
Anthropology 110/Psychology 110/Sociology 110. Drug Use and Abuse in American Society
History 277. American Legal History
Psychology 235. Social Psychology and the Criminal Justice System
Psychology 275. Family Conflict and the Family Court

■ Police Studies

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

Credits required. 24

Prerequisites. Government 101. (This course partially fulfills the general education requirements in the social sciences.) In addition, Police Science 101 must be taken by students with no law enforcement experience. Government 101 is the prerequisite for Law 203.

Adviser. Professor Dorothy Schulz (212-237-8405)

Additional information. Students who enrolled for the first time at the College in September 1996 or thereafter must complete the degree in the form presented here. Students who enrolled prior to that date may choose the form shown here, or the earlier version of the degree, a copy of which may be obtained at the Office of the Associate Provost. Students considering the possibility of completing a baccalaureate degree in Police Studies should first consult with an adviser, since all courses in this degree are not applicable toward fulfillment of the requirements of the baccalaureate degree.

Credits

PART ONE	Subtotal: 6
<i>Core courses; all are required</i>	
Law 203. Constitutional Law	
Police Science 201. Police Organization and Administration	
PART TWO. Police Studies	Subtotal: 6
<i>Select two of the following courses</i>	
Police Science 202. Police and Community Relations	
Police Science 204. The Patrol Function	
Police Science 207. The Investigative Function	
Police Science 210. Colloquium on Criminal Justice Literature	
Police Science 223. Personnel Administration and Supervision	
Police Science 245. Community Policing	
PART THREE. Law	Subtotal: 6
<i>Select two of the following courses</i>	
Law 202. Law and Evidence	
Law 204. Criminal Law of New York	
Law 206. The American Judiciary	
Law 209. Criminal Law	
Law 211. Civil Disobedience, Urban Violence and Dissent	
Law 212. The Criminal Process and Code of Criminal Procedures	
PART FOUR. Interdisciplinary Skills and Foundations	Subtotal: 6
<i>Select two of the following courses</i>	
African-American Studies Sociology 121/Sociology 121. Problems of the Black Ghetto	
African-American Studies Sociology 215/Sociology 215. The Police and the Ghetto	
Anthropology 208. Cities and Culture	
Computer Literacy 101. Computer Literacy	
English 235. Writing for Management, Business and Public Administration	
English 238. Investigative Report Writing	
Forensic Science 213. Survey of Criminalistics	
History 267/Puerto Rican/Latin American Studies History 267. History of Caribbean Migrations to the United States	
Public Administration 240. Introduction to Public Administration	
Philosophy 102. Introduction to Ethics	
Psychology 213/Sociology 213. Race and Ethnic Relations	
Psychology 271/Police Science 271. Psychological Foundations of Police Work	
Puerto Rican/Latin American Studies Sociology 241. The Puerto Rican Experience in Urban United States Settings	
Sociology 203. Criminology	

■ Security Management

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

Credits required. 21–24

Prerequisites. Economics 101, Government 101, and Sociology 101. (These courses fulfill the general education requirements in the social sciences.)

Adviser: Professor Robert Hair (212–237–8380)

Additional information. Students who enrolled for the first time at the College in September 1995 or thereafter must complete the degree in the form presented here. Students who enrolled prior to that date, may choose the form shown here, or the earlier version of the degree, a copy of which may be obtained at the Office of the Associate Provost.

Credits

PART ONE

All courses are required

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

Subtotal: 9

PART TWO

All courses are required

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

Subtotal: 12

PART THREE

Recommended strongly for students without a background in Law Enforcement or Security Management
Security 3XX. Security Internship

Subtotal: 0–3

Total: 21–24

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Undergraduate Curricula: Programs

The programs described below are optional courses of study that students may pursue in addition to their majors.

AFRICAN-AMERICAN STUDIES PROGRAM

The African-American Studies Program offers an interdisciplinary approach to African-American, Caribbean, and African histories, cultures, and experiences. The program is composed of a base of 18 credits and an additional three to nine credits. For further information about the program, contact Professor Jannette Domingo, Room 3226, North Hall (212-237-8764).

■ **Course Offerings**

Credits

PART ONE

Select six courses

African-American Studies History 211. African-American History I

African-American Studies History 212. African-American History II

African-American Studies History 270. The History of African-American Social and Intellectual Thought in America

African-American Studies Literature 223/Literature 223. African-American Literature

African-American Studies Psychology 129/Psychology 129. The Psychology of the African-American Experience

African-American Studies Sociology 121. African-American Community Issues

African-American Studies Research Seminar 310. Research Seminar in African-American Studies

Subtotal: 18

PART TWO

Select one to three of the following courses

African-American Studies History 330. African-American Nationalism and Pan Africanism

African-American Studies History 263/Puerto Rican/Latin American Studies

History 263. African Heritage in the Caribbean

African-American Studies Independent Research 410. Independent Study

African-American Studies Psychology 240/Psychology 240. Psychology of Oppression

African-American Studies Sociology 110. Race and the Urban Community

Subtotal: 3-9

Total: 21-27

ADDICTION STUDIES PROGRAM

The New York State Office of Alcoholism and Substance Abuse Services has been authorized by the New York State Legislature to issue a Credential in Alcoholism and Substance Abuse Counseling (CASAC). To qualify for the CASAC, candidates must pass written and oral examinations after fulfilling educational and paid employment requirements.

The Addiction Studies Program, offered by John Jay College, is designed to enable current and prospective counselors, personnel directors, program administrators, criminal justice professionals, health care professionals, and students to complete the educational requirement. Each three-credit course counts for 45 contact hours, which may be applied to the total 350 contact hours required by New York State. The courses may also assist already credentialed counselors in obtaining required re-credentialing hours.

Matriculated students may elect to minor in Addiction Studies by completing 18 credits in the Addiction Studies Program. Students in degree programs may choose these courses to satisfy a degree concentration or general elective. Students are advised to consult a designated adviser in their major.

For additional information, please contact Professor Daniel Yalisove, Department of Psychology, Room 2429, North Hall, 212-237-9794, e-mail: daniel.yalisove@jjay.cuny.edu.

■ **The following undergraduate courses fulfill the education requirements for the CASAC:**

Undergraduate Courses

Anthropology 110/Psychology 110/Sociology 110. Drug and Alcohol Use and Abuse in American Society

Sociology 161. Chemical Dependency and the Dysfunctional Family

Psychology 255. Group Dynamics in Chemical Dependency Counseling

Psychology 266. The Psychology of Alcoholism and Substance Abuse

Psychology 268. Therapeutic Interventions in Chemical Dependency

Psychology 331/Counseling 331. Assessment and Clinical Evaluation in Chemical Dependency Counseling

Psychology 350/Counseling 350. Advanced Topics in Chemical Dependency Counseling

Psychology 480. Ethical and Professional Issues in Chemical Dependency Counseling

For the Training requirements of the CASAC:

Psychology 378. Fieldwork in Forensic Psychology

Psychology 379. Fieldwork in Forensic Psychology

Other Addiction Studies courses are listed below. While these courses cannot be applied to the credential, they can be applied to the Minor or CUNY BA/BS Concentration in Addiction Studies:

Anthropology 264. Anthropology of Alcohol Use

Literature 269. Alcohol and Literature

Public Administration 163. Organization and Administration of Alcohol Programs

Sociology 435. Current Controversies in Alcoholism and Substance Abuse

BACCALAUREATE/MASTER S DEGREE PROGRAMS

The B.A./M.A. Program enables exceptionally qualified students to work consecutively towards their baccalaureate and master's degrees. It is applicable to the master's degrees in Public Administration, Forensic Psychology, and Criminal Justice. The number of undergraduate electives and courses in the major are reduced for B.A./M.A. candidates, thereby enabling them to begin graduate courses once they have fulfilled their general education requirements and some requirements in their majors. Graduate credits may be accepted in fulfillment of some undergraduate requirements.

Upon completion of 128 to 134 credits, students receive both the Bachelor of Arts and the Master of Arts (or Master of Public Administration) degrees. The B.A./M.A. Program in Public Administration and Forensic Psychology each require the completion of 134 credits, including the appropriate number of graduate credits (see program requirements listed below). The B.A./M.A. Program in Criminal Justice requires either 128 credits and a master's thesis, or 134 credits and passing the comprehensive examination. Students interested in the program are advised to meet with the College's B.A./M.A. Director as early as possible in their academic careers.

For admission to the program an applicant must have completed 60 credits by the end of the fall semester. Students with 45 credits may apply for provisional admission. A candidate for admission to the program must have a minimum grade point average of 3.5 at the end of the sophomore year and must maintain this average in order to remain in the program. This is the *minimum* requirement for consideration; it does not guarantee admission or retention. Candidates must submit written recommendations from two faculty members, who will serve as advisers, a statement indicating why they seek to enter the program, and a paper that is representative of their work. Acceptance into the program is determined by a B.A./M.A. Committee.

■ **Combined Degrees**

The baccalaureate and master's degrees granted through the Baccalaureate/Master's Programs are:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 1. M.A. in Criminal Justice
B.A. in Criminal Justice
B.S. in Criminal Justice
B.S. in Criminal Justice Administration and Planning
B.S. in Police Studies | 30–36 credits |
| 2. M.A. (Forensic Psychology)
B.A. in Forensic Psychology | 39 credits |
| 3. M.P.A. (Public Administration)
B.S. in Criminal Justice Administration and Planning
B.A. in Public Administration | 42 credits |

Guidelines and preliminary application forms are available at the following locations: the Graduate Studies Office, Room 411, Tenth Avenue Building; the Registrar's Office, Fourth Floor, North Hall; or the Psychology Department, Room 2118, North Hall. For additional information, contact Professor Matthew B. Johnson, Director of the Baccalaureate/Master's Programs, Room 2125, North Hall (212-237-8772 or mjohnson@jjay.cuny.edu).

■ **CSTEP**

(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. The program provides students with testing, counseling, tutoring, special course work, and enrichment activities such as lectures and trips to educational facilities.

For information, contact Associate Provost Lawrence Kobilinsky, Room 634, Tenth Avenue Building (212-237-8884).

■ **CUNY BACCALAUREATE PROGRAM**

Established in 1971, the CUNY Baccalaureate Program (CUNY BA/BS Program) is a small, University-wide alternate degree program intended for self-directed, academically strong students who have well-formulated academic goals. Students who are admitted to the program develop their own area of concentration with guidance from a CUNY faculty member who agrees to serve as their mentor. Students also complete the program's liberal arts core and other degree requirements. Although students in the program are matriculated at one CUNY college, they are free to pursue their studies and take courses at any other CUNY college.

To be eligible to apply, students must have a clear academic goal and must have completed at least 15 college credits with a grade point average of 2.50 or higher. The CUNY BA and BS degrees are fully accredited and are awarded by The City University rather than by an individual college. The program operates under the auspices of the CUNY Graduate School and University Center. Further information may be obtained from the CUNY BA/BS Program Office at 365 Fifth Avenue, New York, New York 10016-4309 (212-817-8220). Professor Elizabeth Yukins is the Coordinator of the CUNY Baccalaureate Program at John Jay College; Room 1277, North Hall, (212-237-8083).

■ **DISPUTE RESOLUTION CERTIFICATE PROGRAM**

The Dispute Resolution Certificate Program offers training in the techniques of dispute resolution, the theory and the methods of defusing conflicts. The Program is designed to provide students with an understanding of the conceptual issues involving conflict and

conflict management, the skills required to act effectively as a dispute resolver, and internship opportunities for the application of knowledge and skills.

Upon successful completion of course work and a practicum, matriculated students receive a certificate. John Jay College is authorized by the Board of Trustees of The City University of New York and the New York State Department of Education to award the Dispute Resolution Certificate.

Credits required. 30

Prerequisite. Sociology 101. (This partially fulfills the College's general education requirements in the social sciences.) Individual courses may have their own prerequisites. Students are advised to read carefully all course descriptions in this Undergraduate Bulletin when planning their programs, and should also consult with the program coordinator.

For further information, communicate with Professor Maria Volpe, Program Coordinator, Room 520, Tenth Avenue Building (212-237-8692).

■ Course Offerings

	Credits
PART ONE	Subtotal: 9
<i>Core courses, all are required</i>	
Sociology 206. Sociology of Conflict and Dispute Resolution	
Sociology 380. Sociology Laboratory in Dispute Resolution Skill Building	
Sociology 381. Internship in Dispute Resolution	
PART TWO	Subtotal: 15
<i>Select five courses</i>	
Anthropology 330. American Cultural Pluralism and the Law	
Drama 325. Drama Techniques in Crisis Intervention	
Economics 275. Games, Decisions, and Strategy	
Philosophy 105. Practical Reasoning	
Philosophy 310/Law 310. Ethics and Law	
Police Science 202. Police and Community Relations	
Psychology 236. Group Dynamics	
Sociology 202/Psychology 202. The Family: Change, Challenges and Crisis Intervention	
Sociology 290. Selected Topics in Sociology	
Various Departments: Field Work Practicum	
PART THREE	Subtotal: 6
<i>Select two courses</i>	
African-American Studies Sociology 121. African-American Community Issues	
African-American Studies Sociology 215. The Police and the Ghetto	
Anthropology 315. Systems of Law	
Economics 280. Economics of Labor	
Government 206. Urban Politics	
Government 290. Selected Topics in Government	
Government 430. Problems in Civil Rights and Civil Liberties	
Law 206. The American Judiciary	
Psychology 243. Theories of Personality	
Puerto Rican/Latin American Studies Sociology 241. The Puerto Rican/Latina/o Experience in Urban United States Settings	
Sociology 160. Social Aspects of Alcohol Abuse	
Sociology 305. Sociology of Law	
Sociology 308. Sociology of Violence	
	Total: 30

DISTANCE EDUCATION PROGRAMS

John Jay College offers two types of distance education courses: synchronous courses, which are delivered through live, interactive video or satellite; and asynchronous courses, which are available at any time and any place through the World Wide Web. For additional information, contact Associate Provost Lawrence Kobilinsky, Room 634, Tenth Avenue Building (212-237-8884).

INTERNSHIP AND COOPERATIVE EDUCATION PROGRAMS

Internship courses provide students with an opportunity to earn three academic credits while gaining experience working in a field placement. An internship usually requires a minimum attendance of eight hours each week in an assigned agency. All interns, faculty, advisers, and agency supervisors meet on Internship Day early each semester for a general meeting and the signing of contracts and other required forms. During the semester, students meet with faculty advisers in the required seminars and classes. Students are also responsible for submitting written reports analyzing their field experience and related readings, in fulfillment of the academic requirements for each internship course.

Eligibility requirements for internships include completion of 30 credits and a minimum grade point average of 2.5. In special situations, a letter of recommendation from faculty members and approval from the Administrative Associate for Internships may be required.

■ CO-OP (Cooperative Education Program)

The CO-OP Program combines academic study with paid internships in both public and private sectors. A CO-OP internship consists of two six-month alternating periods of paid, full-time employment and a full-time semester at the College scheduled between the two paid work periods. During their work periods, students may attend college on a part-time basis. After their second work period, students return to the College to complete any necessary requirements for their baccalaureate degrees or parallel co-op work part-time and attend school full time.

To be eligible for a CO-OP internship, a student must have completed at least 60 credits with an overall grade point average of 3.0. Interested and eligible students should apply at the Office of Cooperative Education. Students are required to bring copies of their transcripts when applying.

Students may receive 3 credits per semester for work in a Cooperative Education setting upon completion of an academic component during the period in which they are registered in the program. A maximum of 6 credits may be earned in this manner. To fulfill the academic requirement, participants register in CEP 390 and CEP 391, described under "College Courses," page 108.

Students interested in the Cooperative Education Program should apply to Mr. Thomas Doyle, Administrative Associate for the Office of Cooperative Education, Room 3235, North Hall (212-237-8441). Students are required to bring a copy of their grade report or transcript when applying.

RONALD E. McNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM

The McNair Program is a federally funded program. It is designed to increase the participation of first generation, low-income students from underrepresented groups in graduate education, particularly in doctoral programs.

Student participants—known as *McNair Scholars*—receive mentoring, specialized academic and career counseling, tutoring and graduate school preparatory seminars, assistance in obtaining financial aid for graduate study, and assistance in applying for and obtaining admission to graduate school. McNair Scholars also earn three credits for their participation in a spring semester research seminar. First year scholars receive summer stipends and second year scholars receive spring semester stipends while they participate in research apprenticeships with faculty mentors. Students who have a genuine interest in pursuing a doctoral degree, a grade point average of 3.0 or better, junior or senior status, and who are either low income and first generation college students or members of a group underrepresented in graduate education are eligible. For additional information and an application, contact the McNair Program at (212) 237-8760, Room 3220 North Hall.

MINORS

Students who desire to minor concentration in a field other than their major may do so in a minor under the guidance of an academic department or program. A minor requires 18 credits in a particular field different from the student's major. Students are particularly encouraged

to pursue minors in humanities and social sciences. Because many majors are interdisciplinary, some overlap may occur between courses appearing in a major and a minor. At least fifty percent of the credits in a minor must be taken at the College. Except for the minors in Addiction Studies and Gender Studies, departments can give credit for minors only for appropriate transfer courses and for their own courses.

A student who wishes to pursue a minor must consult the chairperson of the appropriate department or program as soon as possible. A department or program may have an advance enrollment requirement and specific procedures for completing a minor. In addition, a department or program may have its own requirements and restrictions concerning grades and courses which may be used to fulfill a minor. Upon completing a minor, a student should request the department or program chairperson to certify to the Office of the Registrar with a "Declaration of Minor" form that the student has completed the designated minor. Completion of a minor is noted on the student's official transcript. Below is a list of the departments and programs that offer minors.

■ Department or Program	Minor(s)
Addiction Studies Program	Addiction Studies
African-American Studies	African-American Studies
Anthropology	Anthropology
Art, Music and Philosophy	Studio Art and Art History; Philosophy
Counseling and Communication Skills	Counseling
English	English Honors*
Foreign Languages and Literatures	Spanish
Government	Government
History	History
Law, Police Science, and Criminal Justice Administration	Corrections; Law; Police Science; Security Management
Mathematics	Computer Science; Mathematics
Physical Education	Physical Education
Psychology	Psychology
Public Management	Economics; Fire Science; Public Administration
Puerto Rican/Latin American Studies	Puerto Rican/Latin American Studies
Science	Science
Sociology	Criminology; Sociology
Speech and Theatre	Speech; Theatre; Speech and Theatre
Women's Studies Committee	Gender Studies

** To receive Honors in English, a student must complete 18 credits with a GPA of at least 3.0 in English and/or literature courses above the 100-level.*

PUERTO RICAN/LATIN AMERICAN STUDIES PROGRAM

The multi-disciplinary Puerto Rican/Latin American Studies (PL) Department offers a minor and program that includes courses in the areas of history, culture, law, psychology, sociology, politics, and literature relating to the of experience Puerto Ricans/Latinas(os) in the United States and of Latin Americans in the Caribbean and Latin America.

Students may fulfill requirements for the minor by completing Parts One and Two, for a total of 18 credits. Part Three must be completed to fulfill program requirements.

For additional information, contact Professor José Luis Morín, Room 1554, North Hall (212-237-8751).

■ Course Offerings

PART ONE. Core Courses

Both courses are required

Puerto Rican/Latin American Studies Government 215. Socio-Political Developments in Contemporary Puerto Rico

Puerto Rican/Latin American Studies History 242/Government 242/History 242. United States Foreign Policy in Latin America

Credits

Subtotal: 6

PART TWO. Distribution Requirements

Subtotal: 12

Select *two* courses in each category

Category A (Latin America/Caribbean)

Puerto Rican/Latin American Studies Anthropology 145. Puerto Rican Culture and Folklore
Puerto Rican/Latin American Studies History 104/History 104. History of Puerto Rico
Puerto Rican/Latin American Studies History 166/History 166. History of the Caribbean Islands
Puerto Rican/Latin American Studies History 260/History 260. History of Contemporary Cuba
Puerto Rican/Latin American Studies History 261/History 261. Revolution and Social Change in Contemporary Latin America
Puerto Rican/Latin American Studies History 263/African-American Studies History 263. African Heritage in the Caribbean
Puerto Rican/Latin American Studies Sociology 265/History 265. Class, Race, and Family in Latin America
Puerto Rican/Latin American Studies History 267/History 267. History of Caribbean Migrations to the United States
Puerto Rican/Latin American Studies Law 220. Human Rights and the Law in Latin America
Puerto Rican/Latin American Studies Law 230/African American Studies Law 230. Comparative Perspectives on Crime in the Caribbean
Puerto Rican/Latin American Studies Law 250. Drugs, Crime and Law in Latin America
Puerto Rican/Latin American Studies Literature 101. Poetry and Drama from Mid-Nineteenth Century to Date
Puerto Rican/Latin American Studies Literature 102. Puerto Rican Narrative from the 1940s to the Present
Puerto Rican/Latin American Studies Music 110/Music 110. Popular Musics of the Caribbean
Puerto Rican/Latin American Studies Sociology 245. Dominican Society and Identity
Puerto Rican/Latin American Studies Sociology 255. The Latin American Woman

Category B (Latinas/os in the United States)

Puerto Rican/Latin American Studies Corrections 201. Latinas/os and the Correctional System
Puerto Rican/Latin American Studies Law 322. Civil Rights and Civil Liberties in the Urban Latina/o Communities
Puerto Rican/Latin American Studies Law 325. The Latina/o Experience of Criminal Justice
Puerto Rican/Latin American Studies Literature 107. Criminal Justice Themes in Puerto Rican Poetry and Dramas
Puerto Rican/Latin American Studies Literature 108. Criminal Justice Themes in the Puerto Rican Essay, Short Story, and Novel
Puerto Rican/Latin American Studies Sociology 241. The Puerto Rican/Latina/o Experience in Urban United States Settings
Puerto Rican/Latin American Studies Sociology 321. Puerto Rican/Latina/o Community Field Work

PART THREE

Subtotal: 6–9

Select *two or three* of the following courses

Puerto Rican/Latin American Studies 290. Special Topics
Puerto Rican/Latin American Studies Seminar 401. Seminar in Latina/o Issues: Gender, Race, Ethnicity and the Legal System
Puerto Rican/Latin American Studies Seminar 410. Independent Study and Research

Total: 24–27

SEEK PROGRAM

(Search for Education, Elevation, and Knowledge)

SEEK is a major program established by the senior colleges of The City University of New York to assist in providing equality of higher educational opportunity to students who otherwise would not have such access.

It is a four-year college program of special assistance for students to overcome educational, economic and social disadvantages. The program provides concentrated and specialized counseling, remedial instruction, tutorial services, and financial aid. Students who utilize such assistance can achieve a quality college education and expand their social and career capabilities.

■ Eligibility

Under the provisions of the New York State Education Law, students must meet certain residence, academic, and financial criteria for admission to the program.

Residency

An applicant must be a United States citizen, or have a permanent-residence status, and must be a New York State resident of at least one year's standing.

Academic

An applicant must be a graduate of an approved high school or must hold a New York

State high school equivalency diploma, or its equivalent as determined by the Commissioner of Education of the State of New York. Except for veterans who have earned up to 18 college credits prior to their entry into the service, applicants may not have previously attended a college or any other post-secondary educational institution.

For purposes of eligibility, students are considered to be in need of academic support if they have received a general equivalency diploma or do not meet the academic admission requirements established for CUNY senior colleges.

Students are eligible for admission to the SEEK program at John Jay College only if they apply for a major offered at the College.

Financial

For financial criteria, see the Pell, SEEK, and TAP entries, pages 22-23 in this Undergraduate Bulletin.

■ **Application Procedure**

Application forms are available at all New York City high schools and at John Jay College. Completed applications should be sent to the University Applications Processing Center, P.O. Box 136 Bay Station, Brooklyn, New York 11235.

For applications and additional information, contact Dr. Schevaletta Alford, Director of the SEEK Program, Room 3101 North Hall (212-237-8171). For financial information, contact Ms. Fay Williams, Assistant to the Financial Aid Officer, Room 3400, North Hall (212-237-8164).

STUDENT ENRICHMENT PROGRAM

Funded by a grant awarded by the United States Department of Education, the Student Enrichment Program provides academic support services such as: one-on-one tutoring, study skills and mathematics workshops, and academic counseling. In addition, the program offers peer counseling, career advisement, personal counseling, and cultural and enrichment opportunities. Admission to the program is determined, among other factors, on the basis of academic need and family income.

For additional information, contact Ms. Christine Sanchez, Director, Suite 600, 555 West 57th Street (212-237-8254).

THEMATIC STUDIES PROGRAM

The Thematic Studies Program offers students an opportunity to explore issues of contemporary significance from many points of view. Students in Thematic Studies enroll in a theme, which is examined through a group of related courses. Classes are small and the traditional format is varied by the use of team-teaching, guest speakers, student debates and class discussions, and by the use of films and videotapes. To allow time for field trips to agencies, courts, museums, and other places pertinent to the theme, classes are scheduled once a week for double sessions.

The Thematic Studies Program is open to any full-time or part-time student who has been accepted for admission to the College. Students may complete as many as 60 credits in Thematic Studies. Credits earned in the program may be used to fulfill the College's general education requirements and certain requirements in most majors, and they also count as electives.

Descriptions of the courses offered in the Thematic Studies Program are on page 152 in this Undergraduate Bulletin. For additional information, contact Ms. Darryl Westcott-Marshall, Room 432, Tenth Avenue Building (212-237-8462).

■ **Internships**

Students enrolled in the Thematic Studies Program may register each semester for 3-credit internships as part of their regular course work. Placement is available in more than forty organizations specializing in legal services, criminal justice, social service, and tutoring and counseling programs. Requirements include seven to eight hours of field work each week, as well as preliminary and final papers and meetings with instructors.

WEEKEND STUDY PROGRAM

The Weekend Study Program is designed primarily for part-time study, with most students taking three to nine credits per semester. Students, may, however, also attend John Jay College on a full-time basis on the weekends. Classes are conducted on a one-day basis on Fridays, Saturdays and Sundays. A typical weekend program of study includes courses that fulfill the College's general education requirements, courses that apply to the majors and courses that are electives. For further information about the program, contact Mr. Michael Liddie, Director, (212) 237-8614.

WOMEN S AND GENDER STUDIES

John Jay College offers an interdisciplinary minor in Gender Studies. Students must accumulate eighteen credits of gender-related courses from a list approved by the coordinator of the minor. The list below provides representative examples. Gender Studies courses are sometimes offered experimentally, and the student should consult the Gender Studies announcement in the Schedule of Classes each semester for these listings. The Department of Thematic Studies also offers courses related to issues of gender. The 18-credit minor program must include courses from at least two different departments. In addition, students may designate up to six credits of independent study toward the minor and up to three internship or life experience credits.

For information regarding Gender Studies, contact the coordinator of the minor, Professor Amy S. Green, Room 336, Tenth Avenue Building (212-237-8352).

Anthropology 210/Sociology 210/Psychology 210. Sex and Culture
Corrections 320. Race, Class, and Gender in a Correctional Context
Criminal Justice 420/Sociology 420. Women and Crime
Drama 245. Women in Theatre
Literature 220. Sex Roles in Literature
Police Science 235. Women in Policing
Psychology 228. Psychology and Women
Psychology 234. Psychology of Human Sexuality
Puerto Rican/Latin American Studies Sociology 255. The Latin American Woman
Puerto Rican/Latin American Studies Sociology 265. Class, Race, and Family in Latin American History
Puerto Rican/Latin American Studies 401. Seminar in Hispanic Issues: Gender, Race, Ethnicity and the Legal System
Sociology 202/Psychology 202. The Family: Change, Challenges, and Crisis Intervention
Sociology 215. Social Control and Gender: Women in American Society



Course Offerings

GENERAL INFORMATION

Schedule of Course Offerings

Dates indicated for course offerings are dependent upon sufficient student registration, availability of faculty, and financial constraints. **It should be noted that while many courses are offered in day/evening sessions, others are not. Before selecting a degree program, students in need of such schedule flexibility should consult with the respective department chairpersons to determine whether courses needed for that degree will be offered in day/evening session.**

Course Number Designations

A course numbered below 100 is a remedial or developmental course. A course at the 100-level is one that has no prerequisite or corequisite (exclusive of remedial or developmental courses). A course at the 200-level is one that has a 100-level prerequisite or corequisite, or is one that requires sophomore standing or above. English 101 is a prerequisite for all courses at the 100-level. A course at the 300-level is one that has a 200-level prerequisite or corequisite, or is one that requires junior standing or above. English 102 is a prerequisite for all courses at the 300-level or above. A 400-level course is one that requires senior standing and/or any other specified prerequisites or corequisites.

The only exceptions to this numbering system are: 1) Department of Sciences courses; and 2) the second of two paired courses that are to be taken sequentially, where the first course is the prerequisite for the second (e.g., English 101–102; History 231–232; Public Administration 240–241).

Course Prefix Designations

Each course is designated not only by its number, but also by a three-letter prefix. The prefixes and their designations are:

AAD	African-American Studies Drama	ITA	Italian
AAE	African-American Studies Economics	ISC	Basic Skills Immersion: College Orientation
AAG	African-American Studies Government	ISM	Basic Skills Immersion: Mathematics
AAH	African-American Studies History	ISR	Basic Skills Immersion: Reading
AAI	African-American Studies Independent Research and Internship	ISW	Law
AAJ	African-American Studies Law	LGS	Legal Studies
AAL	African-American Studies Literature	LIT	Literature
AAP	African-American Studies Psychology	MAT	Mathematics
AAR	African-American Studies Research Seminar	MUS	Music
AAS	African-American Studies Sociology	NSC	Natural Science
ANT	Anthropology	PAD	Public Administration
ART	Art History and Studio Art	PED	Physical Education
BIO	Biology	PHI	Philosophy
CEP	Cooperative Education Program	PHY	Physics
CHE	Chemistry	PLA	Puerto Rican/Latin American Studies Anthropology
CHI	Chinese	PLC	Puerto Rican/Latin American Studies Corrections
CLT	Computer Literacy	PLE	Puerto Rican/Latin American Studies Economics
COM	Communication Skills	PLG	Puerto Rican/Latin American Studies Government
COR	Corrections	PLH	Puerto Rican/Latin American Studies History
CRJ	Criminal Justice	PLI	Puerto Rican/Latin American Studies Independent Study and Research
CSL	Counseling	PLJ	Puerto Rican/Latin American Studies Law
DRA	Drama	PLL	Puerto Rican/Latin American Studies Literature
ECO	Economics	PLM	Puerto Rican/Latin American Studies Music
EAP	English for Academic Purposes	PLS	Puerto Rican/Latin American Studies Sociology
ENG	English	PLW	Puerto Rican/Latin American Studies Spanish
ENV	Environmental Science	PSC	Police Science
ETH	Ethnic Studies	PSY	Psychology
FIS	Fire Science	REL	Religion
FOS	Forensic Science	RUS	Russian
FRC	Freshman Colloquium (SEEK)	SEC	Security
FRE	French	SOC	Sociology
GOV	Government	SPA	Spanish
HIS	History	SPE	Speech
HJS	Humanities and Justice Studies	SSC	Social Science Research
HON	Honors Reading	STA	Statistics
ICJ	International Criminal Justice	TOX	Toxicology

COLLEGE COURSES

The following courses are expected to be offered during the 2003–2005 academic year:

CEP 390–391. Cooperative Education Program

Independent study with a member of the faculty, open to students in the John Jay College of Criminal Justice Cooperative Education Program. Individual conferences with the faculty sponsor, readings appropriate to the agency placement, and an analytical essay or research paper. Prerequisite: English 102 and admission to the Cooperative Education Program. 3 hours, 3 credits, for a maximum of 6 credits earned in two terms. (Offered every semester for students selected to participate in Cooperative Education with participating federal law enforcement agencies. (For more information, see page 101.)

CLT 101. Computer Literacy

This course examines the concepts and skills that enable the student to use personal and mainframe computers as a consumer or to progress to more advanced work in many disciplines in the sciences and humanities. Students will use personal computers as well as learn how to access the large mainframe system. The course explores the computer as a research tool, its role in modern society, and examines its organizational, social, and ethical implications. 3 hours, 3 credits. (Offered every semester.)

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

Registration is through the Department of African-American Studies. Please see page 110 for course description.

ETH 124. Puerto Ricans and Other Hispanics in American Society

Registration is through the Department of Puerto Rican/Latin American Studies. Please see page 141 for course description.

ETH 125. Race and Ethnicity in America

Registration is through the Department of African-American Studies or the Department of Puerto Rican/Latin American Studies. Please see pages 110 and 141 for course descriptions.

HJS 250: Justice in the Western Traditions

This course is the first of four required courses in the core of the Justice Studies major. It is an introduction to the normative history of “justice” as a principle of human personal and social organization in the experience of peoples living in the “western” world. An emphasis on primary texts allows the student to encounter first principles and selected secondary readings introduce the student to questions posed by the attempt to define justice. Issues under study may include: determinism and free will and the implication of each for the meaning of the “unjust” act; retribution and the rhetorics that justify or condemn it; divinity, hierarchy, and the community as sources of justice; the social construction of such ideas as justice and “crime;” law as the structure of rules regulating coercion and the use of force. Prerequisites: English 101-102; one of the required General Education courses in the social sciences. (Offered every semester.)

HJS 315. Research Methods in Humanities and Justice Studies

An introduction to the methods by which the humanities define, research, and investigate problems, this course is the second course of four that make up the required core of the major in Humanities and Justice. It introduces the student to methods of inquiry in the three primary disciplines of the major: history, philosophy, and literature. The logic, design, and execution of the research process are considered, as well as the appropriate respective uses of primary and secondary sources. Electronic and non-electronic research aids will be examined, as will the research strategies most commonly employed by practicing historians, literary critics, and philosophers. Prerequisites: English 102, all reading/writing skill courses and completion of one course from the general education requirements in each of history, literature, and philosophy. Corequisite:

completion of or enrollment in HJS 250. 3 hours, 3 credits. (Please contact Major Coordinator for course frequency.)

HJS 410. Problems and Theory: Thesis Prospectus

A course in which the student develops the ability to design advanced research projects drawing on the methodologies and practices of the humanities. Designed as a “studio” course, the seminar’s activities will be built around the research interests of the student as he/she develops topics and methodologies for the senior thesis in the Humanities and Justice major. The final product of the course will be a prospectus for the senior thesis that is acceptable to the seminar instructor and to the student’s adviser. Prerequisites: English 102, HJS 315, 9 credits in one of the interdisciplinary components of the major, and 9 credits in the component topics. 3 hours, 3 credits. (Please contact Major Coordinator for course frequency.)

HJS 415. Thesis in Humanities and Justice Studies

Designed for students in their final semester to conduct a significant investigation of a topic of their choosing in the area of humanities and justice studies. Designed as a “studio” course, the seminar’s activities will be built around the prospectus developed by the student in HJS 410: Problems and Theory: Thesis Prospectus. The final product of the course will be a senior thesis that is acceptable to the seminar instructor and to the student’s adviser. Prerequisites: English 102 and HJS 410. 3 hours, 3 credits. (Please contact Major Coordinator for course frequency.)

HON 501. Honors Reading Course

The student submits a project of reading and research for the term, for approval by the instructor. A paper is required and there are periodic conferences. Special arrangements may be made to do this work over the summer. Open to seniors. 3 credits. (Offered every semester.)

ICJ 101. Introduction to International Criminal Justice

This course is an introduction to the nature and scope of international and transnational crime, to the emerging legal framework for its prevention and control, and to its impact on the U.S. criminal justice system. Emphasis will be placed on the international aspects of the work of different criminal justice agencies, such as formal and informal police cooperation and the use of mutual assistance and extradition agreements, and on the bilateral, regional, and international structures created for crime prevention, punishment and control. 3 hours, 3 credits. (Offered every semester.)

ICJ 401. Capstone Seminar in International Criminal Justice

This capstone course is a synthesis of key issues, trends and topics within the emerging field of international criminal justice. Topics to be considered include: cross-cultural dimensions of international criminal justice; major theoretical issues and methodological problems in international criminal justice; complexities inherent in processing cases of international and transnational crime; prevention and control strategies; the evolving jurisprudence of the tribunals and the world court; and ethical and human rights concerns. Prerequisites: English 102, senior status, and matriculation in the International Criminal Justice major. 3 hours, 3 credits. (Offered every semester.)

ISC 010. Basic Skills Immersion: College Orientation

Orientation to academic requirements, student services, issues in general education, and career planning. Study skills, time management, and adjustment to the college environment. Use of academic facilities: the Library, Writing Center, Academic Computing Center, Reading Skills Laboratory, and Mathematics Laboratory. Authorized grades: P, R, W 3 hours, no credit. (Offered throughout the year.)

ISM 010. Basic Skills Immersion: Mathematics

Intensive review of arithmetic and elementary algebra. Preparation for the CUNY Freshman Skills Assessment Test in mathematics. Classes supplemented by individual tutoring. Authorized grades: P, R, W 3 hours, no credit. (Offered throughout the year.)

ISR 010. Basic Skills Immersion: Reading

Intensive practice in comprehension and analysis of texts. Metacognitive approaches to improving reading. Preparation for the CUNY Freshman Skills Assessment Test in reading. Classes supplemented by tutoring in the Communication Skills Center. Authorized grades: P, R, W, 3 hours, no credit. (Offered throughout the year.)

ISW 010. Basic Skills Immersion: Writing

Intensive practice in organization, grammar, and syntax. Emphasis on editing and rewriting. Preparation for the CUNY Freshman Skills Assessment Test in writing. Classes supplemented by tutoring in the College Writing Center. Using the computer to write and edit. Authorized grades: P, R, W, 3 hours, no credit. (Offered throughout the year.)

LGS 420. Senior Seminar in Legal Studies

Designed for students in their last semester to participate in a systematic interdisciplinary inquiry into major issues in law and legal administration. Faculty from the humanities and social sciences will join with faculty members in Law in developing a wide range of seminars. Each semester seniors may select from such offerings as: The Historical Perspective on Constitutional Interpretation; Law and Social and Economic Change; The Impact of Management Information Systems on Legal Administration; Jurisprudence: From Antiquity to Present; The Anglo-American Legal Tradition; Problems in Judicial Administration. Students will be required to deliver a senior lecture and submit a comprehensive research paper. Prerequisites: English 102 and Law 350. 3 hours, 3 credits. (Offered every semester.)

SSC 325. Research Methods in the Behavioral Sciences

An introduction to the major research methods in the behavioral sciences, to include survey, experimental and field research. The logic, design and execution of the research process are considered with concern for elementary analysis of data. Prerequisites: English 102. In addition: Psychology 101 or Sociology 101; and junior standing or above. 3 hours, 3 credits. (*Registration is through the Department of Sociology.*) (Offered every semester.)

STA 250. Principles and Methods of Statistics

Introduction to statistics as applied to the social sciences. Emphasis on the basic assumptions underlying statistical concepts and the role of statistics in the analysis and interpretation of data. Problems in frequency distribution, measures of location and variation, probability and sampling, tests of hypotheses and significance, linear regression and correlation, time series and index numbers. Prerequisites: English 101. In addition: Mathematics 108 or 141. 3 hours, 3 credits. (*Registration is through the Department of Psychology.*) (Offered every semester.)

DEPARTMENT OF AFRICAN-AMERICAN STUDIES

3226 North Hall 212—237—8764

Chairperson: Jannette O. Domingo

Professor: Basil W. Wilson

Associate Professors: Yahya H. Affinnih, Jannette O. Domingo, Kwando M. Kinshasa

Assistant Professors: C. Jama Adams, Maqsood-Uddin Kadir

Adjunct Faculty: Myrna Bain, Errol Houlder, Kewulay Kamara, Naikyemi Odedeafa, Ted Pontiflet, Larry Seabrook

Department Secretary: Linda Ward

The following courses are expected to be offered during the 2003—2005 academic year:

AAE 290. Political Economy of Racism

A study of the role of racism in the development of American capitalism. Examination of the impact of racism on the distribution of

income, wealth, and economic opportunity. Analysis of the role of racism in the economics of historical experiences such as slavery, Reconstruction, migration and urbanization, as well as in its role in the economics of contemporary business cycles and of on-going long term transformations of both the American and global economies. Prerequisites: English 101. In addition: Economics 101 or 102. 3 hours, 3 credits. (Offered Spring 2005.)

AAG 270. African Politics

A survey of contemporary African governments and perspectives in the study of African politics. Political processes and political change, political economy, and international relations in Africa. Prospects for future African political development in the context of the global political economy. Prerequisites: English 101. In addition: African-American Studies History 195 or permission of the section instructor. 3 hours, 3 credits. (Offered Spring 2005.)

AAH 195. Origins of Contemporary Africa

An introduction to the history of Africa from the decline of the Songhay Empire to the present. Survey of cultural, economic, and political developments that have shaped contemporary Africa. 3 hours, 3 credits. (Offered Spring 2005.)

AAH 211. African-American History I

African-American history from African origins to the Civil War. An introduction to the African heritage of Africans in the Americas. An in-depth study of slavery and the resistance to slavery in English, French, Spanish, and Dutch colonies including the development of slave and free African institutions and their role in defining African-American culture. The role of African-Americans in the American Revolution and the Civil War. Prerequisite: Ethnic Studies 123. 3 hours, 3 credits. (Offered Fall 2004.)

AAH 212. African-American History II

African-American history from Reconstruction to the present. An in-depth study of Reconstruction, particularly the roles played by African-Americans. Reconstruction's impact on the economic, political, and social life of African-Americans. Critical examination of the causes and effects of early 20th-century migration and urbanization. The impact of the Harlem Renaissance and other major cultural contributions of African-Americans. Analysis of forms of resistance to racism in the 20th-century including litigation, militant protest organizations, and the Civil Rights Movement. Prerequisites: English 101 and Ethnic Studies 123. 3 hours, 3 credits. (Offered Spring 2005.)

AAH 263. African Heritage in the Caribbean

This course examines from an interdisciplinary perspective the social and political forces in the contemporary Caribbean, and will focus on the following major themes: the legacy of slavery, plantation society and underdevelopment, democracy, capitalism and socialism, race, class, and ethnic conflict. Prerequisites: English 101. In addition: sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (*Same course as Puerto Rican/Latin American Studies History 263.*) (Offered Spring 2005.)

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

An historical survey of the principal ideas, ideologies, and intellectual currents in the African-American community including the shifting emphases on assimilation, Pan-Africanism, and nationalism. Major organizations and movements and key individuals who have shaped African-American thought. Examination of the impact of these ideas on American thought and culture. Prerequisites: English 101 and Ethnic Studies 123. 3 hours, 3 credits. (Offered Fall 2004.)

AAI 410. Independent Study

An intensive individualized reading course in which a significant topic, issue, or area of interest in African-American Studies is pursued under the guidance of a member of the faculty. A research paper is required. Prerequisites: English 102. In addition: 6 credits in African-American Studies and senior status; or permission of the section instructor. 3 hours, 3 credits. (Offered every semester.)

AAJ 210. Drugs and Crime in Africa

This course examines drugs and crime from an African perspective. It traces the history of cannabis use in sub-Saharan Africa. The course also examines how Africa was used by drug traffickers as a transit point for heroin and cocaine destined for Europe and the United States.

The course also examines how the international drug trafficking spill-over effect has resulted in consumption of hard drugs and psychotropic substances in sub-Saharan African countries. The drugs' use and misuse are examined in relation to the emergence of drug addicts, HIV/AIDS and other health problems, crime, homelessness, unemployment, violence and organized crime. It will also examine the role played by police narcotics units, and the emergence of Narcotic Control Boards. Prerequisite: English 101. 3 hours, 3 credits. (Offered Fall 2004.)

AAJ. 230. Comparative Perspectives on Crime in the Caribbean

This course will examine crime in the Caribbean with a particular focus on the differences and similarities among the Spanish-, English-, French-, and Dutch-speaking nations of the Caribbean region. The course will study the trends in crime in the Caribbean from a comparative perspective, and the methods employed by various individual nations to help diminish crime and delinquency. The specific topics to be studied include political crime and offenses, political corruption, drug dealing and trafficking, juvenile delinquency, domestic violence, and sexual assault in the Caribbean. Prerequisite: English 101. 3 hours, 3 credits. (*Same course as Puerto Rican/Latin American Studies Law 230.*) (Offered Fall 2004.)

AAJ 293. Law and Justice in Africa

Examination of the philosophical base of African customary law. Traditional theories of crime prevention, punishment, and the dispensation of justice in selected precolonial African societies. The enforcement of laws by the traditional community and traditional courts, and community involvement in the prevention of crime. African laws under colonialism and in contemporary independent nations. Prerequisites: English 101. In addition: African-American Studies History 195 or permission of the section instructor. 3 hours, 3 credits. (Offered Spring 2004.)

AAL 223. African-American Literature

A study of the writing of African-Americans from colonial times to the present, with special attention to influential African-American writers such as W. E. B. Du Bois, Toomer, Hughes, Wright, Brooks, Ellison, Baldwin, Baraka, and Malcolm X. Readings in novels, plays, autobiographies, short stories, poems, folktales, and essays will explore a wide range of African-American aesthetic responses to life in the United States. Prerequisites: English 101 and 102. 3 hours, 3 credits. (*Same course as Literature 223.*) (Offered Fall 2003.)

AAL 340. The African-American Experience in America: Comparative Racial Perspectives

An examination of African-American life through the works of both African-American and white writers. The course will look at the inter-relationships and differences between African-American and white perspectives. Authors such as W. E. B. Du Bois, Melville, Wright, Baldwin, Mark Twain, Faulkner, Ellison, Welty, and Baraka will be read. Prerequisites: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (*Same course as Literature 340.*) (Offered Spring 2004.)

AAP 129. The Psychology of the African-American Experience

Survey and critique of the major theoretical perspectives on African-American psychological development. Overview of the psychological experience of African-Americans, particularly those responses that foster sound psychological functioning despite oppressive or distorting social feedback. Application of psychological concepts and principles to the African-American experience. 3 hours, 3 credits. (*Same course as Psychology 129.*) (Offered fall semesters.)

AAP 240. Psychology of Oppression

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

terns of adaptation to abuses of power and authority. Prerequisites: English 101. In addition: African-American Studies Psychology 129 (formerly AAP 100) or Psychology 101 or 129. 3 hours, 3 credits. (*Same course as Psychology 240.*) (Offered spring semesters.)

AAR 310. Research Seminar in African-American Studies

Seminar and research project addressing a selected contemporary or historical issue of significance in African-American Studies. Research paper utilizing basic research methodologies required. Prerequisites: English 102. In addition: 6 credits in African-American Studies and junior standing or above; or permission of the section instructor. 3 hours, 3 credits. (Offered Fall 2003.)

AAS 110. Race and the Urban Community

An introduction to problems of contemporary race relations in major urban areas with particular emphasis on the impact of race and racism on the interactions between the African-American community and other racial or ethnic groups. 3 hours, 3 credits. (Offered Spring 2004.)

AAS 121. African-American Community Issues

An introduction to the origins and development of urban African-American communities. An exploration of the historical effects of racial isolation on community building and examination of selected contemporary socioeconomic issues with respect to such areas of concern as housing, education, welfare, the African-American family, crime and the criminal justice system. 3 hours, 3 credits. (Offered fall semesters.)

AAS 215. The Police and the Ghetto

Examination of the various perspectives on the nature of police roles in urban African-American communities including perceptions of police as law enforcement agents and as preservers of social order. Functional analysis of crime and of police roles in the ghettoization of communities. Prerequisites: English 101. In addition: African-American Studies Sociology 110 or 121. 3 hours, 3 credits. (Offered Spring 2004.)

AAS 293. Institutional Racism

A critical examination of policies and informal practices of organizations and institutions and of laws and regulations that have adversely affected social and economic opportunities and outcomes for African-Americans. Forms, impacts, and responses to racism in such areas as the design and implementation of social programs, the criminal justice system, education, employment, and business. Prerequisites: English 101. In addition: Ethnic Studies 123 or African-American Studies Sociology 110 or 121, or Sociology 101. 3 hours, 3 credits. (Offered Spring 2005.)

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

African-Americans and the development of the United States from 1619 to the present. A survey course exploring the African origins of African-Americans and examining slavery, the Abolitionist movement, the Civil War, Reconstruction, segregation, African-American migration from the South, urbanization, the Civil Rights movement, contemporary issues and events, and African-American cultural expressions all within the context of American social history. 3 hours, 3 credits. (Offered every semester.)

ETH 125. Race and Ethnicity in America

Study of the many peoples who have contributed to the fashioning of American civilization from 1500 to the present. Survey of historical and contemporary issues related to racial, ethnic, religious, and cultural diversity in the United States through an examination of such concepts as assimilation, discrimination, integration, pluralism, racism, segregation. 3 hours, 3 credits. (*Registration is through the Department of African-American Studies or the Department of Puerto Rican/Latin American Studies.*) (Please contact departments for course frequency.)

Not offered 2003—2005:

AAD 230. African-American Theatre

AAH 141. Introduction to Early African History

AAG 275. Comparative African Political Systems
AAG 322. Revolutionary Thought In Contemporary Africa
AAH 330. African-American Nationalism and Pan Africanism
AAJ 295. Police and the Law in Africa
AAS 296. Social Stratification and Social Hierarchies

DEPARTMENT OF ANTHROPOLOGY

434 Tenth Ave. Bldg. 212—237—8286

Chairperson: Richard Curtis

Professors Emeriti: Dorothy Bracey, Nathan Gould, Serena Nanda

Professor: Elizabeth Hegeman

Associate Professors: Avram Bornstein, Richard Curtis, Alisse Waterston

Assistant Professors: Geraldine Casey, Kojo Dei, Kirk Dombrowski, Anru Lee, Edward Snajdr,

Adjunct Faculty: Anne Buddenhagen, Daniel Fernando, R. Terry Furst, Doug Goldsmith, Joanne Taylor, Travis Wendel

Department Secretary: Gwendolyn Thompson

The following courses are expected to be offered during the 2003—2005 academic year:

ANT 101. Introduction to Anthropology

Comparative study of cultures, or ways of life, of people around the world, with emphasis on non-Western, preliterate cultures. Examples may include: Native American peoples, South American tribal peoples, the Amish, Gypsies, and the Inuit (Eskimos) of northern Canada and Alaska. Analysis of major aspects of culture, including language; marriage, birthing and child rearing; family and kinship; law, government, and social control; and religion. 3 hours, 3 credits. (Offered every semester.)

ANT 110. Drug and Alcohol Use and Abuse in American Society

An overview of drug substances and drug abuse as considered from various approaches, including types and patterns of drug abuse, symptoms, causes, treatment modalities, and other related factors. Specific drug substances are discussed, along with resultant psychological and physiological effects. Attention is paid to legal, cultural, and educational factors as they relate to drug abuse prevention. Consideration of the relationship between urban living and drug use. 3 hours, 3 credits. (*Same course as Psychology 110 and Sociology 110.*) (Offered every semester.)

ANT 201. Culture Contact

Contact and conflict of racial and ethnic groups. Acculturation and assimilation of such groups will be studied. Prospects and problems of race and ethnicity. Prerequisite: English 101. 3 hours, 3 credits. (Offered Spring 2004.)

ANT 208. Cities and Culture

The basic concepts and perspectives of anthropology are used to examine the many different subcultures and groups which make up the urban environment, both in the United States and in other complex societies. It examines how these groups both conflict with and cooperate with each other, as they compete for urban space and urban resources. The course includes examination of deviant behavior as it exists within the context of the urban environment, and the ways in which the special characteristics of cities relate to the emergence and maintenance of a great diversity of lifestyles and subcultures. Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (Offered Fall 2004.)

ANT 210. Sex and Culture

Study of behavioral and psychological differences between males and females in the light of contemporary theories of social struc-

ture, social learning, and individual development. Emphasis on the examination of contemporary theoretical issues in cross-cultural perspective. Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (*Same course as Psychology 210 and Sociology 210.*) (Offered every semester.)

ANT 212. Applied Anthropology

Consideration of past, present and future applications of anthropology and field work techniques in such areas as criminal justice, education, mental health, demography, medicine, and areas involving change. Prerequisites: English 101 and Anthropology 101. 3 hours, 3 credits. (Offered every semester.)

ANT 214. Spiritualism, Religion, and Magic

Cross-cultural study of religious beliefs and practices and the ways in which they are related to other aspects of culture including deviance and social control. Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (Offered Fall 2004.)

ANT 224. Death, Dying and Society: A Life Crises Management Issue

Death and dying will be viewed from the perspectives of a variety of academic disciplines and applied fields. The course will deal with the dying process: the different cultural practices and beliefs related to this process; its impact on the individual and his or her family particularly in the areas of grief, mourning, and restructuring of the family; and it will examine the ways different occupational groups are routinely involved with death and dying and the methods they evolve to manage it for others and cope with it themselves. The course will also explore different types of death, death at different periods in the life cycle, euthanasia, abortion and ethical, religious existential issues related to death and dying. The course will be multidisciplinary. Prerequisites: English 101 and an introductory course in sociology, anthropology, philosophy, or psychology. 3 hours, 3 credits. (*Same course as Philosophy 224, Psychology 224 and Sociology 224.*) (Offered every semester.)

ANT 230. Culture and Crime

An analysis of crime and its relation to other aspects of culture in Western and non-Western societies. Topics include those who have been labeled as bandits, criminals, and rebels; women who have turned to crime in an attempt to resolve the contradictions of their position; and the impact of Western culture and colonization on crime and justice in the non-Western world. Prerequisites: English 101 and any social science course. 3 hours, 3 credits. (Offered spring semesters.)

ANT 310. Culture and Personality

The factors in, and the effects of, cultural conditioning on the biological foundations of personality. A study, on a cross-cultural basis, of the conditioning factors of child care and training, group values and attitudes, practices and culture forms, with reference to basic personality formation. Prerequisites: English 102. In addition: Anthropology 101 or Psychology 101 or Sociology 101; and junior standing or above. 3 hours, 3 credits. (*Same course as Psychology 310 and Sociology 310.*) (Offered every semester.)

ANT 315. Systems of Law

Cross-cultural comparison of legal systems. Consideration of concepts of justice, rules of procedure, methods of punishment and rehabilitation. Prerequisites: English 102. In addition: a course in either anthropology or law; or junior standing or above. 3 hours, 3 credits. (Offered every semester.)

ANT 330. American Cultural Pluralism and the Law

Culturally different groups use law in the United States to assert their rights and to maintain their cultural autonomy. They may also avoid courts and solve disputes within their communities. This course examines, through legal and ethnographic cases, the ways in which culturally different groups interact with law in the United States. The groups studied may include Native Americans and Native Hawaiians, African Americans, Asian Americans, Mormons, Amish, Rastafarians, Hasidic Jews, Latinos, Gypsies, gays, women, and the homeless. Prerequisite: English 102. 3 hours, 3 credits. (Offered every semester.)

ANT 340. Anthropology and the Abnormal

A study of the ways in which different societies define "abnormal behavior," with emphasis on the understanding of the societal basis of the selection and labeling of certain behaviors as "abnormal." The social uses of deviance are examined. Roles such as the shaman, the transvestite, the homosexual, the saint, the sinner, the joker, the aged, and the mental defective are analyzed in the context of specific cultures. Various forms of psychological and social therapies to treat the abnormal are discussed, with examples drawn from both Western and non-Western cultures. Prerequisites: English 102. In addition: Anthropology 101 or Psychology 101; and junior standing or above. 3 hours, 3 credits. (Offered every semester.)

ANT 345. Culture, Psychopathology, and Healing

This course will study and compare models of mental illness and treatment within Western cultures, non-Western cultures, and migrating populations. Cultural notions of mental illness and healing and applicability of Western models of psychopathology, psychiatry, and psychotherapy to other cultures will be considered. The evolving role of Western psychology and psychiatry within the context of globalization of health care systems will be addressed. Topics will include: self and culture; emotions and culture; cross-cultural diagnosis; psychotherapists, traditional healers and shamans; the immigrant as psychiatric patient; the politics of psychiatry in world health. Prerequisites: English 102, Psychology 242 and junior standing or above. 3 hours, 3 credits. (Same course as Psychology 345.) (Offered Fall 2004.)

ANT 410. Independent Study

A study of reading and reporting planned and carried out under the guidance of a faculty member. Concerned with a selected topic, issue or area of interest in anthropology, psychology, or sociology. Prerequisite: English 102. In addition: 12 credits in anthropology; or permission of the chairperson of the department and the section instructor. 3 hours, 3 credits. (Offered every semester.)

ANT 450. Majors Works in Deviance and Social Control

The study of major writings on deviance and social control of 20th-Century anthropologists, psychologists, and sociologists who made seminal contributions to the contemporary understanding of the subject. The course, a seminar, will include selected writings of such theorists as Ruth Benedict, Emile Durkheim, Sigmund Freud, Bronislaw Malinowski, Robert K. Merton, and Thomas Szasz. Prerequisites: English 102. In addition: senior standing and majoring in Deviant Behavior and Social Control. 3 hours, 3 credits. (Same course as Psychology 450 and Sociology 450.) (Offered every semester.)

Not offered 2003—2005:

ANT 227. Anthropology and Film
ANT 264. Anthropology of Alcohol Use

DEPARTMENT OF ART, MUSIC, AND PHILOSOPHY

325 Tenth Ave. Bldg. 212—237—8325

Chairperson: Mary Ann McClure

Professors: Peter Manuel, Daniel Paget, Laurie Schneider, Timothy Stroup

Associate Professors: Enrique Chavez-Arviso, Laura Greenberg, John P. Pittman, Helen Ramsaran

Assistant Professors: Carrie-Ann Biondi Khan, Amie Macdonald, Mary Ann McClure, Thalia Vrachopoulos

Adjunct Faculty: Bana Bashour, Leonidas Bouritsas, Paul Brown, Orlanda Brugnola, Nina Buxenbaum, Irene Caesar, Gerard Dapena, James DiGiovanna, Ernesto Donas, Geoffrey Fairweather, Erin Flynn, Roger Foster, Frank Gimpaya, Herb Hartel, Yvonne Hatchett, Sarah Haviland, Jennifer Jensen, Patrick Linden, Howard Matthews, Peter Matthews, Kevin Murtagh, Mary Ann Phillips, Albert Piacente, Karsten Struhl, Chris Trogan, Michael Von Stange

Administrative Assistant: Myrna Allen

The following courses are expected to be offered during the 2003—2005 academic year:

ART HISTORY

ART 101. Introduction to the Visual Arts

This course traces the development of art in the Western world by considering the characteristic achievements of the major periods of history, such as the pyramids of Egypt, Gothic cathedrals, Michelangelo's sculpture, and the painting of Vincent Van Gogh. The panorama of painting, sculpture, and architecture is examined with a view to understanding the artworks as unique objects and as expressions of particular civilizations at particular moments in history. 3 hours, 3 credits. (Offered every semester.)

ART 102. American Art

This course examines the growth of art in the United States as it accompanied the development of the country from isolated agricultural colonies to a powerful industrial nation. The transformation of European styles into a uniquely American art that expressed the hopes and ideals of the new land is considered by reference to such topics as the impact of industrialism, the creation of cities, the movement westward, as well as the individual achievements of major painters, sculptors, and architects. 3 hours, 3 credits. (Offered every semester.)

ART 105. Modern Art

The course considers the development of art in the modern Western world beginning with European art in the late 18th century and ending with American art after World War II. The work of such major artists as David, Degas and Monet; Van Gogh and Gauguin; Picasso and Brancusi; Jackson Pollack and Andy Warhol are studied as the history of individual achievement and in the contexts of modern life. 3 hours, 3 credits. (Offered every semester.)

STUDIO ART

ART 110. Ceramics Workshop

This course will enable the student to design and create handbuilt pottery according to the principles of design, and work with various techniques of finishing, glazing, and firing. Students will learn the basic principles of three-dimensional design by studying the shapes of utilitarian as well as decorative objects in their immediate environment. In addition, they will explore pottery styles of such non-western cultures as Japan, China, the Mayans of ancient Mexico, the Yoruba of Nigeria, and the Ndebele of Zimbabwe, as well as pottery styles of the ancient Greeks and the Navaho and Pueblo Indians of the American Southwest. 3 hours, 3 credits. (Offered every semester.)

ART 111. Introduction to Drawing and Painting

Introduction to the elements of design, drawing, and painting. Graphic expression through various mediums. 3 hours, 3 credits. (Offered every semester.)

ART 115. Introduction to Sculpture

Introduction to sculpture. Students will learn basic principles and techniques of creating sculpture. Through the sculpture making process, they will be encouraged to investigate their potential for expressing three-dimensional concepts. Special emphasis will be placed on the actual process of developing creative awareness by taking an idea from its inception through various stages of revision to completion in a three-dimensional form. Through visual materials such as slides, films and videotapes as well as museum visits, students will learn about sculptures from various non-Western cultures such as Latin America, Africa and Asia. 3 hours, 3 credits. (Offered every semester.)

ART 117. Portrait Sculpture for Beginners

Students will learn the anatomy of the head as they create self-portraits or portraits of others in clay. They will be guided through a step-by-step progression of making a head from the skull to the finer details of the face. They will study and compare portrait

sculpture of such non-Western cultures as ancient China, 18th Century Benin, Nigeria, and ancient Mexico with portrait sculpture from Western cultures such as ancient Greece and Rome, Renaissance Italy, and contemporary America and Europe. 3 hours, 3 credits. (Offered every semester.)

MUSIC

MUS 101. Introduction to Music

A study of the ways in which music conveys ideas and feelings. Students will learn to distinguish the elements of music by considering works in dance, theatre, religious, commercial, and contemporary settings, drawn from both contemporary and historical sources. Attendance at live concerts. 3 hours, 3 credits. (Offered every semester.)

MUS 102. Music Skills

Principles of music theory, practice in reading and writing notation, elementary composition. Development of fundamental musical skills. 3 hours, 3 credits. (Offered every semester.)

MUS 103. Rock and Jazz

A two-part course, first surveying the social history and major styles of jazz, from 1900 to the present; and second, exploring various socio-cultural issues relevant to the study of rock, soul, rhythm 'n' blues, and related genres. 3 hours, 3 credits. (Offered every semester.)

MUS 104. Music in World Culture

The course focuses on the historical, social, and cultural background of the music of selected cultures. Emphasis on the traditional and contemporary musics of India, Africa, Spain and Latin America. 3 hours, 3 credits. (Offered Fall 2003.)

MUS 110. Popular Musics of the Caribbean

A survey of the major popular music styles of the Caribbean, including salsa, reggae, soca, and other genres, exploring their social contexts, historical origins, and relation to indigenous folk musics. The important role of New York City as a center for Caribbean music will also be examined. 3 hours, 3 credits. (*Same course as Puerto Rican/Latin American Studies Music 110.*) (Offered every semester.)

MUS 115. Introduction to Vocal Technique, Style and Song Literature

A studio class introducing the principles of vocal technique and developing the singing voice through study of classical methods. Song literature studied ranges from 17th and 18th Century art songs through traditional folk music to contemporary classical and popular songs. Prerequisite: Ability to sing a simple song with correct rhythm and pitch and a pleasant tonal quality. 3 hours, 3 credits. (Offered every semester.)

MUS 120. Piano

The basics of playing the piano. Instruction in reading music for the piano as well as the fundamentals of technique, including hand positions and finger exercises. Daily practice required; practice pianos available on campus. Exploration of the general history and literature of the piano. 3 hours, 3 credits. (Offered every semester.)

MUS 130. John Jay Chorus I

The class constitutes a singing ensemble of men and women. Class sessions operate as rehearsals and require regular attendance. The music sung reflects a wide range of styles. Skills are developed in the following areas: the ability to sing an independent part correctly and in tune; basic vocal technique; sight-reading of musical notation; diction; and general musicianship. Public performances may be given. Prior experience is not required, though members are expected to be able to sing a simple tune correctly. 3 hours, 3 credits. (Offered every semester.)

MUS 131. John Jay Chorus II

A continuation of Music 130. Class sessions operate as rehearsals, and require regular attendance. The music sung reflects a wide range of styles. Improved skills are developed in the following areas: the ability to sing an independent part correctly, basic vocal technique, sight reading, diction, general musicianship. Public performances may be given. Prerequisite: Music 130. 3 hours, 3 credits. (Offered every semester.)

PHILOSOPHY

Note: Equivalent Philosophy courses are offered by the Department of Thematic Studies.

PHI 105. Critical Thinking and Informal Logic

This course is a basic introduction to critical reasoning. Focus is on students' developing and applying skills in critical and analytic reading and writing. Topics covered include recognizing arguments, identifying premises and conclusions, clarity and relevance in argumentative language, distinguishing types of arguments, validity and soundness in constructing and evaluating arguments, fallacies, elements of legal reasoning. 3 hours, 3 credits. (Offered every semester.)

PHI 204. Logic

An exposition of formal and informal methods of evaluating reasoning in arguments and texts. We will examine systems or models of deductive reasoning, problems of translation from natural to formal languages, reasoning and rhetoric in complex arguments, and the foundations of the logic of investigation. Prerequisite: English 101. 3 hours, 3 credits. (Offered every semester.)

PHI 205. Philosophy of Religion

Examination of religion from the philosophical viewpoint: existence of God in Plato, Aristotle, Aquinas, rejoinder from Kant and his successors; the status of debate in philosophy today. Prerequisite: English 101 and one introductory course in Philosophy. 3 hours, 3 credits. (Offered Fall 2003.)

PHI 224. Death, Dying and Society: A Life Crises Management Issue

Death and dying will be viewed from the perspectives of a variety of academic disciplines and applied fields. The course will deal with the dying process: the different cultural practices and beliefs related to this process; its impact on the individual and his or her family particularly in the areas of grief, mourning, and restructuring of the family; and it will examine the ways different occupational groups are routinely involved with death and dying and the methods they evolve to manage it for others and cope with it themselves. The course will also explore different types of death, death at different periods in the life cycle, euthanasia, abortion and ethical, religious, and existential issues related to death and dying. The course will be multidisciplinary. Prerequisites: English 101 and an introductory course in sociology, anthropology, philosophy, or psychology. 3 hours, 3 credits. (*Same course as Anthropology 224, Psychology 224 and Sociology 224.*) (Offered every semester.)

PHI 231. Knowing, Being and Doing: Philosophical Method and Its Applications

An introduction to four major philosophical questions: What can I know for certain? Does God exist? How should I act toward others? What is justice? This analysis of the foundations of knowledge, religious belief, ethical theory, and social justice includes readings from Plato, Aristotle, St. Thomas, Descartes, Kant, Mill, and contemporary philosophers. Prerequisite or corequisite: English 101. 3 hours, 3 credits. (Offered every semester.)

PHI 304. Philosophy of the Mind

This course presents discussion and critical assessment of some major philosophical questions concerning the mind: What is the mind? How much can we know about the self? Can we completely understand the mind in physico-chemical terms? What are the moral, political, and ethical implications of our understanding of the mind? The course will survey the most important approaches to these questions, including dualism, behaviorism, identity theory, functionalism, eliminativism, and others. Prerequisite: English 102; Philosophy 231, or permission of the section instructor. 3 hours, 3 credits. (Offered Spring 2005.)

PHI 310. Ethics and Law

Inquiry into the relationship between morality and law; their organic interrelationship in the natural law tradition; their separation in positivism. The contemporary debate illustrated by the issues of human and civil rights; the enforcement of sexual morality; civil disobedience; and the ethics of law enforcement. Prerequisites: English 102. In addition: Philosophy 231 or permission of the section instructor. 3 hours, 3 credits. (Same course as Law 310.) (Offered every semester.)

PHI 321. Police Ethics

An identification and analysis of the diverse ethical issues encountered in the police service. Traditional ethical theories will be examined and will be applied to such topics as discretion, deadly physical force, misconduct, authority and responsibility, affirmative action, civil disobedience, undercover operations, and privacy. Prerequisites: English 102. In addition: Philosophy 231 or permission of the section instructor. 3 hours, 3 credits. (Same course as Criminal Justice 321.) (Offered every semester.)

PHI 322. Judicial and Correctional Ethics

A treatment of some of the central issues of judicial and correctional ethics. Traditional ethical theories will be applied to such topics as plea bargaining, bail and preventive detention, wiretapping, enforcement of sexual morality, sentencing, punishment, prisoners' rights, and parole. Prerequisites: English 102. In addition: Philosophy 231 or permission of the section instructor. 3 hours, 3 credits. (Same course as Criminal Justice 322.) (Offered every semester.)

PHI 326. Topics in the History of Modern Thought

This course will explore in depth one of the basic philosophic movements or conceptual themes that characterize modernity, such as individualism, natural rights, freedom/liberty, utilitarianism, the Enlightenment, secularization, or existentialism. The course will analyze the metaphysical as well as the political presuppositions of the selected theme in relation to its historical context. Prerequisites: English 102. In addition: Philosophy 231 or permission of the instructor. (The course instructor will choose the semester's theme.) 3 hours, 3 credits. (Please contact department for course frequency.)

PHI 340. Utopian Thought

Representations of ideal societies have played an important part in discussions of justice since Plato's *Republic*. This course will focus on some of the classical utopian (and dystopian) texts as well as on representative contemporary literary efforts in the utopian tradition. We will also examine some of the philosophical, literary, and historiographical analyses of utopian thought and of the social phenomena associated with it. Prerequisites: Philosophy 231 and English 102 or permission of the instructor. 3 hours, 3 credits. (Offered Spring 2004.)

PHI 423. Selected Topics in Justice

This is an advanced senior-level seminar focusing on one of a set of specific topics or issues to be chosen by the instructor offering the section of the course—concerning the philosophical concept of justice. Topics can be either theoretical and applied, and may include, but are not limited to, any of the following: an advanced survey of contemporary philosophical theories of justice; the textual analysis of one philosophic classic on justice, e.g., John Rawls' *Theory of Justice*; the philosophy of punishment and retribution; justice—distributive and compensatory; the impact of race, gender, and class on the contemporary philosophical analysis of justice. Prerequisites: English 102. In addition: Philosophy 231, one 300-level philosophy or political theory course, or permission of the instructor. 3 hours, 3 credits. (Same course as Government 423.) (Offered Fall 2005.)

RELIGION

REL 101. Western Religions

This course examines the doctrines and development of the Western religions: Judaism, Christianity, and Islam. Historical and literary criticism applied to sacred texts. 3 hours, 3 credits. (Offered spring semesters.)

REL 102. Eastern Religions

Examination of the doctrines and development of Eastern religions: Hinduism, Jainism, Buddhism, Confucianism, and Taoism. Historical and literary criticism applied to sacred texts. 3 hours, 3 credits. (Offered fall semesters.)

Not offered 2003—2005:

ART 103. Art of the Italian Renaissance
ART 112. Design and Composition
ART 116. Advanced Sculpture
ART 204. Art and Religion in the Western Tradition
PHI 102. Introduction to Ethics
PHI 103. The Great Philosophers
PHI 104. Philosophy of Human Nature
PHI 202. American Philosophy
REL 204. Art and Religion in the Western Tradition

DEPARTMENT OF COUNSELING AND COMMUNICATION SKILLS

Chairperson: Roger L. Witherspoon

Professor Emeritus: Sheldon E. Waxenberg

Professors: Robert DeLucia, James A. Malone, Carolyn Tricomi, Roger L. Witherspoon

Associate Professors: John Donaruma, Louis Guinta, Suzanne Iasenza, Ronald McVey

Assistant Professors: Kathryn Gentile, Ma-at Erica Lewis, Sandra Lanzone, Laura Richardson, Caridad Sanchez

Lecturers: Kathy Stavrianopoulos, Bettina Murray

The following courses are expected to be offered during the 2003—2005 academic year:

COMMUNICATION SKILLS

Room 3222 North Hall 212—237—8123

COM 101. Communication Skills 101

Designed for students who require significant instruction in basic reading skills. Students read books focused on a topic selected by the instructor. Classroom activities emphasize strategies for improving reading comprehension and vocabulary. Students are required to complete 10 hours of independent study in the Reading and Study Skills Center. A grade of P is the only authorized passing grade for this course. Prerequisite: By appropriate placement test score. 3 hours, 0 credit. (Offered every semester.)

COM 102. Communication Skills 102

Designed for students who need to develop a higher degree of competence in coping with college texts. Emphasis is on advanced exercises in comprehension and vocabulary with an introduction to basic study skills. Students are required to complete 10 hours of independent study in the Reading and Study Skills Center. A grade of P is the only authorized passing grade for this course. Prerequisite: By passing Communication Skills 101 or by the appropriate placement test score. 3 hours, 1 credit. (Offered every semester.)

COM 110. Techniques of College Learning

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

COM 120. Computer Competence and Information Literacy

This course is designed for students who need to acquire introductory computer and information literacy skills. The students will achieve competence in basic computer skills including: keyboarding, word processing, e-mailing, and internet access. Students will also develop information literacy skills, having the ability to understand the variety of content and formats of information, and competence in accessing, evaluating, organizing, and applying it. Reinforcement of these competencies will be gained during a 10-hour computer lab experience. 3 hours, 3 credits. (Offered every semester.)

COUNSELING

Room 3140 North Hall 212—237—8111

CSL 112. Personal Development — The College Experience

An introductory course designed to assist students in coping effectively with specific difficulties encountered in the early stages of their college career. Major emphasis is on self-awareness, value clarification, decision making and effective planning for career selection. Prerequisite: Open only to entering freshmen placed in Communication Skills and developmental English courses. 3 hours, 3 credits. (Offered every semester.)

CSL 210. Peer Counseling Training

A practical survey of counseling approaches and techniques designed to provide skills in the academic counseling of fellow students. Major emphasis is on examining assumptions about helping, building basic observational and communication skills, facilitating and examining various helping techniques. Participants will have an opportunity to learn and practice these skills in a variety of role-playing situations, lectures, experiential exercises, group discussion, and contact with resource persons. Prerequisites: English 101. In addition: sophomore standing or above, a cumulative grade point average of at least 3.0, and an interview with the section instructor; or permission of the section instructor. 3 hours, 3 credits. (Offered spring semesters.)

CSL 211. Peer Counseling Practicum

A practicum experience in academic counseling for John Jay undergraduate students. Students are required to work as peer counselors for a minimum of four hours per week of academic counseling under the supervision of a faculty member of the Counseling Department. Attendance at weekly seminars involving lectures, discussions, films, role playing, and tapes is also required. In addition, students must submit a major research paper for the course. Prerequisites: English 101 and Counseling 210. 3 hours, 3 credits. (Offered fall semesters.)

CSL 220. Leadership Skills

This course will focus on developing leadership skills. Students will learn effective interpersonal techniques for conducting group meetings including conflict management skills and parliamentary procedure. The course will focus on the impact of ethnic, racial, and gender issues in groups and organizations and their effect on leadership. Several class sessions will involve experiences which will explore facilitative leadership styles, impediments to effective communication, self-awareness, and listening for hidden agendas. Video tape equipment will be used to give students the opportunity to learn how their behavior affects others. Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (Offered spring semesters.)

CSL 331. Assessment and Clinical Evaluation in Chemical Dependency Counseling

This course will focus on assessment of addictive disorders, and clinical evaluation of substance and alcohol abusers. Application of assessment and clinical evaluation findings will be made to treatment planning, case management, discharge planning and clinical record keeping. These assessment and evaluation methods and findings will be applied to chemical dependency counseling techniques. While this course is intended for Addiction Studies Program (ASP) students who are pursuing the credential in alcoholism and substance abuse counseling (CASAC), other students with an interest in assessment and clinical evaluation in chemical dependency are invited to enroll. Prerequisites: English 102. In

addition: Psychology 242 or Psychology 255 (Group Dynamics in Chemical Dependency Counseling) or Psychology 268. 3 hours, 3 credits. (Same course as Psychology 331.) (Offered fall semesters.)

CSL 342. Introduction to Counseling Psychology

Provides a theoretical survey of the field of counseling. Major emphasis is on such topics as ethical considerations, the intake interview, counselor roles and client roles, goals of counseling, referrals and liaisons in community, vocational counseling, tests and instruments used in the counseling process, academic counseling, and research on the counseling process. Differences between counseling and psychotherapy are discussed. Field trips to various counseling centers are arranged. Prerequisites: English 102 and Psychology 242 and 243. (Same course as Psychology 342.) 3 hours, 3 credits. (Offered Spring 2004.)

CSL 350. Advanced Topics in Chemical Dependency Counseling

This course provides instruction in specific counseling concepts and skills focused upon alcoholism and substance abuse counseling. Students learn about client assessment, treatment planning, case management, clinical record keeping, discharge planning, counseling roles and settings, family and community education, and vocational counseling. Prerequisites: English 102. In addition: Psychology 242 or Psychology 331 or Counseling 331. 3 hours, 3 credits. (Same course as Psychology 350.) (Offered spring semesters.)

DEPARTMENT OF ENGLISH

1257 North Hall 212—237-8909

Chairperson: Timothy Stevens

Deputy Chairperson: Patricia M. Licklider

Professors Emeriti: Robert E. Crozier, Denis Lane, Marvin Magalano, Alan Margolies, Frederik Rusch

Professors: Michael Blitz, William E. Coleman, Edward A. Davenport, Elisabeth Gitter, Lee Jenkins, Eric E. Larsen, Jon C. Suggs, Anya Taylor

Associate Professors: Valerie Allen, Ira L. Bloomgarden, Effie Cochran, Marc Dolan, Patricia J. Gibson, Karen Kaplowitz, Patricia M. Licklider, Barbara Odabashian, Allison Pease, Charles N. Piltch, Charles Stickney, Margaret M. Tabb, Marie L. Umeh

Assistant Professors: Ann Huse, Kelly Yoojeong Jeong, Helen Kapstein, John Matteson, Mark McBeth, Adam McKible, Alexander Schlutz, Gillian Silverman, Timothy Stevens, Christine Varholy, Elizabeth Yukins

Lecturer: Livia Katz

Adjunct Faculty: John Abreu, Adam Berlin, Judith Bronfman, Florence Calman, Mark Chaffie, Barbara Coppus, Gregory Darling, Margaret Escher, Marianne Giordani, Paula Goldstein, Thomas Grochowski, Lesley Hansen, Jeffrey Heiman, Robert B. Helm, Ruth Josimovich, Larry Johnson, Robert Lazaroff, Sarah MacMillan, Thomas McGonigle, Fran McManus, Joan Meyler, Alan Nadler, Sandy Singer, Lee Slonimsky, Sasha Troyan

Director of the ESL Resource Center: Nydia Flores

Director of the Writing Center: Livia Katz

Department Secretary: Erica Class

HONORS ENGLISH

To receive Honors in English, a student must complete 18 credits with a GPA of at least 3.0 in English and/or literature courses above the 100-level.

The following courses are expected to be offered during the 2003—2005 academic year:

ENGLISH

EAP 121 and 131 are reserved for students whose native language is not English and whose placement scores indicate their need for the intensive preparation these courses provide.

**EAP 121. English for Academic Purposes
(For Nonnative Speakers of English)**

This high intermediate "content-based" ESOL course, reviews sentence structure and works towards perfecting English paragraph composition. Students learn to draft simple narratives. Journals are required in response to all readings, which are carefully selected literary pieces on sociological topics. The course stresses grammar, reading, and writing skills development, using readings that emphasize sociological themes, situations, and terminology. Attached to the course are 12 hours of required tutorials plus attendance at two workshops per semester in the ERC. Prerequisite: Direct placement through testing by the ESL Resource Center. 6 contact hours per week, 3 credits. 9 lab hours per semester. (Offered every semester.)

**EAP 131. Advanced English for Academic Purposes
(For Nonnative Speakers of English)**

This course is the second and last in the English Department's ESOL sequence. It prepares students for ENG 100 and ENG 101 by offering intensive instruction in grammar, reading, and writing skills development. The course incorporates readings with criminal justice themes and asks students to analyze them both orally and in writing. Students will progress from simple to more sophisticated narratives and will ultimately write an argumentative essay. The course also requires 15 hours of one-to-one tutoring plus attendance at five ESL Resource Center workshops throughout the semester. Prerequisite: English for Academic Purposes (EAP) 121 or direct placement through testing by the ESL Resource Center. 6 contact hours per week, 3 credits. 15 lab hours per semester. (Offered every semester.)

ENG 099. Elements of Writing

Intensive study of the basic elements of composition, including developing coherent paragraphs and structuring short essays. The course focuses on basic English grammar, usage and sentence structure. Prerequisite: By placement examination only. 3 hours plus conferences, no credit. (Offered every semester.)

ENG 100. Introduction to College Composition

An introductory course reviewing the conventions of standard written English. Special emphasis is given to writing short essays in response to readings. Instruction in summarizing, forming thesis statements, writing coherent paragraphs and editing. Prerequisite: By passing English 099 or by placement examination. 3 hours plus conferences, 1 credit. (Offered every semester.)

ENG 101. College Composition I

The fundamentals of composition, including sentence and paragraph development, diction and style. Examination of essay structure and development. Assigned themes introducing such rhetorical forms as description, comparison and contrast, cause and effect, argumentation. The incorporation of quoted material in essays. Prerequisite: By passing English 100 or by placement examination. English 101 is a prerequisite for all courses at the 200-level. 3 hours plus conferences, 3 credits. (Offered every semester.)

ENG 102. College Composition II

Continuation of English 101 using rhetorical forms in written analysis of a variety of short works. Emphasis on interpretation and critical evaluation of written texts. Introduction to the library through the assignment of several short themes or one term paper stressing basic research techniques. Prerequisite: English 095 or 101. English 102 is a prerequisite for all courses at the 300-level or above. 3 hours plus conferences, 3 credits. (Offered every semester.)

ENG 215. Poetry Writing and Reading

Students learn to write poetry through reading and imitating the techniques of the great poets of the past and present. Use of fixed forms like the limerick, haiku, and sonnet to generate poetry. Variations on standard genres like the nature description, seduction poem, or *aubade*. Imitating catalogues, extended metaphors, tone of voice. How to publish poetry. Prerequisite: English 102. 3 hours plus conferences, 3 credits. (Offered fall semesters.)

ENG 216. Fiction Writing

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

tion. Prerequisite: English 102. 3 hours, 3 credits. (Offered spring semesters.)

ENG 233. Journalism

Journalistic writing such as news articles, editorials, reviews, interviews and feature articles. Newspaper and magazine production are approached in theory and through actual practice. Prerequisite: English 102. 3 hours, 3 credits. (Offered spring semesters and Fall 2004.)

ENG 235. Writing for Management, Business, and Public Administration

Development of the writing skills required for careers in law, business, civil service, or public administration. Extensive practice in the various forms of correspondence, interoffice memos, informal reports, minutes of meetings, summaries, briefings, and presentations. Preparation of job application letters and résumés. Practice in proofreading, revising, editing. Development of reading comprehension through close study of business-related writings. One or more sections of English 235 will be designated as Computer Laboratory sections. Students who enroll in these sections have the opportunity to learn word processing techniques and are required to spend approximately two extra hours per week in the Laboratory, outside of class time, to complete their assignments on the computer. Prerequisite: English 102. 3 hours, 3 credits. (Offered every semester.)

ENG 238. Investigative Report Writing

Course develops skills necessary to write effective investigative reports in the criminal justice system and elsewhere in the public sector. Focus is on practice in the components of investigative report writing: identification of personal and cultural preconceptions that might compromise objectivity; note taking, selection of details, narration, observation, and description, and interviewing. Students produce a final report on an investigative target of their choice. Prerequisite: English 102. 3 hours, 3 credits. (Offered Spring 2005.)

ENG 245. Advanced Expository Writing

A non-specialized followup to the required composition courses. Nonfiction writing that explores the interaction of structure and content, purpose and audience. Use of prewriting techniques, self-editing, peer criticism. Prerequisite: English 102. 3 hours, 3 credits. (Offered Spring 2005.)

ENG 250. Writing for Legal Studies

A course which expands on fundamental training in library research, critical reading for analysis and basic argumentative writing. The course will focus on writing for legal and administrative purposes in American public and private life. Prerequisite: English 102. 3 hours, 3 credits. (Offered every semester.)

ENG 255. Argument Writing

An advanced course in distinguishing and writing the four kinds of argument: classification, causation, evaluation and recommendation. Arguing for friendly, neutral, and hostile audiences. Explicit and implicit reasoning. Use of evidence, analogy, and accommodation. Prerequisite: English 102. 3 hours, 3 credits. (Offered Fall 2004.)

ENG 333. Journalism Workshop

Study of the theories of journalism with practical application through the writing and production of a campus newspaper, *The Journalist*. The workshop newspaper is published regularly during each semester and is distributed throughout the College. Prerequisite: English 102. 6 hours: 3 hours recitation, 3 hours lab; 4 credits. (Offered Fall 2004 and Spring 2005.)

ENG 335. Advanced Writing for Management, Business, and Public Administration

Continuation of English 235. Practice in advanced forms of management writing: evaluations, proposals, and fund-raising documents, policy papers, investigative reports, annual reports, technical reports, training manuals. Analysis of writing technique. Discussion of topics in advanced management communication, such as computer applications, whistle-blowing, liability and copyright issues, verbal concealment and self-protection, writing for culturally diverse audiences, influencing organizational writing prac-

tics. Prerequisites: English 102 and 235. 3 hours, 3 credits. (Offered Spring 2004.)

ENG 340. Desktop Publishing

Practice in the theories and techniques of desktop publishing: typography, page and document design, graphical elements, layout, and proofreading. Analysis of audience and organizational needs influencing design and production strategies. Work on advanced issues in editing for desktop publishing, discussion of design principles, ethics, and copyright concerns. Prerequisites: English 102. In addition: English 235 or permission of the section instructor. 3 hours, 3 credits. (Offered spring semesters.)

LITERATURE

Prerequisites for all literature courses on the 200-level are English 101 and 102. Prerequisites for all literature courses on the 300-level are English 102 and Literature 230 or Literature 231 or Literature 232 or Literature 233 unless otherwise noted. Prerequisites may be waived only by permission of the Chairperson of the Department of English.

LIT 203. New York City in Literature

An examination of literary works set in New York City exploring the City's strengths—its sophistication, its diversity, its intellectual resources and institutions, its freedom, and its anonymity, as well as the social and psychological problems facing its inhabitants. Prerequisite: Literature 121 or 122. 3 hours, 3 credits. (Offered Spring 2004.)

LIT 212. Literature of the African World

Literature of the African World is a critical examination of exciting literary voices from Africa, the Caribbean and North America. Authors, such as Wole Soyinka, Ngugi wa Thiong'o, Buchi Emecheta, Derek Walcott, Leopold Senghor, Michelle Cliff, Louise Bennett, Toni Morrison, Octavia Butler, Alice Walker, Gloria Naylor, Reginald McKnight, and August Wilson, give the course its unique flavor. The readings in short fiction, prose, poetry, and drama which explore thematic concerns such as tradition vs. modernity, colonialism, rites of passage, and oral narrative traditions, enable students to gain an indispensable diasporic perspective that will enlarge their view of themselves, their world and literature. Prerequisites: English 101 and 102. 3 hours, 3 credits. (Offered Spring 2004.)

LIT 219. The Word as Weapon

Is the pen mightier than the sword? An examination of the writer's approach to correcting society's ills. Readings in satire, invective, polemics, burlesque, lampoon, and muckraking by such writers as Swift, Dickens, Mark Twain, Sinclair Lewis, and Joseph Heller. Students also write satires of their own. Prerequisites: English 102. In addition: Literature 121 or 122. 3 hours, 3 credits. (Offered Fall 2003.)

LIT 223. African-American Literature

A study of the writing of African-Americans from colonial times to the present, with special attention to influential African-American writers such as W. E. B. Du Bois, Toomer, Hughes, Wright, Brooks, Ellison, Baldwin, Baraka, and Malcolm X. Readings in novels, plays, autobiographies, short stories, poems, folktales, and essays will explore a wide range of African-American aesthetic responses to life in the United States. Prerequisites: English 101 and 102. 3 hours, 3 credits. (Same course as *African-American Studies Literature 223*.) (Offered Fall 2003.)

The core literature baccalaureate requirement for the baccalaureate degree can be fulfilled by taking either Literature 230 or Literature 231 and either Literature 232 or Literature 233. The requirement cannot be waived or fulfilled except as indicated.

LIT 230. Classical Literature

A study of early or fundamental literature in a variety of cultures. Close readings and analysis of epics, lyrics, dramas, and sacred texts, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as heroism, divin-

ity, sacrifice, duty, and justice. Prerequisites: English 101 and 102. 3 hours, 3 credits. (Offered fall semesters.)

LIT 231. Medieval and Early Modern Literature

A study of literature from 600 through the 17th Century. Close readings and analysis of sagas, romances, plays, and poetry, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as faith, courtly love, loyalty, power, and loss. Prerequisites: English 101 and 102. 3 hours, 3 credits. (Offered spring semesters.)

LIT 232. Modern Literature

A study of literature from the 18th century to the present. Close readings and analysis of fiction, drama, and poetry, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as reason, freedom, idealism, materialism, and alienation. Prerequisites: English 101 and 102. 3 hours, 3 credits. (Offered fall semesters.)

LIT 233. American Literature

A study of American literature from its beginnings to the present. Close readings and analysis of American fiction, poetry, drama, and nonfiction, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as liberty, individualism, utopianism, race, and success. Prerequisites: English 101 and 102. 3 hours, 3 credits. (Offered spring semesters.)

LIT 269. Alcohol and Literature

Understanding the changing experience of alcohol dependency through the study of literary masterpieces. From religious ecstasy to pleasurable release to isolated self-destruction in Euripides' *Bacchae*, Zola's *L'Assommoir*, Hemingway's *The Sun Also Rises*, O'Neill's *The Iceman Cometh*, Yate's *Disturbing the Peace*, Kennedy's *Ironweed*, and other short stories and poems. Prerequisites: English 101 and 102. 3 hours, 3 credits. (Offered fall semesters.)

LIT 290. Special Topics

A single-semester course dealing with an announced topic, theme, or author. Prerequisites: English 101 and 102. 3 hours, 3 credits. (Offered every semester.)

LIT 309. Contemporary Fiction

Writers today try to make sense out of the moral, cultural, political, and social changes in the world since World War II. A study of novels and short stories written in the past several decades by major international authors such as Solzhenitsyn, Nabokov, Mailer, and Borges. Prerequisite: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Please contact department for course frequency.)

LIT 313. Shakespeare

A study of representative plays typifying each period of Shakespeare's development. Prerequisites: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered spring semesters.)

LIT 315. American Literature and the Law

The course will bring together American literary and legal texts in order to examine the ways in which the two can illuminate each other. It will focus on the works of American literature that take law as their central theme; works that include trials or are inspired by famous cases; works that have lawyers as protagonists; and works that address issues of law and justice. Students will also bring methods of literary analysis to bear on the study of important cases or legal decisions in order to understand the rhetoric of law, the unstated assumptions contained in it, and the voices excluded from it. Prerequisites: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered spring semesters.)

LIT 316. Gender and Identity in Literary Traditions

This course will provide a close examination of how gender functions to shape both authorship and literary texts. Students will

investigate how writers use conventions of sex and gender, and how readers critically assess these literary representations. The instructor will choose the genre and periodization in any given semester. Emphasis will be divided between primary literary texts, relevant historical documents, and selected theoretical commentary. Prerequisites: English 102 and Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered Spring 2004.)

LIT 327. Crime and Punishment in Literature

A study of works treating the theme of crime and related matters, such as motivation, guilt, and responsibility. Works are considered from the psychological, sociological, and philosophical points of view, as well as from the purely literary standpoint. Authors include Aeschylus, Shakespeare, Dostoevski, Poe, Melville. Prerequisites: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered fall semesters.)

LIT 340. The African-American Experience: Comparative Racial Perspectives

An examination of African-American life through the works of both African-American and white writers. The course will look at the inter-relationships and differences between African-American and white perspectives. Authors such as W. E. B. Du Bois, Melville, Wright, Baldwin, Mark Twain, Faulkner, Ellison, Welty, and Baraka will be read. Prerequisites: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (*Same course as African-American Studies Literature 340.*) (Offered Spring 2004.)

LIT 360. Mythology in Literature

Examination of mythological themes like the creation of the world, the loves of gods with mortals, the descent into the underworld, and the heroic quest as they appear in such writers as Homer, Ovid, Shakespeare, Tennyson, and Yeats. Greek, Roman, Teutonic, Indian, and African myths are among those studied. Prerequisites: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered Spring 2005.)

LIT 362. The Bible as Literature

A non-doctrinal introduction to the Bible. Selected books from the Old and New Testament approached as literary and historical documents. Structure, characters, themes, and archetypes. Modern translation to be used. Prerequisites: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered Fall 2004.)

LIT 390. Individual Reading

Submission of a project of reading and research for approval by the instructor. A paper and periodic conferences are required. Special arrangements may be made to do this work over the summer. Prerequisites: English 102 and junior standing or above. 3 credits. (Offered every semester.)

LIT 401. Special Topics

Specific study of a topic chosen by the instructor and students. Prerequisite: Any 300-level literature course. 3 hours, 3 credits. (Offered every semester.)

Film Courses

LIT 275. The Language of Film

This course is an introduction to the "reading" of film, acquainting students with the language of film and providing them with the tools to understand the meaning of film. Through the screening of landmark works and films by major filmmakers, the "reader"/viewer gains an increased awareness of the ideological and aesthetic concerns of the cinema. The course provides students with the means to see film with a trained eye. Prerequisites: English 101 and 102. 3 hours, 3 credits. (Offered spring semesters.)

Special Topics in Film

These courses are a survey of significant films and major filmmakers on a special topic in film (such as New York City in film, the rebel in film, film and society), through an examination of the cinema as an art form shaping and reflecting the changing perception of its society.

LIT 283. New York City in Film

A survey of significant films and major filmmakers on the special topic, New York City in film, through an examination of the cinema as an art form shaping and reflecting the changing perception of its society. Prerequisites: English 101 and 102. 3 hours, 3 credits. (Offered Fall 2004.)

LIT 284. Film and Society

A survey of significant films and major filmmakers on the special topic, film and society, through an examination of the cinema as an art form shaping and reflecting the changing perceptions of its society. Prerequisites: English 101 and 102. 3 hours, 3 credits. (Offered Spring 2005.)

FILM GENRES

Students will undertake an in-depth study of the evolution and aesthetics of a major film genre or comparison of two major film genres (such as the gangster film, film noir, the science fiction film, road movies) through an examination of conventions of motivation, character, action, locale, and iconography. The course will emphasize the genre's film treatment of the fundamental cultural conflicts that exist in society.

LIT 285. The Rebel in Film

A study of significant films and major filmmakers on the special topic, the rebel in film, through an examination of the cinema as an art form shaping and reflecting the changing perception of its society. Prerequisites: English 101 and 102. 3 hours, 3 credits. (Offered Spring 2004.)

LIT 323. The Crime Film

An in-depth study of the evolution and aesthetics of two major film genres, the gangster film and the film noir, through an examination of conventions of motivation, character, action, locale, and iconography. The course will emphasize the genre film's treatment of the fundamental cultural conflicts that exist in society. Prerequisite: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered Fall 2003.)

LIT 324. Road Movies

An in-depth study of the evolution and aesthetics of a major film genre, road movies, through an examination of conventions of motivation, character, action, locale, and iconography. The course will emphasize the genre film's treatment of the fundamental cultural conflicts that exist in society. Prerequisite: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered Spring 2004.)

LIT 325. Science Fiction Film

An in-depth study of the evolution and aesthetics of a major film genre, the science fiction film, through an examination of conventions of motivation, character, action, locale, and iconography. The course will emphasize the genre film's treatment of the fundamental cultural conflicts that exist in society. Prerequisite: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered Spring 2004.)

Filmmakers

Students will undertake an intensive study of the work and vision of a major filmmaker or comparison of two major filmmakers through an examination of theme, style, structure, and view of cinema. Special emphasis will be placed on the recurrent artistic concerns as well as the philosophic, psychoanalytic, and political concerns that identify the work of an important cinematic author.

LIT 330. Alfred Hitchcock

An intensive study of the work and vision of Alfred Hitchcock through an examination of theme, style, structure, and view of cinema. Special emphasis will be placed on the recurrent artistic concerns as well as the philosophic, psychoanalytic, and political concerns that identify the work of an important cinematic author. Prerequisite: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered Fall 2004.)

LIT 331. Steven Spielberg

An intensive study of the work and vision of Steven Spielberg through an examination of theme, style, structure, and view of cinema. Special emphasis will be placed on the recurrent artistic concerns as well as the philosophic, psychoanalytic, and political concerns that identify the work of an important cinematic author. Prerequisite: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered Fall 2003.)

LIT 332. Martin Scorsese and Spike Lee

An intensive study of the work and vision of Martin Scorsese and Spike Lee through an examination of theme, style, structure, and view of cinema. Special emphasis will be placed on the recurrent artistic concerns as well as the philosophic, psychoanalytic, and political concerns that identify the work of important cinematic authors. Prerequisite: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered Spring 2005.)

Not offered 2003—2005:

- ENG 350. Public Relations Writing
- LIT 224. From Innocence to Experience: The Literature of Growing Up
- LIT 251. The Irish Literary Experience
- LIT 253. Readings in Science Fiction, Past and Present
- LIT 270. Reading and Writing Children's Literature
- LIT 304. Major American Writers
- LIT 305. Modern Fiction
- LIT 352. New Fiction

ENVIRONMENTAL SCIENCE See Department of Sciences

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

1268 North Hall 212—237—8721

Chairperson: Catherine Rovira

Professors: Erica Abeel, Barry Luby, Catherine Rovira

Associate Professors: Dagoberto Orrantia, Marcia D. Yarmus

Assistant Professors: Daria Montero, Liliana Soto-Fernandez

Instructor: Raul Romero

Adjunct Faculty: Jean Alexandre, Wanda Arraiga, Mabel Gonzalez, Gary Milgrom, Suad Mohamed, Alfredo Munoz, Olga Muratova, Cigaretta Robbins, Sue E. Rothberger, Rafael Sanchez, Alfredo Munoz

Department Secretary: Zoraida Gonzalez

The following courses are expected to be offered during the 2003—2005 academic year:

CHINESE

CHI 101. Elementary Chinese

This course is for students with little or no previous knowledge of Mandarin Chinese. Mandarin Chinese will be introduced through intensive drills of its oral and written forms. Emphasis is placed on speaking and basic grammar as well as the formation of the characters. It will focus on the most essential language items, such as sound patterns, sentence structures and basic vocabulary, which are useful in everyday Chinese conversation. No credit will be given for Chinese 101 if taken after the completion of Chinese 102. 10 lab hours per semester. 3 hours, 3 credits. (Offered fall semesters.)

CHI 102. Elementary Chinese II

This is the second semester of Elementary Chinese in Mandarin. In Chinese 102 the students will learn more Chinese sentence structures, more basic vocabulary and more Chinese grammar, which are useful in everyday conversation. There will be a greater emphasis on oral exercises in class and more Chinese writing after class. Ten lab hours per semester; 3 hours, 3 credits. (Offered spring semesters.)

FRENCH

FRE 101. Introductory French I

A basic course in the French language with an emphasis on oral and written communication, reading, and the customs and cultures of French-speaking countries. No credit will be given for French 101 if taken after the completion of French 102. 3 hours, 10 hours laboratory, 3 credits. (Offered every semester.)

FRE 102. Introductory French II

Completion of French 102 enables the student to speak, comprehend, read, and write French on a basic level. Prerequisite: French 101 or placement examination. 3 hours, 10 hours laboratory, 3 credits. (Offered every semester.)

FRE 201–202. Intermediate French

Emphasis on conversation with some written work based on contemporary prose selections. Prerequisite: English 101. In addition: successful completion of French 102 or three years of high school French or the equivalent. Each: 3 hours, 3 credits. (French 201: offered fall semesters; French 202: offered spring semesters.)

ITALIAN

ITA 101. Introductory Italian I

A basic course in the Italian language with an emphasis on oral and written communication, reading, vocabulary, and the customs and culture of Italy. No credit will be given for Italian 101 if taken after the completion of Italian 102. Italian 101 may not be taken if Italian 102 has already been completed. 3 hours, 10 hours laboratory, 3 credits. (Offered every semester.)

ITA 102. Introductory Italian II

This course will enable the student to speak, comprehend, read, and write Italian on a basic level. Prerequisite: Italian 101 or placement examination. 3 hours, 10 hours laboratory, 3 credits. (Offered every semester.)

ITA 201–202. Intermediate Italian

Emphasis on conversation with some written assignments based on contemporary prose selections. Prerequisites: English 101 and successful completion of Italian 102 or the equivalent. Each: 3 hours, 3 credits. (Italian 201: offered Fall 2003; Italian 202: offered Spring 2004.)

RUSSIAN

RUS 101. Introductory Russian I

A basic course in the Russian language with an emphasis on oral and written communication, reading, and the customs and cultures of Russian-speaking countries. No credit will be given for Russian 101 if taken after the completion of Russian 102. 3 hours, 10 hours laboratory, 3 credits. (Offered every semester.)

RUS 102. Introductory Russian II

This course will enable the student to speak, comprehend, read, and write Russian on a basic level. Prerequisite: Russian 101 or placement examination. 3 hours, 10 hours laboratory, 3 credits. (Offered every semester.)

RUS 239. Russia through Film

Russia through Film is designed to acquaint students with the history, culture, and social values of Russian society as they are portrayed in Russian cinematography of the 20th Century. In the multifaceted Russian culture, film is one of the most dynamic and responsive forms of art providing a means of understanding the nation. Students will be introduced to the wide range of landmark films by major filmmakers, from the silent movies of Einstein to the modern works by Mikhalkov. Students will be provided with the tools to understand the meaning, structure, and language of film. They will learn the terminology of cinematography. Overall emphasis will be on the ways in which elements of traditional Russian culture, moral values, and national character are given voice through film. Prerequisite: English 101. 3 hours, 3 credits. (Offered Spring 2004.)

RUS 344. Survey of Russian Culture

This course, taught in English, provides exposure to Russian culture from the medieval times to 1941, as reflected in art and literature. Major emphasis will be placed on geographic, social, artistic, spiritual, and political forces in the Russian culture. Students will be introduced to prominent Russian achievements in painting, music, architecture, literature, religion, folk tradition, and socio-political movements. The course provides many valuable insights into the life and attitudes of Russians today. Class discussions will be supplemented by frequent art, video, and music presentations. Prerequisite: English 102. 3 hours, 3 credits. (Offered Fall 2005.)

RUS 412. Seminar in Russian Drama

This course is designed to acquaint students with the influence of Russian drama of the 19th and 20th Century on the development of Russian and world literatures. Seminar in Russian Drama is a literary course taught in English. Traditionally, Russian drama has been a powerful tool in satirizing society and human vices. Dramatic works reflect social changes faster and more acutely than other literary works. Russian drama as an integral part of Russian literature has always been deeply rooted in Russian history and culture, and frequently serves as a means of understanding the nation. Overall emphasis will be on the ways in which elements of traditional Russian culture, moral values, and national character are given voice through dramatic works. The focal point of discussions will be the interconnection between cultural history, and its literary interpretations. Prerequisites: English 102. In addition: Literature 321 or 232. 3 hours, 3 credits. (Offered Fall 2004.)

SPANISH

SPA 101. Introductory Spanish I

A basic course in the Spanish language with an emphasis on oral and written communication, reading, vocabulary, and the customs and culture of Spanish-speaking countries. No credit will be given for Spanish 101 if taken after the completion of Spanish 102. **Note:** Students who take Spanish 101 cannot fulfill the 6-credit language requirement by taking Spanish 111. Students who take Spanish 111 must also take Spanish 112 or an intermediate level course to satisfy the BA/BS degree requirements. 3 hours, 10 hours laboratory, 3 credits. (Offered every semester.)

SPA 102. Introductory Spanish II

This course will enable the student to speak, comprehend, read, and write Spanish on a basic level. Prerequisite: Spanish 101 or placement examination. **Note:** Students who take Spanish 101 cannot fulfill the 6-credit language requirement by taking Spanish 111. Students who take Spanish 111 must also take Spanish 112 or an intermediate level course to satisfy the BA/BS degree requirements. 3 hours, 10 hours laboratory, 3 credits. (Offered every semester.)

SPA 111. Introductory Spanish I for Bilingual Students

An elementary course for the student who has some speaking knowledge of Spanish but who needs practice in reading and writing. No credit will be given for Spanish 111 if taken after the completion of Spanish 112. **Note:** Students who take Spanish 101 cannot fulfill the 6-credit language requirement by taking Spanish 111. Students who take Spanish 111 must also take Spanish 112 or an intermediate level course to satisfy the BA/BS degree requirements. 3 hours, 3 credits. (Offered every semester.)

SPA 112. Introductory Spanish II for Bilingual Students

This course will enable the bilingual student to read and write proficiently in Spanish. Prerequisite: Spanish 111 or placement examination. 3 hours, 3 credits. (Offered every semester.)

SPA 115. Practical Spanish I

Basic principles of a beginner's course (monolingual track) geared toward law enforcement personnel. It is designed to give the foundation for understanding, speaking, reading, and writing the target language. Special emphasis on vocabulary and linguistic structures necessary to policing and related professions. No credit for 115 unless 116 is completed. 3 hours, 3 credits. (Offered Spring 2004.)

SPA 116. Practical Spanish II

Second half of a beginner's course for law enforcement personnel. Completes the grammar and vocabulary of Spanish 115, as necessary to policing and related professions. Prerequisite: Spanish 115 or permission of the instructor. 3 hours, 3 credits. (Offered Fall 2004.)

SPA 201-202. Intermediate Conversational Spanish for Non-Hispanic Students

Emphasis on conversation and reading of modern prose. Either term may be taken separately. Prerequisite: Successful completion of Spanish 102 or three years of high school Spanish or the third year Regents examination. Prerequisite: English 101. Each 3 hours, 3 credits. (Spanish 201: offered Fall 2004; Spanish 202: offered Spring 2005.)

SPA 211-212. Intermediate Conversational Spanish for Hispanic Students

Entirely in Spanish. Enrichment of vocabulary through reading of literary selections. Some emphasis on Hispanic culture in general. Prerequisites: English 101. In addition: successful completion of Spanish 112 or three years of high school Spanish or the third year Regents examination. Each 3 hours, 3 credits. (Spanish 211: offered fall semesters; Spanish 212: offered spring semesters.)

SPA 217. Latino Theatre in the USA

This course exposes students to the major acting techniques and styles from the wide spectrum of Latino/a dramaturgy in the United States. Special attention is given to how the creative and literary components of each text contribute to typically Latino/a forms of acting and how these reflect the unique social and political experience of being Latino/a in the United States. The course combines discussion of the specific texts and acting styles with an examination of both the creative and literary components. Course requirements include reading of selected plays in English, performance of scenes in class, and students will also perform their own works to be showcased at the end of the semester. Prerequisites: English 101 and sophomore standing or better. 3 hours, 3 credits. (*Same course as Puerto Rican/Latin American Studies Literature 217 and Drama 217.*) (Offered spring semesters.)

SPA 230. Theory and Practice of Written Translation: Spanish to English

A basic course on the process of translation and the strategies that translators use to transform a text from one language into another. Extensive practice with a variety of representative passages from general, technical, and literary language. Prerequisite: English 101. 3 hours, 3 credits. (Offered Fall 2004.)

SPA 250. Spanish for Criminal Investigation

An intermediate Spanish course for bilingual students who wish to incorporate the content and vocabulary of criminal justice and police science courses in order to develop their language skills in Spanish. They will accomplish this by reading the text and other materials provided, as well as translating same. There will be extensive practice in the interview process through role-play from English to Spanish. Prerequisite: English 101. 3 hours, 3 credits. (Offered Spring 2004.)

SPA 311-312. Advanced Conversational Spanish

Improvement of language skills through guided conversation and field work with special attention to the development of contemporary idiomatic expression. Material dealing with Hispanic life and

customs is used as the basis for conversation. Intended for non-Hispanic students with previous training in Spanish grammar who wish to increase their active command of the language. Prerequisites: English 102. In addition: 2 years of college Spanish or the equivalent. Each 3 hours, 3 credits. (Offered on request by arrangement with the Department.)

SPA 320. Latin American Theatre: Taller de Teatro/Theatre Workshop

The theory and practice of dramatic production in Latin America and of the Spanish-speaking groups within the U.S., with special emphasis on popular and socially committed theatre. Reading and interpretation of dramatic texts. This course will include lectures by faculty members of the Speech, Theatre, and Media Studies and Puerto Rican/Latin American Studies departments. Prerequisites: English 102. In addition: Spanish 202 or 212; or permission of the instructor. 3 hours, 3 credits. (Offered Fall 2005.)

SPA 321. Introduction to Spanish Literature I

The development of Spanish literature, with special emphasis on major literary movements through selected readings of representative authors and genres, from 1700 to the present. Prerequisite: Spanish 202 or 212 or permission of the instructor. 3 hours, 3 credits. (Offered Fall 2004.)

SPA 322. Introduction to Spanish Literature II

The development of Spanish literature, with special emphasis on major literary movements through selected readings of representative authors and genres, from 1700 to the present. Prerequisites: English 102. In addition: Spanish 202 or 212 or 321 or permission of the instructor. 3 hours, 3 credits. (Offered Fall 2004.)

SPA 331. Introduction to Latin-American Literature I

Study of the development of Latin-American literature, with special emphasis on major literary movements through selected readings. From discovery and conquest to the 19th Century. Prerequisites: English 102. In addition: Spanish 202 or 212; or permission of the section instructor. 3 hours, 3 credits. (Offered Fall 2004.)

SPA 332. Introduction to Latin-American Literature II

Study of the development of Latin-American literature, with special emphasis on major literary movements through selected readings of the modern period. Prerequisites: English 102. In addition: Spanish 202 or 212 or 331; or permission of the section instructor. 3 hours, 3 credits. (Offered Spring 2005.)

SPA 340. Court Interpreting and Translation

The course is designed to teach simultaneous and consecutive interpretation of Spanish into English and vice versa at arraignments, preliminary hearings, pretrial motions, trials, and other court proceedings; transcription of oral taped records, and translation of technical, medical, and legal documents and correspondence. The class will attend appropriate civil, criminal, and family court proceedings and will practice interpretation and translation in a simulated courtroom setting. May be taken after Spanish 341. Prerequisites: English 102. In addition: Spanish 212 or permission of the section instructor. 3 hours, 3 credits. (Offered Fall 2004.)

SPA 341. Interpretation Techniques: Criminal and Civil Cases

This course will focus on specific offenses dealt with in federal, state, and local courts and the particular problems that legal discourse and courtroom situations pose for the interpreter. The concept of cultural fluency will be discussed and analyzed. May be taken before Spanish 340. Prerequisites: English 102. In addition: Spanish 212 or permission of the section instructor. 3 hours, 3 credits. (Offered Spring 2005.)

FOREIGN LITERATURE IN TRANSLATION

RUS 325. Justice in Russian Literature

Justice in Russian Literature is designed to acquaint students with

the interplay between law and justice in Russian literature of the 19th Century. Russian literature has always been deeply rooted in Russian history and culture, and frequently served as a means of understanding the nation. Overall emphasis will be on the ways in which elements of traditional Russian culture, moral values, and national character are given voice through works of literary prose. The focal point of discussion will be the interconnection between literary theories, poetic practices, social history of literature, cultural history, and literary interpretations. Prerequisite: English 102. 3 hours, 3 credits (Offered Spring 2005.)

SPA 208. The Theme of Justice in 20th-Century Spanish Literature

This course traces the theme of justice in 20th-Century Spanish literature. A variety of examples will be used in exploring this topic. Justice as seen in the relationship of the individual and the state, person to person, man to the Divine, etc., will be viewed through the works of Max Aub, Camilo José Cela, Carmen Laforet, Jacinto Benavente, and other contemporary writers. The works will be read in English translation. Prerequisites: English 101. In addition: English 102 or permission of the section instructor. 3 hours, 3 credits. (Offered every semester.)

Not offered 2003—2005:

- FRE 205. The French Experience
- FRE 301–302. Contemporary Topics in French Literature
- ITA 201–202. Intermediate Italian
- SPA 205. The Spanish Experience I
- SPA 206. The Spanish Experience II, Mid 17th–20th Centuries
- SPA 207. The Spanish-American Experience
- SPA 321. Introduction to Spanish Literature I
- SPA 322. Introduction to Spanish Literature II
- SPA 401–402. Contemporary Issues in Hispanic Literature

FORENSIC SCIENCE See Department of Sciences

FRENCH See Department of Foreign Languages and Literatures

DEPARTMENT OF GOVERNMENT

3230 North Hall 212—237—8188

Chairperson: Harold J. Sullivan

Professors Emeriti: Jill Norgren, Harriet Pollack, Robert R. Sullivan

Professors: Jack Jacobs, Barry Latzer, James P. Levine, Ruth O'Brien

Associate Professors: George Andreopoulos, Janice Bockmeyer, James Bowen, James Cauthen, Daniel Pinello, Harold J. Sullivan

Assistant Professors: Desmond Arias, Dannelle Brickman, Rose Corrigan

Adjunct Faculty: Barbara Hong, Jonathan Kranz, Roger McDonald, Robert Silvey

Department Secretary: Lydia Latchinova

The following courses are expected to be offered during the 2003—2005 academic year:

GOV 101. American Government and Politics

A study of American politics—its institutions and processes and the distribution of political power with an emphasis on how the system works, who benefits and who does not, and to what extent it is democratic. 3 hours, 3 credits. (Offered every semester.)

GOV 203. Municipal and State Government

Functional study of the legislative and administrative process in state and local government. The increasing importance of administration and the executive in modern government. The relationship between administration and the legislative and judicial branches of the government. The influence of political parties, pressure groups, and public opinion upon legislation and administration. Prerequisites: English 101. In addition: Government 101 or permission of the section instructor. 3 hours, 3 credits. (Offered fall semesters.)

GOV 206. Urban Politics

Study of the ideological and historical roots of urban politics, the distribution of power, major problems in urban areas (e.g., education, housing, transportation, welfare), and the relationships between government and the governed. Prerequisites: English 101. In addition: Government 101 or permission of the section instructor. 3 hours, 3 credits. (Offered spring semesters.)

GOV 210. Comparative Urban Political Systems

Cross-national study of urban government systems and policy processes. Examination of the politics of local service delivery including local policing, housing, education and urban development. Comparison of the local political impacts made by national policies, private sector interests, party politics and the varying roles of city executives, legislators and urban political systems. Prerequisites: English 101 and Government 101. 3 hours, 3 credits. (Offered fall semesters.)

GOV 214. Political Parties and Pressure Groups

An analysis of the operation and policy impact of political parties and pressure groups at each of the levels of the federal system. Recent developments in the evaluation of these institutions will be closely examined. Prerequisites: English 101. In addition: Government 101 or permission of the section instructor. 3 hours, 3 credits. (Offered fall semesters.)

GOV 215. The Legislative Process

The status of the legislature within the American political system. The issue of executive encroachment on legislative powers in the wake of Watergate. Internal organization, leadership, and the question of legislative reform. Systems of representation and apportionment. State legislative systems. The evolution of legislatures and their relationship to democratic theory. Prerequisites: English 101. In addition: Government 101 or permission of the section instructor. 3 hours, 3 credits. (Offered fall semesters.)

GOV 220. The Chief Executive

An analysis of the political and administrative roles played by chief executives at the national, state, and local levels of government. Close attention will be paid to the part they play in formulating and implementing public policy, managing the bureaucracy, guiding public opinion, leading political parties, and serving as symbols of government. Prerequisites: English 101. In addition: Government 101 or permission of the section instructor. 3 hours, 3 credits. (Offered spring semesters.)

GOV 230. Principles of Constitutional Government

An investigation of the constitutional foundations of the powers of the three branches of the national government, the evolution of federal-state relationships, and governmental regulation of the economy through careful review and analysis of United States Supreme Court decisions. Prerequisites: English 101. In addition: Government 101 or permission of the section instructor. 3 hours, 3 credits. (Offered every semester.)

GOV 242. U.S. Foreign Policy in Latin America

U.S. economic and political relations with the Latin American countries during the 19th and 20th centuries. U.S. reactions to reform and revolutionary movements. The ideological framework of U.S. foreign policy. Prerequisites: English 101. In addition: Government 101 or permission of the section instructor. 3 hours, 3 credits. (*Same course as History 242 and Puerto Rican/Latin American Studies Government 242.*) (Offered Spring 2003.)

GOV 250. International Law and Justice

An introduction to the key concepts and processes of the international legal system. Special emphasis will be placed on the foundations and justifications for international law, the relationship between treaties and custom, state sovereignty and recognition, and the use of force by states in the international system. An examination and assessment of the relation of municipal and international law, the role of the International Court of Justice, and the prospects for a permanent international penal tribunal. Prerequisites: English 101 and Government 101. 3 hours, 3 credits. (Offered spring semesters.)

GOV 257. Comparative Politics

The course will examine the political processes and institutions of selected foreign governments. Emphasis will be placed on the relationship of political institutions to key cultural, economic, and historical variables. Prerequisites: English 101. In addition: Government 101 or permission of the section instructor. 3 hours, 3 credits. (Offered spring semesters.)

GOV 259. Comparative Criminal Justice Systems

Study of the variations in patterns of corruption and political crimes as well as patterns of law enforcement and adjudication among political systems. Examples are drawn from a variety of political systems: democratic, communist, and modernizing. Prerequisites: English 101. In addition: Government 101 or permission of the section instructor. 3 hours, 3 credits. (*Same course as Law 259.*) (Offered Fall 2004.)

GOV 260. International Relations

A survey of the factors that influence the relations among nations. Theories of war, peace, imperialism, and the determinants of power. The superpowers and balance of terror. International law and organization. National integration and the creation of regional communities. The rise of the Third World and the crisis of the international order. Prerequisites: English 101. In addition: Government 101 or permission of the section instructor. 3 hours, 3 credits. (Offered spring semesters.)

GOV 270. Political Philosophy

Analysis of political thought throughout history, with particular attention to such values as liberty, democracy, equality, security, stability, law. Comparison of traditional and contemporary political theories in terms of priorities of values and political culture. Systematic examination of underlying assumptions and logical coherence of normative political thought. Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (Offered Fall 2004.)

GOV 278. Political Sociology

Analysis of the relationships of socio-psychological factors to political phenomena. An examination of man in political society and political society in man. Emphasis on the interdisciplinary study of power, authority, elites, political and social change, political violence, social inequality, technology, ideology, and political socialization. Prerequisites: English 101. In addition: Government 101 or Sociology 101. 3 hours, 3 credits. (*Same course as Sociology 278.*) (Offered Spring 2004.)

GOV 290. Selected Topics in Government

Specific study of a topic chosen by the instructor and students. Prerequisites: English 101, Government 101 and permission of the section instructor. 3 hours, 3 credits. (Offered every semester.)

GOV 308. State Courts and State Constitutional Law

This course focuses on the development of state constitutional criminal law, and its relation to federal constitutional criminal law. It examines the structure of state judicial systems, emphasizing the role of appellate courts in handling criminal cases, and the relationship between the state and federal courts. Prerequisites: English 102. In addition: Government 101 and junior standing or above; or permission of the section instructor. 3 hours, 3 credits. (Offered Fall 2004.)

GOV 313. The Law and Politics of Race Relations

Analysis of the politics of race and racism in the United States through the examination of major court decisions and of legislation affecting minority groups. Treatment of racial minority groups in the criminal and civil justice systems, and by courts, police and prisons will be included. Prerequisites: English 102. In addition: Government 101 and junior standing or above; or permission of the section instructor. 3 hours, 3 credits. (*Same course as Law 313.*) (Offered every semester.)

GOV 320. International Human Rights

A review of the evolution of international human rights and of the legal instruments designed for their protection. A discussion of the main civil, political, social, economic, and cultural rights in the International Bill of Rights. An examination of the theoretical foundations of the idea of human rights in various civilizations and cultures. Its legacy within the western and non-western traditions, and its meaning and relevance in dealing with the major challenges posed by international crimes, including genocide and war crimes. Prerequisites: English 102, Government 101, and junior standing or above. Additional recommended courses: Government 259/Law 259 (Comparative Criminal Justice Systems), or Government 260 (International Relations). 3 hours, 3 credits. (Offered fall semesters.)

GOV 371. American Political Philosophy

This course will survey the basic books of contemporary American liberal and conservative political thought, examining them in terms of the categories of state theory, economic policy, social policy, the race problem, foreign policy, and criminal justice policy. There will also be an introduction to the most recent secondary literature dealing with liberalism and conservatism. Prerequisites: English 102. In addition: Government 101 and junior standing or above; or permission of the section instructor. 3 hours, 3 credits. (Offered Fall 2004.)

GOV 375. Law, Order, Justice, and Society

Consideration of the ideas of major writers in the field of political theory who have contributed insight into the concepts of law, order, justice, and society. Topics will include conceptions of human nature, natural law, social contract, and the sources and nature of political leadership. Considerable attention will be devoted to the relevance of the ideas discussed to contemporary American society. Prerequisites: English 102. In addition: Government 101 and junior standing or above. 3 hours, 3 credits. (Offered every semester.)

GOV 390. Honors Tutorial

The student submits a term project of reading and research for approval by the instructor. A paper and periodic conferences are required. Special arrangements may be made to do this work over the summer. Prerequisites: English 102. In addition: Government 101 and junior standing or above; or permission of the section instructor. Hours to be arranged. 3 credits. (Offered every semester.)

GOV 402–403. Seminar and Internship in New York City Government

Students work for a city agency or political figure for at least 12 to 16 hours a week and meet once a week in a seminar to discuss the politics and policy-making of the New York City government. The seminar meets once a month at the City University Graduate Center with students who are in similar programs at other senior colleges of the University to attend symposia offered by New York City officials or political figures and to participate in subsequent discussion. Placement in city agencies is arranged by the instructor in consultation with the individual student. A student currently employed by a city agency may satisfy this internship requirement through such employment. A work-study student may fulfill all or part of his work requirement through this internship. Prerequisites: English 102. In addition: senior standing, and majoring in Government, Judicial Studies, or Public Administration; or permission of the section instructor. To register for this course a student must obtain approval from the instructor prior to registration. Two-semester course; each 6 hours, 6 credits. (Offered every semester.)

GOV 405. Seminar in New York City Politics

Examination of the network of power shaping New York City politics. Analysis of external influences including intergovernmental relations, the global economy, in- and out-migration; and internal dynamics such as the machine-reform dialectic, politics of planning and public authorities. Survey of policy-making determinants including ethnicity and class, fiscal crises, power of developers and use of communities as real estate commodities. Prerequisites: English 102. In addition: Government 101 and senior standing; or permission of the instructor. 3 hours, 3 credits. (Offered Fall 2004.)

GOV 423. Selected Topics in Justice

This is an advanced senior-level seminar focusing on one of a set of specific topics or issues to be chosen by the instructor offering the section of the course—concerning the philosophical concept of justice. Topics can be either theoretical and applied, and may include, but are not limited to, any of the following: an advanced survey of contemporary philosophical theories of justice; the textual analysis of one philosophic classic on justice, e.g., John Rawls' *Theory of Justice*; the philosophy of punishment and retribution; justice—distributive and compensatory; the impact of race, gender, and class on the contemporary philosophical analysis of justice. Prerequisites: English 102; Philosophy 231, one 300-level philosophy or political theory course, or permission of the instructor. 3 hours, 3 credits. (*Same course as Philosophy 423.*) (Offered Fall 2005.)

GOV 430. Seminar in Problems in Civil Rights and Liberties

Seminar devoted to advanced study of such civil liberties and civil rights issues as the rights of speech, press, and religious liberty; substantive due process and the right to privacy; and discriminatory denials of equal protection. Analysis of leading and recent Supreme Court decisions, which may be supplemented by important political, philosophic, and legal literature. Prerequisites: English 102. In addition: senior standing and majoring in Government, Criminal Justice, or Legal Studies; or permission of the section instructor. 3 hours, 3 credits. (Offered every semester.)

GOV 435. Seminar in Judicial Processes and Politics

Seminar devoted to advanced study of both state and federal courts in the United States as actors and arbiters in major constitutional and political disputes. Examination of the public policy contribution of courts, and the role of judges, lawyers, litigants, and pressure groups in the judicial process. Emphasis is placed on how court decisions influence the negotiation and accommodation that occur in the United States between the values of dominant cultures and those of culturally diverse groups (racial, ethnic, religious, gender). Prerequisites: English 102. In addition: Government 101 and senior standing; or permission of the section instructor. 3 hours, 3 credits. (Offered every semester.)

Not offered 2003-2005:

GOV 401. Seminar in Government
GOV 470. The Political Theory of Criminal Justice

DEPARTMENT OF HISTORY

4317 North Hall 212—237—8827

Chairperson: Patrick J. Collins

Professors Emeriti: John Cammett, Jesse Lemisch, William Preston

Distinguished Professors: Blanche Wiesen. Cook, Michael Wallace

Professors: Eli Faber, Daniel Gasman, Mary Gibson, Carol Grone-man, James R. Jacob, Gavin Lewis, Gerald W. Markowitz, Joseph O'Brien, Altagracia Ortiz, Israel Rosenfield, Dennis M. Sherman, Charles Strozier

Assistant Professors: Barbara Josiah, Edward Paulino, Itai Sneh

Department Secretary: Marilyn Atkins-Nelson

The following courses are expected to be offered during the 2003–2005 academic year:

HIS 104. History of Puerto Rico

A broad survey of the history of Puerto Rico from its beginnings to the present. Major emphasis will be given to the political, economic, and social developments with some attention to cultural themes. 3 hours, 3 credits. (*Same course as Puerto Rican/Latin American Studies History 104.*) (Offered Spring 2005.)

HIS 166. History of the Caribbean Islands

A broad survey of the history of the Caribbean Island nations and territories from the beginnings of European civilization until the present. Particular attention will be given to the economic and social aspects of the evolution, and to the problems of unity and diversity. 3 hours, 3 credits. (*Same course as Puerto Rican/Latin American Studies History 166.*) (Offered Fall 2004.)

HIS 201–202. American Civilization

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

HIS 201. From Colonial Times through the Civil War

Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (Offered Fall 2003.)

HIS 202. From 1865 to the Present

Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (Offered Spring 2004.)

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

A study of selected institutions and classes of people, traced over time. Topics include the docks, Wall Street, the poor, water supply, bars, subways, the rich, riots, architecture, bosses and corruption, novels of New York, police, parks, famous fires. The course will include occasional walking tours about the City to the docks, museums, famous buildings, etc. Prerequisite: Sophomore standing or above. 3 hours, credits. (Offered spring semesters.)

HIS 219. Violence and Social Change in America

Examination of the role played by violence in American life. Exploration of selected problems relating to the politics of war, poverty, and racism. Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (Offered fall semesters.)

HIS 224. A History of Crime in New York City

How criminal entrepreneurs seized the opportunities of their particular eras, from colonial days to the present. Topics include: pirates (Captain Kidd) and smugglers; slave revolts; river and railroad gangs; gambling and prostitution; prohibition-era bootlegging and the rise of organized crime (from the Mafia to Murder Incorporated); stock market fraud; crime on the waterfront; shoplifting; labor and business racketeering; drug dealing; arson for profit; computer fraud; the savings and loan scandal; environmental crime; and street gangs, with special attention to those (Gophers, Westies) in the John Jay neighborhood. Prerequisite: English 101. 3 hours, 3 credits. (Offered Fall 2003 and Spring 2004.)

HIS 231. The Origins of the Contemporary World: From the Classical Period to the Enlightenment

An introductory course in the history of civilization from antiquity to the 18th Century. Among the topics to be considered are: government and empire in Greece and Rome; Judaism, Christianity and Islam; the Arab impact on the West; church and state in the Middle Ages; the Renaissance and the Reformation; the expansion of Europe; Africa and African civilizations in the Atlantic world; the origins of the modern state; the Scientific Revolution and the Enlightenment; the origins of the American Revolution; concepts

of citizenship and individualism; origins of the French Revolution and of industrial capitalism. Prerequisite or corequisite: English 101. 3 hours, 3 credits. (Offered every semester.)

HIS 232. Contemporary History of Civilization: From the Enlightenment to the Present

An introductory course in the history of civilization from the 18th to the 20th Century. Among the topics to be considered are: the French Revolution; the American Revolution; industrial capitalism and imperialism; Marxism; the World Wars; the Russian and Chinese Revolutions; the Great Depression and its impact; the Cold War; decolonization and the Third World; intellectual and cultural developments; civil rights, civil liberties, and democracy worldwide in the late 20th Century. Prerequisites: English 101 and History 231. 3 hours, 3 credits (Offered every semester.)

HIS 242. U.S. Foreign Policy in Latin America

U.S. economic and political relations with Latin American countries during the 19th and 20th centuries. U.S. reactions to reform and revolutionary movements. The ideological framework of U.S. foreign policy. Prerequisites: English 101. In addition: sophomore standing or above or permission of the section instructor. 3 hours, 3 credits. (*Same course as Government 242 and Puerto Rican/Latin American Studies Government 242.*) (Offered Spring 2004.)

HIS 261. Revolution and Social Change in Contemporary Latin America

Analysis of political and socioeconomic development, emphasizing major approaches to social change in the 20th Century. Topics covered are class structures, demographic patterns, economic dependence; democratic liberal reform; neoimperialism; the Mexican Revolution; the Cuban Revolution; and new trends of the last decade. A comparative, inter-American perspective, drawing on other relevant disciplines, is used. Prerequisites: English 101. In addition: sophomore standing or above or permission of the section instructor. 3 hours, 3 credits. (Offered spring semesters.)

HIS 265. Class, Race and Family in Latin American History

Class structure, slavery, race relations and the organization of the family will be examined in the colonial and neocolonial eras of Latin American history. A comparative approach, emphasizing urban and rural situations and economic change, will be stressed. Prerequisite: English 101. In addition: sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (*Same course as Puerto Rican/Latin American Studies History 265.*) (Offered Fall 2004.)

HIS 267. History of Caribbean Migrations to the United States

A comparative study of the most significant aspects of Caribbean migrations to the United States during the 20th Century. Emphasis on the political, economic and social framework of the migration process. Special attention will be given to the contemporary situations of the Haitian, Latina/o, and West Indian communities in the United States. Prerequisite: English 101. In addition: sophomore standing or above or permission of the section instructor. 3 hours, 3 credits. (*Same course as Puerto Rican/Latin American Studies History 267.*) (Offered Spring 2005.)

HIS 277. American Legal History

An analysis of the forces and circumstances that have influenced the course of American civil, criminal, and Constitutional law from the 17th Century to the present. The course concentrates on the change from English-based common law through the rise of industrial capitalism in the late 19th Century and the development of the modern welfare state in the 20th Century and emphasizes such developments as the growth of the contract and corporate law, the use of litigation as an economic weapon, the rise of an independent judiciary and the ensuing conflict with the legislatures of both nation and state, the role of the legal profession in shaping the legal system, and the social role of law in American life. Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (Offered every semester.)

HIS 320. The History of Crime and Punishment in the United States

Ways in which Americans have defined crime, explained its causes, and punished and rehabilitated criminals. The relationships among crime, social values, and social structure. Areas of emphasis include colonial Massachusetts and Virginia; the creation of police forces and prisons during the first half of the 19th Century; criminality during the Gilded Age and Progressive Period; Prohibition; creation of the FBI; crime and the Great Depression; and some aspects of crime and punishment between 1950 and 1970. Prerequisites: English 102 and junior standing or above. 3 hours, 3 credits. (Offered spring semesters.)

HIS 325. Criminal Justice in European Society, 1750 to the Present

The origins of the Western system of criminal justice in early modern Europe and a comparative analysis of recent developments in Britain, France, Germany, and Italy. Examination of the evolving definition of crime and changes in criminal law, methods of enforcement, and types of punishment in relation to the growth of urban and industrial society and the extension of state power. Topics include witchcraft, the Inquisition, the classical and positivist schools of criminology, prostitution and homosexuality, birth and development of the prison, establishment of professional police forces, the Mafia, and European terrorism. Prerequisites: English 102. In addition: History 231 and 232, and junior standing or above; or permission of the section instructor. 3 hours, 3 credits. (Offered Spring 2005.)

HIS 360. Psychohistory

This course will deal with how a society in a specific historical setting influences the personalities of people raised in it and how the resulting personality structures modify and shape the course of history. Among the topics to be included are the history of childhood, national character, the origins of such elite movements as Nazism in Germany, and the interplay of history and psychology in the rise of such individuals as Gandhi, Hitler, Wilson, Luther and Nixon. Prerequisites: English 102. In addition: Psychology 101 and History 231 or 232. 3 hours, 3 credits. (Offered spring semesters.)

Not offered 2003—2005:

- HIS 105. The Development of American Political Institutions
- HIS 214. Immigration and Ethnicity in the United States
- HIS 227. American Constitutional History, 1787—1865
- HIS 228. American Constitutional History, 1865—1968
- HIS 230. The Sixties
- HIS 260. History of Contemporary Cuba
- HIS 290. Selected Topics in History
- HIS 340. Modern Military History from the Eighteenth Century to the Present
- HIS 345. Russian History
- HIS 348. Modern Irish History
- HIS 380. The Secret Police in Western Society

DEPARTMENT OF LAW, POLICE SCIENCE, AND CRIMINAL JUSTICE ADMINISTRATION

422 Tenth Ave. Bldg. 212—237—8032

Chairperson: Maki Haberfeld

Distinguished Professor Emeritus: Donal E.J. MacNamara

Professors Emeriti: Barbara Raffel Price, Eli B. Silverman

Distinguished Professors: Todd Clear, James Fyfe

Professors: James T. Curran, William Heffernan, Zelma Henriques, Stanley Ingber, Michael Jacobson, Dennis Kenney, John Kleinig, Charles Lindner, Robert D. McCrie, Robert Panzarella

Associate Professors: Vincent Del Castillo, Maki Haberfeld, Robert A. Hair, Delores Jones-Brown, Christopher Morse, Norman A. Olch, Dorothy Moses Schulz, Adina Schwartz, Daniel O'Neal

Vona

Assistant Professors: Gloria Browne-Marshall, Heath Grant, Brian MacNamara, Yue Ma, Evan Mandery, Lydia Segal, Karen Terry, Anders Walker, Michael White

Adjunct Faculty: Robert Abraham, Michael Alperstein, Richard Best, Peter Casamento, Robert Castelli, Irving Cohen, Thomas Doepfner, Thomas Eich, Richard Errico, Thomas Flanagan, Cynthia Francis, Ted Fraumann, Anthony Gentile, John Gorman, Nicole Green, Farrukh Hakeem, Kirk Hanson, Terrence Harris, Jan Holland, David Humen, Deniese Kennedy-Kollar, Matthew Killion, Steven Kline, Ahmet Kule, Sandra Langston, Louis LaPietra, Suzanne Leacock, Frank Marousek, Vertel Martin, Joseph Kevin McKay, Joseph Napoli, John O'Connor, Donald O'Donnell, Eugene O'Donnell, John O'Donnell, Brian Onteal, Frederick Patrick, Abel Pierre, Joseph Pollini, Bruce Robertson, Mark Rosen, Roger Rubin, Nilsa Santiago, Avi Schick, Martin Schiff, Walter Signorelli, Harry Smith, Margaret Smith, Freda Solomon, James Stothers, Joseph Suarez, Thomas Sunderland, Michael Washor, Steven Wasserman, Troy Webber, Joseph Williams, Ed Young

Administrative Assistant: Esperanza Lopez-Herrera

Department Secretary: Jacqueline Pica

The following courses are expected to be offered during the 2003—2005 academic year:

CORRECTION ADMINISTRATION

COR 101. Institutional Treatment of the Offender

Introduction to the principles and practices of the treatment accorded to offenders in various types of correctional institutions. The basic organization of a department, including custody, security, and control procedures, and elements of a treatment program. Prerequisite: Eligibility to enroll in English 101. 3 hours, 3 credits. (Offered every semester.)

COR 201. The Law and Institutional Treatment

The process of law from arrest to release from confinement in its relation to correctional principles and practices. Functions of the police, defense, prosecution, courts, probation, correction, parole. Civil rights of the accused and the convicted. Legal documents relating to commitment, bail, fines, and writs. Prerequisite: English 101. In addition: sophomore standing or above; Corrections 101 or (for Criminal Justice majors) Criminal Justice 101. 3 hours, 3 credits. (Offered every semester.)

COR 202. The Administration of Correctional Programs for Juveniles

Problems, procedures, and policies in the administration of juvenile detention centers, youth houses, and state training schools; the probation service in juvenile courts; halfway houses and aftercare supervision; special institutions for defective delinquents and youthful narcotics addicts; the Borstal and "approved school" programs in England. Field trips to juvenile institutions. Prerequisite: English 101. In addition: sophomore standing or above and Corrections 101 or (for Criminal Justice majors) Criminal Justice 101. 3 hours, 3 credits. (Offered every semester.)

COR 230. Sex Offenders in the Criminal Justice System

The aim of this course is to develop an understanding of the causes of sexual crimes and how sex offenders are dealt with throughout the criminal justice process. There is an analysis of the laws that relate to sex offenders and the cyclical nature of sex offender legislation. The course examines the difficulty of balancing rights of the offenders and rights of the community, and what forms of community protection are viable for these individuals. By the end of the course, students should have an understanding of sex offender typologies, types of treatment offered, laws and policies regarding sex crimes, and the likely future direction of legislation. Prerequisites: English 101. In addition: Corrections 101 or Police Science 101 or Criminal Justice 101. 3 hours, 3 credits. (*Same course as Police Science 230.*) (Offered every semester.)

COR 250. Rehabilitation of the Offender

Through examination of the literature, this course will explore correctional programs designed to rehabilitate offenders. The study of both institutional treatment models and community-based models will include: family intervention, counseling, self help programs, diversion, house arrest, community service, probation and halfway houses and others. Prerequisites: English 101. In addition: sophomore standing or above and Criminal Justice 101 or Corrections 101. 3 hours, 3 credits. (Offered fall semesters.)

COR 282. Principles of Correctional Operations

Basic organization and objectives of a department of correction. Specific administrative principles required for the effective conduct and operation of a correctional organization. Relationships among the following institutional units: custodial force, treatment staff, clerical, culinary, and maintenance staff. Prerequisites: English 101. In addition: Corrections 101 or (for Criminal Justice majors) Criminal Justice 101 and junior standing or above. 3 hours, 3 credits. (Offered every semester.)

COR 310. Field Work in Corrections

Supervised field work in a variety of correctional settings, both juvenile and adult; assignments are made to institutions and to community-based programs; biweekly workshops with correction faculty. Prerequisites: English 102. In addition: Corrections 201 or junior standing or above. 3 hours, 3 credits. (Offered every semester.)

COR 320. Race, Class, and Gender in a Correctional Context

Examination of the role of race, class, and gender within the institutional correctional community. Analysis of the impact upon clients, staff and administration through examination of current correctional institutions and case studies by selected corrections experts. Prerequisites: English 102. In addition: Corrections 101 and junior standing or above. 3 hours, 3 credits. (Offered fall semesters.)

COR 401. Evaluating Correctional Methods and Programs

Developing criteria and standards; application of quantitative measures; operational evaluations; probability and types of error; prediction and decision making; experimental designs; post-program follow-up. Prerequisites: English 102. 3 hours, 3 credits. (Offered every semester.)

COR 410. Independent Study

A program of reading and reporting planned and carried out under the guidance of a faculty member. The topic, issue or area of student interest must concern a problem in criminal justice, constitutional or criminal law or procedure, corrections (including probation and parole) or law enforcement. Prerequisites: English 102. In addition: senior standing and majoring in Correctional Studies. 3 hours, 3 credits. (*Same course as Criminal Justice 410 and Law and Police Science 410.*) (Offered every semester.)

COR 415. Major Works in Corrections (Formerly COR 494)

A capstone course which explores in depth seminal works in corrections. Students will read primary materials written by "masters" of correctional thought and practice and will prepare critical reviews of the major works. Prerequisites: English 102 and Corrections 282. 3 hours, 3 credits. (Offered spring semesters.)

CRIMINAL JUSTICE

CRJ 101. Introduction to Criminal Justice

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

requisite for all courses in the Criminal Justice major. 3 hours, 3 credits. (Offered every semester.)

CRJ 236. Victimology

This course focuses on the victims rather than the offenders: why they have been "rediscovered" recently; why they often do not report crimes to the police; how some victims might share responsibility for the crimes with the offenders; how they can be repaid for their losses through offender restitution and government compensation; and what new services are available to help victims prevent crimes and resist attacks. Prerequisites: English 101 and Criminal Justice 101. 3 hours, 3 credits. (*Same course as Sociology 236.*) (Offered every semester.)

CRJ 255. Computer Applications in Criminal Justice

This course provides an introduction to the basic principles of computing with respect to police information systems; computer automation with respect to the penal setting; Interagency Criminal Justice Information Systems; National Criminal Justice Computer Systems; National Law Enforcement Telecommunications Systems (NLETS); the National Incident Based Reporting System (NIBRS); Offender Based Transaction Statistics (OBTS); National Crime Information Center (NCIC); and other criminal justice data bases. Legal and ethical implications for constituent elements and personnel of the criminal justice system are also discussed. Some familiarity with computers is recommended. Prerequisites: English 101 and 102 and Criminal Justice 101. 3 hours, 3 credits. (Offered every semester.)

CRJ 321. Police Ethics

An identification and analysis of the diverse ethical issues encountered in the police service. Traditional ethical theories will be examined and will be applied to such topics as discretion, deadly physical force, misconduct, authority and responsibility, affirmative action, civil disobedience, undercover operations, and privacy. Prerequisites: English 102. In addition: Philosophy 231 or permission of the section instructor. 3 hours, 3 credits. (*Same course as Philosophy 321.*) (Offered every semester.)

CRJ 322. Judicial and Correctional Ethics

A treatment of some of the central issues of judicial and correctional ethics. Traditional ethical theories will be applied to such topics as plea bargaining, bail and preventive detention, wiretapping, enforcement of sexual morality, sentencing, punishment, prisoners' rights, and parole. Prerequisites: English 102. In addition: Philosophy 231 or permission of the section instructor. 3 hours, 3 credits. (*Same course as Philosophy 322.*) (Offered every semester.)

CRJ 410. Independent Study

A program of reading and reporting planned and carried out under the guidance of a faculty member. The topic, issue or area of student interest must concern a problem in criminal justice, constitutional or criminal law or procedure, corrections (including probation and parole) or law enforcement. Prerequisites: English 102. In addition: Senior standing or permission of the section instructor. 3 hours, 3 credits. (*Same course as Correction Administration 410 and Law and Police Science 410.*) (Offered every semester.)

CRJ 420. Women and Crime

A seminar that explores in depth three aspects of the relationship between women and crime: 1) *women as offenders*, including the range, intensity, and growing nature of female criminality; 2) *women as victims of crime*, including abused women, rape victims, and the victimization aspects of prostitution; 3) *women as social control agents*. Prerequisites: English 102. In addition: senior standing; Sociology 101; and either Criminal Justice 101 or Police Science 101; or permission of the section instructor. 3 hours, 3 credits. (*Same course as Sociology 420.*) (Offered every semester.)

CRJ 425. Seminar on Major Works in Criminal Justice

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

gies, and the history of ideas. Prerequisites: English 102, Criminal Justice 101, and senior standing. 3 hours, 3 credits. (Offered every semester.)

LAW

LAW 202. Law and Evidence

A comprehensive analysis of the rules of evidence. Particular subjects include judicial notice, presumptions, the nature of real and circumstantial evidence, burden of proof, province of court and jury, documentary evidence, hearsay evidence, confessions, admissions, witnesses, and constitutionally protected evidence. Emphasis on evidence in criminal cases. Prerequisites: English 101. In addition: sophomore standing or above. 3 hours, 3 credits. (Offered every semester.)

LAW 203. Constitutional Law

This course provides an analysis of the historical development of the relationship of the states to the Bill of Rights. The effect of the due process clause of the Fourteenth Amendment on the application of the Bill of Rights to the states is examined through a study of the leading Supreme Court decisions relating to criminal justice. Prerequisites: sophomore standing or above and English 101. 3 hours, 3 credits. (Offered every semester.)

LAW 204. Criminal Law of New York

A comprehensive analysis of the penal law of the State of New York. Consideration of the impact of the statute on police procedures. Judicial interpretations of the criminal statute and the application of court decisions to the penal code. Prerequisites: English 101. In addition: Government 101 and sophomore standing or above. (Not open to students who have taken Law 201.) 3 hours, 3 credits. (Offered every semester.)

LAW 206. The American Judiciary

A study of the nature of the judicial process: precedent and legal reasoning; decision making; the basis of criminal and civil lawsuits; the role of the lawyer, the judge, and the public; the organization of state and federal courts; the Supreme Court; democracy and judicial review. Prerequisites: English 101. In addition: sophomore standing or above. 3 hours, 3 credits. (Offered every semester.)

LAW 207. Law for Security Personnel

A study of the legal problems in the private security sector. Included is a review of the powers and restrictions on "private police," e.g., arrest, search and seizure, eavesdropping, and a comparison with the powers of law enforcement agencies. Civil liabilities of private security personnel are studied as well as other aspects of civil law. Licensing statutes are also analyzed. Prerequisite: English 101. In addition: Security 101 and sophomore standing or above. 3 hours, 3 credits. (Offered fall semesters.)

LAW 209. Criminal Law

Viewing the criminal law as a means to the end of influencing human behavior, intensive analysis is made of various principles that apply in virtually every criminal case: justification, attempt, conspiracy, parties to crime, ignorance and mistake, immaturity, insanity, and intoxication. The law of homicide is explored in all its facets. The common law, statutes of New York and of representative states, and what the law ought to be are studied. Prerequisites: English 101. In addition: sophomore standing or above. 3 hours, 3 credits. (Offered every semester.)

LAW 212. The Criminal Process and the Criminal Procedure Law

A study of criminal procedures which examines the process by which criminal law is brought to bear on individuals in society as provided in the New York Criminal Procedure Law. Consideration of current court decisions that affect the application of this law, and the role and responsibility of the police as witnesses. Prerequisites: English 101. In addition: sophomore standing or above. 3 hours, 3 credits. (Offered every semester.)

LAW 259. Comparative Criminal Justice Systems

Study of the variations in patterns of corruption and political crimes as well as patterns of law enforcement and adjudication among political systems. Examples are drawn from a variety of political systems: democratic, communist, and modernizing. Prerequisites: English 101. 3 hours, 3 credits. (*Same course as Government 259.*) (Offered spring semesters.)

LAW 301. Jurisprudence

Study of the theory and philosophy of law and the relationship between law and society. Special attention to the problem of disobedience, the nature of the judicial process, and issues of law and personal morality. Exploration of current controversies about civil disobedience, the role of the courts, "non-victim" crimes, and the relationship of the police to the rule of law. Prerequisites: English 102. In addition: junior standing or above. 3 hours, 3 credits. (Offered fall semesters.)

LAW 310. Ethics and Law

Inquiry into the relationship between morality and law; their organic interrelationship in the natural law tradition; their separation in positivism. The contemporary debate illustrated by the issues of human and civil rights; the enforcement of sexual morality; civil disobedience, and the ethics of law enforcement. Prerequisites: English 102. In addition: Philosophy 231. 3 hours, 3 credits. (*Same course as Philosophy 310.*) (Offered every semester.)

LAW 313. The Law and Politics of Race Relations

Analysis of the politics of race and racism in the United States through the examination of major court decisions and of legislations affecting minority groups. Treatment of racial minority groups in the criminal and civil justice systems, and by courts, police and prisons will be included. Prerequisites: English 102. In addition: Government 101 and junior standing or above. 3 hours, 3 credits. (*Same course as Government 313.*) (Offered every semester.)

LAW 319. The Death Penalty

This is a study of the death penalty as practiced in the United States. Among other issues, the course examines: the morality of the death penalty, constitutional limitations on the types of crimes and criminals for which the death penalty is appropriate, and procedural restrictions on the death sentencing process including jury selection and the performance of counsel. This is a writing intensive course with an emphasis on developing written and spoken critical reasoning skills. The course relies extensively on the case study method, using major Supreme Court decisions both to teach legal doctrine and to highlight moral and ethical issues. Prerequisites: English 102. In addition: Government 202 or Law 203. 3 hours, 3 credits. (Offered spring semesters.)

LAW 320. Seminar in the Law of Search and Seizure

An intensive study of the law of search and seizure as it affects the private citizen and the law enforcement officer. An in-depth examination of court decisions which have followed seminal cases such as *Mapp and Chimel*. The rights of the individual and the corresponding obligations of the police officer are explored. Alternatives to the exclusionary rule are considered. Prerequisites: English 102 and Law 203. 3 hours, 3 credits. (Offered every semester.)

LAW 340. Employment Discrimination Law, Affirmative Action and Police Organization

An examination of the impact of equal employment opportunity law on police personnel practices and procedures. The course will explore how changes in legislation, administrative regulations and court rulings have affected the police service. Special attention will be given to the ways in which The Equal Employment Opportunity Commission decision making has affected the recruitment and promotion of women and minorities to the police. The course will also explore how these changes have affected personnel and management practices. Prerequisites: English 102 and Law 203. 3 hours, 3 credits. (Offered every semester.)

LAW 350. Introduction to Legal Research

An introduction to the resources and techniques of basic legal research. The course focuses on locating and analyzing case law, statutory law, and administrative law. Legal periodicals, treatises, and other secondary sources will also be examined. The course introduces computer legal research and teaches the skills required in drafting a memorandum of law. Prerequisites: English 102. In addition: English 250 or Speech 285. 3 hours, 3 credits. (Offered every semester.)

LAW 370. Psychology and the Law

A critical examination of the relationships between the legal system and psychological theory, research and practice. Topics include: civil commitment, the rights of mental patients, standards of legal competence, psychological testimony, predictions of dangerousness, the insanity defense, child custody disputes, and ethical issues in psychology and the law. Prerequisites: English 102. In addition: Psychology 101 and one of the following: Psychology 242 or Law 203. 3 hours, 3 credits. (*Same course as Psychology 370.*) (Offered every semester.)

LAW 401. Problems of Constitutional Development

An intensive study of selected problems drawn from constitutional law. Analysis and evaluation of the growth of the constitutional relationship between the individual and government at the federal, state, and local levels, with special attention to problems of law enforcement in the United States. Questions relating to search and seizure, interrogation of suspects, public speeches, and mass demonstrations are explored. Prerequisites: English 102. In addition: senior standing and Law 203 or 301. 3 hours, 3 credits. (Offered every semester.)

LAW/PSC 410. Independent Study

A program of reading and reporting planned and carried out under the guidance of a faculty member. The topic, issue or area of student interest must concern a problem in criminal justice, constitutional or criminal law or procedure, corrections including probation and parole, or law enforcement. Prerequisites: English 102. In addition: senior standing. 3 hours, 3 credits. (Offered every semester.)

LAW 420. Contemporary Administration and the Judiciary

Study of emerging trends and issues in the administration of the courts, and the emerging role of the Judiciary in the administration of programs in the public and private sectors. Examination of the literature of traditional court administration, as well as from areas of judicial intervention, such as corrections, school desegregation, mental health, and foster care. Review of the history of judicial approaches to the administrative process, with focus on the forms of intervention and the substantive issues raised. Prerequisite: Public Administration 360. 3 hours, 3 credits. (*Same course as Public Administration 420.*) (Offered every semester.)

POLICE SCIENCE

PSC 101. Introduction to Police Studies

A survey of law enforcement agencies, their role, history, and development within the field of criminal justice. Limited to students who do not have law enforcement experience. Prerequisite: Eligibility to enroll in English 101. 3 hours, 3 credits. (Offered every semester.)

PSC 201. Police Organization and Administration

An examination of the historical development and present organization and administration of police departments, and a consideration of the principles of organization best adapted to ensure effective service to the community. Evaluation of line, staff, and auxiliary functions; the utilization of planning and analytic units as administrative aids. Prerequisites: English 101. In addition: sophomore standing or above and Police Science 101 or (for Criminal Justice majors) Criminal Justice 101. 3 hours, 3 credits. (Offered every semester.)

PSC 202. Police and Community Relations

Factors in human relations as they affect policing and police management. Prejudice and discrimination and their effects on the police in a changing society. The history and development of civil rights and civil liberties. The role of the modern police officer as generated by the balance of the requirements of peace and order and those of individual rights. Prerequisites: English 101. In addition: Police Science 101, or for Criminal Justice majors, Criminal Justice 101. 3 hours, 3 credits. (Offered every semester.)

PSC 204. The Patrol Function

Consideration of the various factors which influence the determination of patrol strength, type, and distribution. Existing patrol practices in various police departments of the United States, Europe, and the United Kingdom are compared and evaluated critically. Consideration of the future of patrol and an evaluation of recent theories for increasing efficiency. Prerequisites: English 101. In addition: sophomore standing or above. 3 hours, 3 credits. (Offered every semester.)

PSC 205. The Traffic Control Function

The nature of the traffic control function as part of the police role. Traffic law enforcement as a chain whose links consist of the legislature, the traffic engineer, the traffic court, the motor vehicle bureau and the police. Survey of the functions and roles played by the respective agencies. Emphasis on the police techniques of modern traffic enforcement. Prerequisites: English 101. In addition: sophomore standing or above. 3 hours, 3 credits. (Offered spring semesters.)

PSC 207. The Investigative Function

Introduction to criminal investigation in the field. Consideration of conduct at the crime scene, interview and interrogation of witnesses and suspects, the use of informants, and the techniques of surveillance. Emphasis on the special techniques employed in particular kinds of investigation and the presentation of the police cases in court. Prerequisite: English 101. In addition: sophomore standing or above. 3 hours, 3 credits. (Offered every semester.)

PSC 210. Colloquium on Criminal Justice Literature

An intensive analysis and evaluation of seminal works in the areas of police, corrections, and criminal justice. Prerequisites: English 101. In addition: sophomore standing or above. 3 hours, 3 credits. (Offered fall semesters.)

PSC 213. Survey of Criminalistics

An introduction to the problems and techniques of scientific criminal investigation. Emphasis on the value and assistance of various scientific aids to the police officer, detective, or field investigator. Case illustrations from crime laboratories throughout the nation. Prerequisite: English 101 or sophomore standing or above. (*Same course as Forensic Science 213.*) (Offered spring semesters.)

PSC 220. Survey of the Concepts of Operations Research

An introduction to operations research as it applies to model formulation in problems of management science, criminal justice, fire science, and public service systems. Several topics will be surveyed from an elementary point of view in order to develop an appreciation and understanding of a quantitative approach to the resolution of management-oriented problems. Prerequisites: English 101. In addition: Mathematics 108 or 141. 3 hours, 3 credits. (*Same course as Fire Science 220 and Mathematics 220.*) (Offered spring semesters.)

PSC 223. Personnel Administration and Supervision

The essentials of personnel management and fundamentals of supervision and leadership as applied to administration. Consideration of supervisory problems with a police/security system. Application of labor relations to effective performance. Topics include discipline, motivation, training, job classification, salary standards, and promotion. Prerequisites: English 101. In addition: Police Science 101, or for Criminal Justice majors, Criminal Justice 101. 3 hours, 3 credits. (Offered every semester.)

PSC 227. Police Training Programs: Goals, Content, and Administration

An examination and evaluation of various police training programs, both historical and current: goals, purposes, course content, and teaching techniques of such programs. An examination of their organization, administration, financing, and relationship to police departments, universities, foundations, and city, state, and federal agencies. Prerequisites: English 101. In addition: Police Science 101, or for Criminal Justice majors, Criminal Justice 101. 3 hours, 3 credits. (Offered spring semesters.)

PSC 230. Sex Offenders in the Criminal Justice System

The aim of this course is to develop an understanding of the causes of sexual crimes and how sex offenders are dealt with throughout the criminal justice process. There is an analysis of the laws that relate to sex offenders and the cyclical nature of sex offender legislation. The course examines the difficulty of balancing rights of the offenders and rights of the community, and what forms of community protection are viable for these individuals. By the end of the course, students should have an understanding of sex offender typologies, types of treatment offered, laws and policies regarding sex crimes, and the likely future direction of legislation. Prerequisites: English 101. In addition: Corrections 101 or Police Science 101 or Criminal Justice 101. 3 hours, 3 credits. (*Same course as Corrections 230.*) (Offered fall semesters.)

PSC 235. Women in Policing

An analysis of the social and political forces that guided the evolution of women's role in policing from ancillary specialist to integrated member of the police establishment. Role enhancement from "Police Matron" to "Policewoman" to "Police Officer" is studied against the backdrop of women's reform movements. Title VII, Equal Opportunity Act of 1972, and Supreme Court rulings abolishing barriers to women in policing are examined. Study of women police in other countries, in state and federal agencies. Topics include female officers' occupational role conflicts; performance on patrol; coping with physical and psychological stressors—male peer prejudice, jealous mates, favoritism, sex harassment; women's special attributes in policing; female detectives; the future, including the role of women in key policy-making decisions. Prerequisites: English 101. In addition: Police Science 101, or for Criminal Justice majors, Criminal Justice 101. 3 hours, 3 credits. (Offered fall semesters.)

PSC 245. Community Policing

An overview of the major concepts and issues involved in what many consider to be a major fundamental shift in the approach and operations of modern policing. Topics include the origins, meaning, development, experiences and the record of community policing. Course also explores various assessments of the advantages and disadvantages of community policing. Prerequisites: English 101. In addition: Police Science 101, or for Criminal Justice majors, Criminal Justice 101. 3 hours, 3 credits. (Offered every semester.)

PSC 250. Criminal Justice in Eastern Europe

This course examines in detail the criminal justice systems in various Eastern European countries including the police, defense and prosecuting attorneys, courts, corrections and juvenile justice systems. Comparisons of crime and criminality in various Eastern European countries will be discussed from economic, legal, moral, and political points of view. Prerequisite: English 101. 3 hours, 3 credits. (Offered spring semesters.)

PSC 271. Psychological Foundations of Police Work

This course is designed to explore and apply psychological principles and practice to the varied police functions in present-day society. Some of the specific topics that will be discussed and critically examined are: the unique psychological stresses of police work and their effect on the police officer, his family, and the public; identification and management of the problem police officer; psychological stresses of command; psychology of crowds; riots and their effective control; the application of psychological principles to detective work. The interpersonal psychodynamics of the police with civilian complainants, victims, and violent, aggressive, assaultive individuals will be reviewed in depth. Prerequisite: English 101. In addition: sophomore standing or above; Police Science 101 or Psychology 101. 3 hours, 3 credits. (*Same course as Psychology 271.*) (Offered every semester.)

PSC 301. The Police Manager

Consideration of contemporary management theory and practice in the context of the management of police organizations. The police organization as a dynamic social system. The behavioral and social skills required of the police manager to deal effectively with a rapidly changing community and cadre of police officers. Behavioral implications in the interaction between individuals and groups in the police organization and its processes; power, decision making, communicating and leadership in police organizations. Organizational development issues and future developments in police management. Prerequisites: English 102. In addition: English 101 and Police Science 201. 3 hours, 3 credits. (Offered every semester.)

PSC 306. Police Work with Juveniles

The philosophy and methods of police programs for prevention and control of juvenile delinquency and youth crime. Emphasis on specific techniques and a consideration of the issues and problems to be resolved by police. Prerequisites: English 102. In addition: English 101. (Psychology 232 is strongly recommended.) 3 hours, 3 credits. (Offered fall semesters.)

PSC 309. Comparative Police Systems

A study of selected police systems in other nations. Prerequisites: English 102. In addition: Police Science 201. 3 hours, 3 credits. (Offered every semester.)

PSC 315. An Economic Analysis of Crime

The economic nature of crime including the role of illegal gambling, loan-sharking, narcotics, labor racketeering, and infiltration of legitimate business. Fiscal policy implications of crime in the urban setting. Prerequisites: English 102. In addition: Economics 101 or 102 and junior standing or above. 3 hours, 3 credits. (*Same course as Economics 315.*) (Offered spring semesters.)

PSC 340. Planning for Police Operations and Management

The planning process inherent in police operations and management including the fundamentals of planning. Long-term and short-term planning and tactical planning for contingent and non-contingent events, e.g., crime prevention and control, barricaded criminals, hostage situations, parades, demonstrations, civil disorders, natural and man made disasters, coordination of emergency forces at the scene of emergencies. Management planning for new program development, deployment and utilization of resources, reductions in force, management analysis, structural change and participative approaches to policing. Prerequisites: English 102. In addition: Police Science 201. 3 hours, 3 credits. (Offered fall semesters.)

PSC 350. Police Labor Relations

An in-depth examination of the essentials of police-municipal labor relations, including the history and structure of police unions, police-municipal collective bargaining concepts and problems, relevant labor law, Public Employees Relations Board Rulings, and labor contract administration in a police setting. Prerequisites: English 102. In addition: Police Science 201. 3 hours, 3 credits. (Offered spring semesters.)

PSC 401. Seminar in Police Problems

An analysis of the major police problems from the viewpoints of both the administrator and the line operations officer. Prerequisites: English 102. In addition: senior standing and majoring in Police Studies or Criminal Justice. 3 hours, 3 credits. (Offered every semester.)

PSC 405. Organized Crime in America

A seminar on the origins, organization, function, and control of organized crime. (May be substituted for Police Science 410.) Prerequisites: English 102. In addition: senior standing and majoring in Police Studies or Criminal Justice. 3 hours, 3 credits. (Offered every semester.)

PSC/LAW 410. Independent Study

A program of reading and reporting planned and carried out under the guidance of a faculty member. The topic, issue or area of student interest must concern a problem in criminal justice, constitutional or criminal law or procedure, corrections including probation and parole, or law enforcement. Prerequisites: English 102. In addition: senior standing. 3 hours, 3 credits. (Offered every semester.)

PSC 415. Seminar on Terrorism

Historical perspectives and the current terrorist threat and challenge; major terrorist groups and their strategy, tactics and targets; limits on military and civil authority; jurisdictional issues; the roles of media, federal law enforcement, and intelligence; anti- and counterterrorist operations and operational techniques; terrorist crisis command and control; logistics and support; planning and prevention; future trends and the role of women in terrorist groups and counterterrorist operations. Prerequisite: English 102. In addition: senior standing and majoring in Police Studies or Criminal Justice. 3 hours, 3 credits. (Offered every semester.)

SECURITY

SEC 101. Introduction to Security

An introduction to the historical, philosophical and legal basis of the security field. Overview of school and campus security, hospital security, housing security, etc. Security organizations, their policies and personnel are evaluated. Emphasis is placed on creating security awareness, relations with other organizations and security's place in the corporate structure. Prerequisite: Eligibility to enroll in English 101. 3 hours, 3 credits. (Offered every semester.)

SEC 210. Methods of Security

Methods and techniques used to prevent and reduce losses due to theft and casualty. Consideration of the security survey; communication and surveillance systems; control of personnel and visitors; the use, supervision, and training of security forces; handling civil disturbances in public buildings; and other emergencies. Prerequisites: English 101. In addition: sophomore standing or above; Security 101. 3 hours, 3 credits. (Offered every semester.)

SEC 211. Security Management

The organization of the security function and its administration will be emphasized. Selection, education, training, seminars and workshops for security personnel will be examined including techniques for gaining acceptance for new security programs. Contracting or leasing vs. direct supervision and outright purchase of security services and equipment will be compared. Problems in allocation, communications, assignment and span of control will be presented. Prerequisite: English 101. In addition: Security 101. 3 hours, 3 credits. (Offered fall semesters.)

SEC 270. Security of Computers and Their Data

Methods which have been used in the past to steal with the aid of the computer will be examined. Case studies will be used. Methods of detecting computer fraud and physically protecting the computer and EDP systems will be stressed. Prerequisite: English 101 and one introductory course in computing or the equivalent. 3 hours, 3 credits. (Same course as Mathematics 270.) (Offered every semester.)

SEC 310. Emergency Planning

This course provides a survey of the management issues posed by emergencies of all kinds, such as bomb threats, earthquakes, explosions, labor disputes, and oil spills. Issues such as risk analysis, standards, counter-measures, and emergency public relations will be studied, along with case histories. Prerequisite: English 102. 3 hours, 3 credits. (Offered spring semesters.)

SEC 405. Seminar in Security Problems

A professional seminar on major security problems in the private, public, and institutional sectors. Legal liability and its control will be emphasized. Students will either analyze an existing or plan an original security program. Prerequisites: English 102. In addition: senior standing; majoring in Security Management; or permission of the section instructor. 3 hours, 3 credits. (Offered fall semesters.)

Not offered 2003—2005:

- COR 303. Comparative Correction Systems
- COR 402. The Administration of Community-Based Correctional Programs
- LAW 211. Civil Disobedience, Urban Violence and Dissent
- LAW 213. The Impact of the Mass Media on the Administration of Justice
- PSC 213. Survey of Criminalistics
- PSC 355. Money and the Police Manager

DEPARTMENT OF MATHEMATICS

4237 North Hall 212—237—8920

Chairperson: Sydney Samuel

Professors Emeriti: Haig Bohigian, Ruth S. Lefkowitz

Professors: Samuel M. Graff, Alan Hoenig, Sydney Samuel, Marvin Yablon

Associate Professors: Lily E. Christ, Douglas E. Salane, Peter Shenkin, Antoinette Trembinska, Agnes Wieschenberg

Assistant Professors: Leslie Chandrakantha, Konstantinos Georgatos, Pingi Ji, Jinwoo Kim, Thurai Kugan, Mythili Mantharam

Lecturers: Emerson Miller, James Noboa, Maurice Vodounon

Adjunct Faculty: Akin Adubifa, Edelmire Andreu, Wladina Antoine, Alan Aronoff, Roberta Aronoff, Sandra Borowich, Om Chugh, Adontin Agyen-Frempong, Ernest Gilde, Justin Giordano, Edward Green, Hadassah Hersh, Marcia Kaplan, Robert Kaplan, Preethi Mahadev, Daniel Martinez, George McCormack, Ahmad Melhem, Lawrence Nartey, Patrick Okobi, Froso Paidoussis, Meyer Peikes, Daniel Pollak, Charles Samuel, Lisette Stern, Ebrahim Tamari, Keith Thomas, Trevor Thomas, Shirley Toplan, Norman Younis, Lindsey VanWagenen, Anthony Williams

Adjunct Laboratory Technicians: Kiafan Deng, Liankui Li

Department Secretary: Barbara A. Goodman

The following courses are expected to be offered during the 2003—2005 academic year:

MAT 100. Introduction to Basic Mathematical Skills

A comprehensive study of the fundamental principles of arithmetic including operations with fractions, decimals, percents, and signed numbers. Verbal problems as well as an introduction to the elements of algebra are included. Required for students needing additional preparation in mathematics before admission to Mathematics 103 or Mathematics 105. Prerequisite: Placement examination. 3 hours, no credit. (Offered every semester.)

MAT 103–104 Elements of Modern Mathematics I, II

Designed for students needing compensatory and remedial work with essentially the same content as Mathematics 105. Students required to take Mathematics 103 must take Mathematics 104 and may not enroll in or receive credit for Mathematics 105.

MAT 103

The grades of P and A are the only authorized passing grades. Prerequisite: Placement examination. 3 hours, 1 credit. (Offered every semester.)

MAT 104

Prerequisite: Placement examination; or Mathematics 103 or the equivalent. 3 hours, 3 credits. (Offered every semester.)

MAT 105. Modern Mathematics

A systematic treatment of the foundation of college algebra. Topics include complex numbers, systems of linear equations and inequalities, functions, the theory of equations, logarithms and exponential functions, and related applications. Prerequisite: placement examination; or Mathematics 103 or the equivalent. 3 hours, 3 credits. (Offered every semester.)

MAT 108. Social Science Mathematics

Recommended for students interested in the role of mathematical models in the quantification of the social sciences. Emphasis on mathematical skills and topics basic to the understanding of probability, linear programming, the power index, learning models, statistics, etc. Prerequisite: Mathematics 105 or the equivalent. 3 hours, 3 credits. (Offered every semester.)

MAT 141. Pre-Calculus

Recommended for Forensic Science majors. Topics include a study of the conic section, systems of linear equations, determinants, two-dimensional vector geometry functions, and limits. Prerequisite: Mathematics 105 or the equivalent or placement examination. 3 hours, 3 credits. (Offered every semester.)

MAT 204. Discrete Structures

The course introduces fundamental ideas in discrete structures, serving as a basis for subsequent courses in Computer Information Science. Topics include sets, functions and relations, the Pigeonhole Principle, basic counting methods, elementary logic, mathematical induction, recursion, trees and graph theory. Prerequisites: Mathematics 105 or the equivalent and English 101. 3 hours, 3 credits. (Offered every semester.)

MAT 205. Probability

Designed to set the foundations for frequency analysis and statistical inference. Topics in probability functions, densities, and distributions. Prerequisites: English 101. In addition: Mathematics 108 or 141. 3 hours, 3 credits. (Offered every semester.)

MAT 207. Game Theory

The development of utility theory, game strategies and payoffs, and the solution of two-person, zero-sum games. Application is made to criminal justice, social conflict, and dilemma resolution. Prerequisites: English 101. In addition: Mathematics 108 or 141. 3 hours, 3 credits. (Offered spring semesters.)

MAT 220. Survey of the Concepts of Operations Research

An introduction to operations research as it applies to model formulation in problems of management science, criminal justice, fire science, and public service systems. Several topics will be surveyed from an elementary point of view in order to develop an appreciation and understanding of a quantitative approach to the resolution of management-oriented problems. Prerequisites: English 101. In addition: Mathematics 108 or 141. 3 hours, 3 credits. (*Same course as Fire Science 220 and Police Science 220.*) (Offered every semester.)

MAT 221. Operations Analysis for Public Systems

Detailed examination of recent research involving the application of operations research to public systems such as law enforcement, fire science, air traffic control, library research, hospital operations. Opportunity is provided to develop and discuss student projects. Prerequisites: English 101 and Mathematics 220. 3 hours, 3 credits. (Offered spring semesters.)

MAT 231. Linear Programming

The theory and application of linear programming techniques including the simplex method and duality principle. Applications will be chosen from problems in public and business management.

Prerequisites: English 101. In addition: Mathematics 108 or 141. 3 hours, 3 credits. (Offered spring semesters.)

MAT 241. Calculus I

The basic concepts of limit, continuity, and derivative are presented. Differentiation and integration of algebraic functions are developed. Applications are made to related rates, problems of maxima and minima and to finding areas and volumes. Prerequisites: English 101 and Mathematics 141 or placement examination. 3 hours, 3 credits. (Offered every semester.)

MAT 242. Calculus II

Applies the concepts of Calculus I to transcendental functions. Introduces l'Hôpital's method for dealing with indeterminate forms. Taylor series and general infinite series are discussed with respect to convergence and divergence. Prerequisites: English 101 and Mathematics 241. 3 hours, 3 credits. (Offered every semester.)

MAT 243. Calculus III

Application of the techniques of elementary calculus to three dimensions, including vector calculus, surface area, and arc length. Other topics discussed are the use of improper integrals in the form of Laplace integrals for solving ordinary differential equations, differentiation, and integration of infinite series. Prerequisites: English 101 and Mathematics 242. 3 hours, 3 credits. (Offered every semester.)

MAT 260. Data Processing

This course provides the student with basic knowledge of personal computers and their use in the modern workplace. Non-technically trained individuals learn how to organize their data for efficient computer use and to decide which practical options are available vis-à-vis specific computer systems. Students learn to use word processing packages, spreadsheets, and databases in a modern networked computing environment. Prerequisites: English 101 and 3 credits of mathematics. No previous computer course is required. 3 hours, 3 credits. (Offered every semester.)

MAT 265. Data Processing Mastery

Computers and data processing will be examined from the systems point of view. The topics to be discussed include data organization, hardware and software system analysis, data storage, input and output, computers and society, and a brief introduction to computer programming. A variety of the applications of data processing to criminal justice will also be examined. Such examples may include optimal location of police and fire houses, fingerprint searching, automatic cryptography, traffic analysis, computer assisted patrol car dispatch, automation of junk "pawn shop" records, etc. Prerequisites: English 101. In addition: Mathematics 105 or equivalent. 3 hours, 3 credits. (Offered spring semesters.)

MAT 270. Security of Computers and Their Data

Methods which have been used in the past to steal with the aid of the computer. Actual case studies will be used. Methods of detecting computer fraud. Physically protecting the computer and its peripherals. Prerequisites: English 101. In addition: one introductory course in computing or the equivalent. 3 hours, 3 credits. (*Same course as Security 270.*) (Offered every semester.)

MAT 271. Introduction to Computing and Programming

Computer problem solving and programming in a high level language such as C++ are introduced. Algorithmic problem solving and basic programming techniques are emphasized. Problems are solved using methods such as top-down design and stepwise iterative refinement. Programming topics include basic data types, operators and expressions, control structures, functions, arrays and pointers. Students are introduced to a modern program development environment in the computer lab and are expected to complete several programming projects. Prerequisites: English 101. In addition: Mathematics 105 or the equivalent. 3 hours, 3 credits. (Offered every semester.)

MAT 272. Object Oriented Computing

This course is a continuation of algorithmic problem solving but introduces more advanced methods, particularly object oriented design. Topics include procedural abstraction, user defined static, dynamic and generic data types, linked structures, sorting and searching, event driven programming and recursion. Abstract data types, inheritance and polymorphism are examined in detail. Principles of rigorous programming practice and software development are emphasized. Prerequisites: English 101 and Mathematics 271. 3 hours, 3 credits. (Offered every semester.)

MAT 273. Graphics and Interface Programming

Students learn to develop programs that allow users to create, paint and display images. Also, they learn to use an object-oriented approach to develop cross-platform application programs with graphical user interface components such as windows, buttons, and menus that respond to events such as clicking the mouse or pressing a key. JAVA programming language is used as the medium. Prerequisites: Mathematics 272 and English 101. 3 hours, 3 credits. (Offered every semester.)

MAT 276. Systems Analysis and Design

The course introduces the concepts of information systems analysis and design, including techniques for managing a systems development project. The role of the systems analyst and an overview of the entire systems development lifecycle are discussed. In addition, the requirements for an information system are defined using graphical models and supporting documentation. User interface and database designs are emphasized. Alternative analysis and design methods are also presented, as well as the object-oriented approach. Prerequisites: Mathematics 260 or 271, and English 101. 3 hours, 3 credits. (Offered fall semesters.)

MAT 277. Computers for Administrative Decision Making

Examination of executive decision problems selected from various areas of public administration. Formulation of problems for computer solution, with students participating in the managerial decision making process. No previous computer programming knowledge is assumed. Prerequisites: English 101 and 6 credits of mathematics. 3 hours, 3 credits. (Offered fall semesters.)

MAT 278. Software Applications for Office Management

This course will provide advanced experience in word processing, database analysis, spreadsheet analysis. Emphasis is given as to how to enhance the applicability of the above by using advanced features such as spreadsheet macros, data base languages, and word processing macros. Another feature of the course is to show how the tools above may be used together to enhance the productivity of the modern office. Prerequisites: English 101 and 6 credits of mathematics. 3 hours, 3 credits. (Offered spring semesters.)

MAT 279. Data Communications and the Internet

An exploration of the use of personal computers, servers and appliances in communication networks such as the Internet. Communication protocols are introduced and the security of computer networks is discussed. Methods for transmitting files and information and search methods using e-mail, FTP, Telnet and Web-based data systems are examined. The legal and ethical aspects of this field also are discussed. Prerequisites: English 101. In addition: Mathematics 105 or the equivalent. 3 hours, 3 credits. (Offered every semester.)

MAT 301. Probability and Mathematical Statistics I

Emphasis on the probability theory necessary for the study of statistical inference. Topics include studies of discrete, continuous, and multivariate distributions. Applications to problems involving normal, binomial, Poisson, and other distributions. Introduction to theory and methods of testing hypotheses and of estimation. Prerequisites: English 102 and Mathematics 241. 3 hours, 3 credits. (Offered fall semesters.)

MAT 302. Probability and Mathematical Statistics II

Theory and methods of testing statistical hypotheses including Neyman-Pearson theorem, likelihood ratio tests, power function

study, etc. Point and interval estimation of statistical parameters including study of unbiased, consistent, efficient, and sufficient estimators. Results applied to problems from different fields involving binomial, Poisson, normal and related distributions. Prerequisites: English 102 and Mathematics 301. 3 hours, 3 credits. (Offered spring semesters.)

MAT 310. Linear Algebra

Calculations with matrices, vector spaces, bases and dimensions, rank of a matrix, systems of linear equations, determinants, characteristic equations, eigenvalues and eigenvectors, and minimal polynomials. Prerequisites: English 102. In addition: Mathematics 241-242 or the equivalent. 3 hours, 3 credits. (Offered spring semesters.)

MAT 323-324. Operations Research Models I & II

The construction of mathematical models for real-life situations with the application of operations research theory to obtain practical solutions. Problems are chosen from varied fields of endeavor with particular emphasis upon public sector related topics, e.g., traffic flow, court procedures, network analysis, and simulation techniques. Prerequisites: For Mathematics 323: English 102 and Mathematics 241. For Mathematics 324: Mathematics 323. 3 hours, 3 credits, per course. (Offered every semester.)

MAT 371. Numerical Analysis

Introduction to various numerical approximation techniques and the concept of error. Schemes are developed for finding the approximate solutions of algebraic and transcendental equations. Numerical differentiation and integration, finite differences, interpolation and extrapolation, and asymptotic approximation are also discussed. Applications to various branches of science are made. Stress is on the usefulness and necessity of numerical computation. Prerequisites: English 102 and Mathematics 242. 3 hours, 3 credits. (Offered spring semesters.)

MAT 373. Advanced Data Structures

The examination of commonly employed data structures such as stacks and queues will be the objective of the course. In addition, singly and doubly linked lists, hash-coded storage and searching, tree data structures along with the corresponding sorting methods such as heap sort and quick sort will also be included. The application of these structures to the creation of data banks for public sector functions as well as the modeling of service facilities such as the courts and document processing agencies will be emphasized. Prerequisites: English 102 and Mathematics 272. 3 hours, 3 credits. (Offered every semester.)

MAT 374. Programming Languages

The efficient translation from high level language to machine code is examined. Topics covered include context free grammars and push down automata, program semantics, virtual machines, data types and type checking, control structures, subprograms and exception handling. In addition, the imperative, object oriented, function and logic programming paradigms are compared. Examples are taken from LISP, Prolog, C/C++ and Java. Prerequisites: English 102 and Mathematics 272. 3 hours, 3 credits. (Offered every semester.)

MAT 375. Operating Systems

Fundamental concepts and techniques used in the design and implementation of modern operating systems are examined. Topics covered include processes, process coordination and synchronization, scheduling, memory organization and virtual memory, file systems, security and protection, and device management. The operating system's impact on the security and integrity of the applications and information systems it supports is emphasized. Concepts are illustrated using UNIX and Windows NT. Prerequisites: English 102 and Mathematics 272. 3 hours, 3 credits. (Offered every semester.)

MAT 376. Artificial Intelligence

Artificial intelligence is an introductory course for students interested in the design of intelligent information systems. It covers several topics ranging from knowledge representation, inference, planning, search, and other fundamental topics in artificial intelligence,

to selected topics in information retrieval, learning and robotics. The course provides a background in artificial intelligence, an exposure to the major issues and methods in the field and some experience in writing intelligent programs using Prolog. Prerequisites: English 102 and Mathematics 272. 3 hours, 3 credits. (Offered every semester.)

MAT 377. Computer Algorithms

Recursive algorithms, complexity analysis, parallel and distributed algorithms are explored. Specific topics covered include searching, sorting, recursive descent parsing, pattern recognition, network and numerical algorithms, encryption schemes. Algorithms employed in the design of secure information systems used by law enforcement and public agencies are examined. Prerequisites: English 102 and Mathematics 272. 3 hours, 3 credits. (Offered every semester.)

MAT 379. Computer Networking

The principles and methodologies used in the design and implementation of modern computer networks and networked information systems are studied in detail. Topics include shared use of a multiple access channel, error detection and recovery, and flow and congestion control. Packet switched networks and routing protocols are examined, and procedures for secure and reliable transport over best-effort deliver systems are presented. In addition, communication protocols above the transport level, for example, protocols that support the Internet and current Internet applications such as Web servers and clients, are discussed. Network programming is introduced, and students will be expected to develop several client/server applications. Prerequisites: Mathematics 272 and English 102. 3 hours, 3 credits. (Offered spring semesters.)

MAT 400. Quantitative Problems in Criminal Justice

This course will focus on quantitative applications in the criminal justice field. In this connection principles and techniques from operations research, statistics, and computer science will be applied to various situations and problems arising in criminal justice. Prerequisites: English 102, Mathematics 221, 324 and 373. 3 hours, 3 credits. (Offered every semester.)

MAT 404. Internship in Management Information Systems

This course gives students the opportunity to work directly with experienced administrators in city, state or federal agencies and to learn firsthand the role of information sciences in the agencies of the criminal justice system. Students normally work one day per week (120 hours per semester) in the agency, gaining experience in computer applications in the public sector. The classroom seminars and diary conferences allow the student to understand the roles computers play in management and decision making and to exchange experiences and gain insight into the workings of a number of different agencies. Placements are available in a broad range of these agencies. Prerequisite: Mathematics 400. 3 hours, 3 credits. (Offered every semester.)

MAT 470. Database Systems in Criminal Justice

Essentials of database systems: physical database organization, access methods, data models, entity relationships, and network, hierarchical and relational structures. Use of database technologies by law enforcement agencies to facilitate criminal investigations and improve agency functions. Prerequisite: Mathematics 373. 3 hours, 3 credits. (Offered spring semesters.)

MAT 490. Selected Topics in Mathematics

Specific study of topics chosen by the instructor and students. Prerequisite: English 102. In addition: senior standing or permission of the section instructor. 3 hours, 3 credits. (Offered every semester.)

Offered on a tutorial basis by arrangement with the Department:

- MAT 211. Introductory Model Building
- MAT 330. Modern Geometry
- MAT 341. Advanced Calculus I
- MAT 351. Introduction to Ordinary Differential Equations

- MAT 352. Applied Differential Equations
- MAT 361. Introduction to the Functions of a Complex Variable
- MAT 410. Abstract Algebra
- MAT 442. Advanced Calculus II

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

421 Tenth Ave. Bldg. 212—237—8371

- Chairperson:* Susan Larkin
- Professor Emeritus:* Wallace M. Piña
- Professors:* Robert Fox, Jane Katz, Susan Larkin, Davidson Umeh
- Lecturer:* Vincent Maiorino
- Adjunct Faculty:* Alan Carena, Gregory Glover, Marlene Goldstein, Alberto Gotay, Ted Lewis, Michele Lent
- Associate Athletics and Sports Information Director:* Jerry Albig
- Director of Facilities, Recreation, and Intramurals:* Robert Fletcher
- Director of the Cardiovascular Fitness Center:* Anthony Phillips
- Business Manager:* Tyrone Oree
- Facilities Manager:* Kevin Lewis
- Special Assistant to the Chairperson and Athletics Director:* Teri Freaney
- Athletics Trainer and Equipment Manager:* Helaine Cigal
- Assistant to Fitness Center Director:* Tizita Ayele
- Department Secretary:* Marianne Kahn

The following courses are expected to be offered during the 2003—2005 academic year:

HEALTH COURSES

PED 103. Personal Physical Fitness and Dynamic Health

The student will analyze modern concepts of fitness, evaluate one's personal level of health and fitness, examine the values of various exercise programs, perform exercises designed to improve muscular and cardiovascular systems, and understand concepts of weight management, diet and nutrition, and stress management. The student will be counseled toward solutions to individual physical fitness-health needs. 3 hours, 3 credits. (Offered every semester.)

PED 110. Contemporary Health Problems

The course will explore research on critical health issues dealing with mental health, substance addiction and dependence, nutrition, human sexuality, infectious and non-infectious diseases and their relationship to morbidity and longevity. 3 hours, 3 credits. (Offered every semester.)

PED 177. Physical Fitness for Law Enforcement

This course introduces students to physical, cognitive and emotional demands of police, correction and fire fighter work. Students learn how to develop and maintain high levels of aerobic and anaerobic fitness as well as how to address many special needs of law enforcement personnel: diet and nutrition, care of the back, fatigue from shift work, and physical fitness tests. 2 hours, 1 credit. (Offered every semester.)

PED 180. Stress Management

This course will explain the sources and consequences of stress. Key theories and terminology will be discussed and evaluated. A variety of instruments which measure stress levels among individuals will be demonstrated. Coping techniques enabling students to adjust to the demands of stress will be described and practiced. 3 hours, 3 credits. (*Same course as Psychology 180.*) (Offered every semester.)

PED 185. Health Issues in the Uniformed Services

Comprehensive examination of recent research and attitudes relating to health problems faced by uniformed services personnel. The course will discuss problems of substance abuse and addiction, HIV/AIDS, cardiovascular diseases, physical fitness, alcohol, tobacco, nutrition, infectious and non-infectious diseases. Students will examine various strategies for making decisions regarding their health. This course is open to all students. 3 hours, 3 credits. (Offered every semester.)

PED 195. Cardiovascular Fitness

A basic course in physical conditioning emphasizing cardiovascular fitness. This course is especially important for students who plan careers in law enforcement. The course features participation in a circuit training program by prescription. Apparatuses include treadmills, bicycle ergometer, dumbbells, wall pulleys, rowing machine, variable resistance bench press and knee-thigh machines. Students must provide medical clearance prior to undergoing a comprehensive fitness evaluation. Each exercise program is individually prescribed. Students will receive work capacity tests. 2 hours, 1 credit. (Offered every semester.)

PED 250. Psychology of Sport

An analysis of what psychology reveals about sports from two different perspectives: Why people participate in sports and how sports performance can be optimized by applied psychology. Topics covered will include social motivation in sport (competition, cooperation), activation and arousal, aggression in sport, personality and psychology of the athlete, group performance and cohesion, sex differences in sport, sports and sports psychology in the prevention of crime and the rehabilitation of offenders. Prerequisites: English 101. In addition: Psychology 101 or Psychology 102. 3 hours, 3 credits. (Offered Spring 2004.)

ACTIVITY COURSES

Students may apply no more than four credits of activity courses toward their degree requirements. There is no restriction on the number of three-credit physical education courses that can be used to fulfill elective requirements.

AQUATICS SAFETY AND SURVIVAL

PED 109. Water Aerobics and Basic Survival Skills

Introduction to aquatics in the safe low-impact medium of chest-deep water. Emphasis is on utilizing the water's resistance and buoyancy to promote cardiovascular conditioning, body toning, muscular strength, endurance and breathing. Use of state-of-the-art aquatic equipment such as Wet Vest (for deep water jogging), and Aqua Step Fins is included. 2 hours, 1 credit. (Offered fall semesters.)

PED 111. Aquatics I: Beginner Swimming

Introduction to the fundamental swimming skills of floating, gliding, and front crawl with instruction in basic water skills, safety and land rescue. Progression to more advanced skills such as treading water and standing front dive. Award of appropriate National Red Cross Aquatics Certificate level on completion of all skills requirements. 2 hours, 1 credit. (Offered every semester.)

PED 112. Aquatics II: Intermediate Swimming

Designed for students who have the fundamental swimming skills and are able to swim in deep water. Emphasis on form and ease in swimming and on perfecting the front crawl, breaststroke, side-stroke, back crawl, and standing front dive with instruction in basic water skills, safety and land rescue. Award of appropriate National Red Cross Aquatics Certificate level on completion of all skills requirements. 2 hours, 1 credit. (Offered spring semesters.)

PED 114. Aquatics III: Advanced Swimming

Designed for competent swimmers capable of swimming the crawl, backstroke, and breaststroke. Review of basic water skills, safety and land rescue. Training principles and interval workouts. Stretching,

weight training, and nutrition applicable to fitness, masters, and triathletes. Individualized video analysis of swimming skills. Award of appropriate National Red Cross Aquatics Certificate level on completion of all skills requirements. 2 hours, 1 credit. (Offered fall semesters.)

INDIVIDUAL ACTIVITIES

PED 131. Air Pistol Shooting

This course is an introduction to the basic handling of the air pistol (which uses pellets and not live ammunition), in order to develop the proper attitude for using a pistol safely and to develop skills in shooting at a bullseye target. This course is also an introduction to the historical, legal and political issues associated with the pistol. 2 hours, 1 credit. (Offered every semester.)

PED 150. Tennis I

Introduction to the basic tennis skills. Emphasis will be placed upon the forehand and backhand groundstrokes, footwork, volley and the serve. Basic singles and doubles strategies will be discussed. 2 hours, 1 credit. (Offered spring semesters.)

PED 168. Weight Training and Body Development

An introduction to the proper skills of weight training. The concepts of weight training, muscular development, strength and stamina are examined. The student will develop and practice a personal program of weight training. 2 hours, 1 credit. (Offered spring semesters.)

PED 192. Yoga I

An introduction to the fundamental posture exercises, breathing, and relaxation techniques of yoga as a basis for physical and mental self-improvement. 2 hours, 1 credit. (Offered every semester.)

MARTIAL ARTS

PED 143. Karate I

A basic course in fundamentals, including stances, punches, kicks, formal exercise, prearranged sparring, and free-sparring. History and philosophy discussed. 2 hours, 1 credit. (Offered every semester.)

PED 144. Karate II

Introduction leading to the acquisition of advanced skills in stances, punches, kicks, formal exercise, prearranged sparring, and free-sparring. History and philosophy of karate will be explored through assigned readings, lectures, discussions, and a field trip. Practice in directing and judging competitors and familiarization with Metropolitan Intercollegiate Karate League rules. Voluntary participation in intramural and intercollegiate competitions. Prepares students for promotion. 2 hours, 1 credit. (Offered spring semesters.)

PED 145. Self Defense

An introduction to the skills useful in defending against attacks from the side, rear, and front. Various safety preventions and hazards in the home and street will be explored. 2 hours, 1 credit. (Offered every semester.)

TEAM ACTIVITIES

PED 120–129. Advanced Athletics (Athletic Team Participants only.)

This course is limited to students who have successfully completed a full season of participation on a varsity team and have met the pre-established criteria in an activity within the intercollegiate athletic or sport club program at John Jay College. 1 credit per activity. (Offered every semester.)

Not offered 2003–2005:

PED 113. Personal Safety and First Aid

PED 140. Judo I
PED 141. Judo II
PED 151. Tennis II
PED 155. Golf I
PED 160. Modern, Folk, and Ethnic Dance
PED 190. Independent Study
PED 197. Aerobics I
PED 210. Aquatics IV: SCUBA
PED 211. Red Cross Senior Lifesaving
PED 230. Stress Management in Law Enforcement

DEPARTMENT OF PSYCHOLOGY

2115 North Hall 212—237—8771

Chairperson: Maureen O'Connor

Deputy Chairperson: (Rotating)

Professors Emeriti: Charles Bahn, Alan Goldstein, Irving Guller, Susan Oyama, Robert W. Rieber, Ruth Shapiro, Carl Wiedemann, Fred Wright, Jack Zlotnick

Distinguished Professor: Steven Penrod

Professors: Philip Bonifacio, Abe Fenster, Gwendolyn Gerber, Thomas R. Litwack, Gerald W. Lynch, Barbara Stanley, James S. Wulach

Associate Professors: José Arcaya, David Brandt, Matthew B. Johnson, Daniel Juda, Stuart Kirschner, Sondra Leftoff, James Levin, Keith Markus, Louis Schlesinger, Daniel Yaliso, Patricia Zapf

Assistant Professors: Angela Crossman, Diana Falkenbach, Michele Galletta, Jenifer Groscup, Elizabeth Jeglic, L. Thomas Kucharski, Maureen O'Connor, Chitra Raghavan, C. Gabrielle Salfati

Adjunct Faculty: Raphael Alford, Jim Beers, Naftali Berrill, Susan Blumenson, Elaine Bow, Aphrodite Clamar-Cohen, B.J. Cling, Joseph Cohen, Barbara Cowen, Mary Cox, Janet DiGiorio-Miller, Daniel Dunn, Miriam Ehrenberg, Steven Ellman, Lawrence Fantl, Leslie Feher, Alan Flexer, Michael Flynn, Lisette Garcia, Christopher Gibson, Kay Greene, Edward Kagen, Richard Kempter, Yang Kim, Michael Kramer, Robert Litchman, Gregory Mack, Martin McElhiney, Peter Meiland, Nancy Nicholas-Goldstein, Nancy O'Donohue, Elaine Olaoye, Kevin O'Neil, Sarah Oppenheim, David Otis, Maria Pagano, Daniel Patanella, Thanos Patelis, Julien Pessier, Charles Reid, Esther Rister, Cynthia Scheuer, Terri Schwartz, Jennifer Sontz, Neal Vorus, Erica Weissman, Mindi Wapner, Cheryl Williams, Ryan Williams, Ann Winton

Department Secretary: Diana Paltoo

The following courses are expected to be offered during the 2003—2005 academic year:

PSY 101. General Psychology I

A survey of human behavior with an emphasis on interpersonal processes. Subjects covered include personality and personality assessment; behavior pathology and treatment; behavioral aspects of motivation and emotion; social psychology; psychological research methods; applications of psychology. 3 hours, 3 credits. (Offered every semester.)

PSY 110. Drug and Alcohol Use and Abuse in American Society

An overview of drug substances and drug abuse. Topics covered include types and patterns of drug abuse with a focus on symptoms, causes, treatment modalities, and other related factors. Specific drug substances are discussed, along with resultant psychological and physiological effects. Attention is paid to legal, cultural, and educational factors as they relate to drug abuse prevention. Consideration of the relationship between urban living and drug abuse. 3 hours, 3 credits. (*Same course as Anthropology 110 and Sociology 110.*) (Offered every semester.)

PSY 129. The Psychology of the African-American Experience

Survey and critique of the major theoretical perspectives on African-American psychological development. Overview of the psychological experience of African-Americans, particularly those responses that foster sound psychological functioning despite oppressive or distorting social feedback. Application of psychological concepts and principles to the African-American experience. 3 hours, 3 credits. (*Same course as African-American Studies Psychology 129.*) (Offered fall semesters.)

PSY 180. Stress Management

This course will explain the sources and consequences of stress. Key theories and terminology will be discussed and evaluated. A variety of instruments which measure stress levels among individuals will be demonstrated. Coping techniques enabling students to adjust to the demands of stress will be described and practiced. 3 hours, 3 credits. (*Same course as Physical Education 180.*) (Offered every semester.)

PSY 200. General Psychology II

A continued survey of major topics in psychology. Subjects covered include: learning and memory; motivation and emotion; sensation and perception; experimental design; behavior genetics; languages, thinking and problem solving; and the history of psychology. Prerequisites: English 101 and Psychology 101. 3 hours, 3 credits. (Offered every semester.)

PSY 202. The Family: Change, Challenges and Crisis Intervention

This course will examine the family as a changing institution. Topics to be dealt with will include families throughout western history, families in different societies and cultures, maleness and femaleness, the nature of love, sexuality, being single and alone, dating and courtship, cohabitation, marriage, women and work roles, parenting, family stress and conflict, divorce, and remarriage. Prerequisites: English 101, Sociology 101 and Psychology 101. 3 hours, 3 credits. (*Same course as Sociology 202.*) (Offered every semester.)

PSY 210. Sex and Culture

Study of behavioral and psychological differences between males and females in the light of contemporary social science theories of social structure, social learning, and individual development. Emphasis on the examination of contemporary theoretical issues in cross-cultural perspective. Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (*Same course as Anthropology 210 and Sociology 210.*) (Offered every semester.)

PSY 213. Race and Ethnic Relations

An analysis of the problems and economic and social positions of minority groups in the United States. Power relationships among various public and private institutions, militant action organizations, service agency programs, etc., are explored in the light of their impact upon the administration of justice in slum communities, the role of minority group police officers, the community environment, and the people among whom law enforcement must operate. Interactions among historical and current social forces and institutions that influence group and individual behavior within urban ghetto communities are examined. New trends in intergroup relations, emergence of new minorities and American groups competing for program funding and services in the urban environment. Prerequisites: English 101. In addition: Sociology 101 or Psychology 101 or Anthropology 101. 3 hours, 3 credits. (*Same course as Sociology 213.*) (Offered every semester.)

PSY 221. Social Psychology

A survey of the theories, research and findings related to the individual's functioning and behavior in society and society's effect on the individual. Among the major topics covered are socialization, social roles, group process, leadership, communication and language development, and attitude formation and change. Prerequisites: English 101 and Psychology 101. 3 hours, 3 credits. (Offered every semester.)

PSY 223. Industrial and Organizational Psychology

An examination of the principal theories and experiments concerning how man relates to his job and to co-workers on his job; how organizations make use of these factors in the selection, training and placement of workers. Prerequisite: Psychology 101. 3 hours, 3 credits. (Offered Fall 2004.)

PSY 224. Death, Dying, and Society: A Life Crises Management Issue

Death and dying will be viewed from the perspectives of a variety of academic disciplines and applied fields. The course will deal with the dying process; the different cultural practices and beliefs related to this process; its impact on the individual and his or her family, particularly in the areas of grief, mourning, and restructuring the family; and it will examine the ways different occupational groups are routinely involved with death and dying and the methods they evolve to manage it for others and cope with it themselves. The course will also explore different types of death, death at different periods in the life cycle, euthanasia, abortion and the ethical, religious existential issues related to death and dying. The course will be multidisciplinary. Prerequisites: English 101 and an introductory course in sociology, psychology, anthropology, or philosophy. 3 hours, 3 credits. (Same course as Anthropology 224, Philosophy 224, and Sociology 224.) (Offered every semester.)

PSY 228. Psychology and Women

A detailed examination of theories of feminine experience, personality and behavior, the development of gender identity and of sex-typed characteristics and abilities, with emphasis on processes and on the critical evaluation of research. The interrelations among anatomy, physiology, and psychology will be examined, and the psychology of women will be compared to and placed within the larger framework of contemporary psychological thinking. Implications for therapy will also be covered. Prerequisites: English 101. In addition: Psychology 101 or Sociology 101. 3 hours, 3 credits. (Offered every semester.)

PSY 231. Child Psychology

The psychological development of the child through infancy and childhood. Topics will include motor, cognitive, emotional, and social development as these are influenced by genetic, individual, and cultural factors. Prerequisites: English 101 and Psychology 101. 3 hours, 3 credits. (Offered every semester.)

PSY 232. Psychology of Adolescence and the Adolescent Offender

Theories of adolescent psychosexual, psychosocial, cognitive and biological development will be presented. The application of these theories and issues to understand delinquency and drug abuse during adolescence will be discussed along with the reading of the pertinent psychological literature in these areas. Case studies and psychological treatment methods will be considered. Prerequisite: Psychology 101. 3 hours, 3 credits. (Offered fall semesters.)

PSY 234. Psychology of Human Sexuality

This course is designed to explore the evolution of human sexual behavior, contemporary sexual modes and disorders of sexual expression from a psychodynamic point of view. Developmental factors instrumental in shaping human sexual behavior, including family dynamics, early learning, and psychosocial pressures at various stages of development are discussed. Disorders of sexual behavior are reviewed, as well as contemporary treatment methods. Prerequisites: English 101 and Psychology 101. 3 hours, 3 credits. (Offered every semester.)

PSY 236. Group Dynamics

This course will focus primarily on the psychology of the small group. A combination of lectures and action oriented activities (e.g., role playing) will be used to give students an understanding of group processes and to improve their skills as group members or leaders. The aim of the course is to provide an integration of group theory, research and applied methods. Topics covered include group development, group conflict, conflict resolution within groups, and an overview of group theory and human relations training groups. Prerequisites: English 101 and Psychology 101. 3 hours, 3 credits. (Offered every semester.)

PSY 240. Psychology of Oppression

A study of the origins of oppression and its psychological effects on various racial and ethnic groups. Comparative analysis of the responses of African-Americans and other selected groups to oppression. Examination of the similarities and differences in patterns of adaptation to abuses of power and authority. Prerequisites: English 101. In addition: African-American Studies Psychology 129 (formerly AAP 100) or Psychology 101 or 129. 3 hours, 3 credits. (Same course as African-American Studies Psychology 240.) (Offered spring semesters.)

PSY 242. Abnormal Psychology

A survey of the causes, classification, and treatment of abnormal behavior. The course examines topics such as reactions to stress and adjustment disorders, anxiety disorders, personality disorders, psychoses, alcohol and drug abuse, sexual disorders and sexual deviations, disorders of mood, behavioral disorders of adolescence and childhood, and the psychology of criminal behavior. Methods of assessment, including psychological testing, and various approaches to treatment will also be considered. Prerequisites: English 101 and Psychology 101. 3 hours, 3 credits. (Offered every semester.)

PSY 243. Theories of Personality

Critical survey of modern approaches to the organization and development of personality. An attempt is made to integrate experimental, clinical, and cultural evidence, with some consideration of problems of personality adjustment. Prerequisites: English 101 and Psychology 101. 3 hours, 3 credits. (Offered every semester.)

PSY 255. Group Dynamics in Chemical Dependency Counseling

Group counseling issues will be discussed which focus on treating chemical dependency. Differences from conventional groups, selection of group members, types of groups for chemical dependency treatment, facilitating group process, using groups to build motivation, and other topics germane to treating the chemically dependent in groups will be discussed. Group dynamics in self-help groups and inpatient facilities will also be discussed. While this course is intended for Addiction Studies Program (ASP) students who are pursuing the credential in alcoholism and substance abuse counseling (CASAC), psychology and human services students with an interest in group process for treating chemical dependency and invited to enroll. Prerequisites: English 101. In addition: Psychology 110 or Anthropology 110 or Sociology 110 or Psychology 266 or Psychology 242. 3 hours, 3 credits. (Offered fall semesters.)

PSY 266. The Psychology of Alcoholism and Substance Abuse

This course will explore the nature of alcoholism from the perspectives of clinical and social psychology. Topics will include patterns of alcohol use and abuse, the psychodynamics of alcoholism, and basic principles of treatment and rehabilitation. The course will also consider related problems faced by family and friends of the drinking person. Prerequisites: English 101 and Psychology 101. 3 hours, 3 credits. (Offered fall semesters.)

PSY 268. Therapeutic Interventions in Chemical Dependency

This course focuses on a variety of therapeutic issues and counseling techniques involved in the treatment of alcoholism. Initial interviewing, diagnostic assessment, consultation with family members, and development of a treatment plan are studied. Emphasis is placed on developing methods for maintaining a therapeutic alliance and dealing with acting out and resistance. Technical problems in interviewing, leading groups, and working with families are explored through the use of case material and role playing methods. Prerequisites: English 101 and Psychology 101. 3 hours, 3 credits. (Offered every semester.)

PSY 271. Psychological Foundations of Police Work

This course is designed to explore and apply psychological principles and practice to the varied police functions in present-day society. Some of the specific topics that will be discussed and critically examined are: the unique psychological stresses of police work and their effect on the police officer, his family, and the public; identification and management of the problem police officer; psychological stresses of command; psychology of crowds; riots and their effective control; the application of psychological principles to

detective work. The interpersonal psychodynamics of the police with civilian complainants, victims, and violent, aggressive individuals will be reviewed in depth. Prerequisites: English 101. In addition: sophomore standing or above; Psychology 101 or Police Science 101; or permission of the section instructor. 3 hours, 3 credits. (*Same course as Police Science 271.*) (Offered every semester.)

PSY 275. Family Conflict and the Family Court

The interest of the Family Court in essentially "psychological" problems which the Family Court consistently faces and the role of the psychologist in the Family Court. The course will focus on such problems as custody disputes following separation or divorce, foster care and adoption, children unwanted by their families, school truancy and other status offenses, delinquent youth, and the application of rapid intervention techniques in the Family Court context. Prerequisites: English 101 and Psychology 101. 3 hours, 3 credits. (Offered every semester.)

PSY 310. Culture and Personality

The factors in, and the effect of, cultural conditioning on the biological foundations of personality. A study, on a cross-cultural basis, of the conditioning factors of child care and training, group value attitudes, practices, and culture forms, with reference to basic personality formation. Prerequisites: English 102. In addition: Psychology 101 or Anthropology 101 or Sociology 101; and junior standing or above. 3 hours, 3 credits. (*Same course as Anthropology 310.*) (Offered every semester.)

PSY 311. Experimental Psychology

Application of the experimental method to the analysis of behavioral phenomena in human beings and animals. Design and execution of experiments in conditioning, learning, perception, motivation, conflict. Selected personality problems. Prerequisites: English 102 and Psychology 101, 200, and Statistics 250. 6 hours, 4 credits. (Offered every semester.)

PSY 331. Assessment and Clinical Evaluation in Chemical Dependency Counseling

This course will focus on assessment of addictive disorders, and clinical evaluation of substance and alcohol abusers. Application of assessment and clinical evaluation findings will be made to treatment planning, case management, discharge planning and clinical record keeping. These assessment and evaluation methods and findings will be applied to chemical dependency counseling techniques. While this course is intended for Addiction Studies Program (ASP) students who are pursuing the credential in alcoholism and substance abuse counseling (CASAC), other students with an interest in assessment and clinical evaluation in chemical dependency are invited to enroll. Prerequisites: English 102. In addition: Psychology 242 or Psychology 255 (Group Dynamics in Chemical Dependency Counseling) or Psychology 268. 3 hours, 3 credits. (*Same course as Counseling 331.*) (Offered fall semesters.)

PSY 342. Introduction to Counseling Psychology

Provides a theoretical survey of the field of counseling. Major emphasis is on such topics as ethical considerations, the intake interview, counselor roles and client roles, goals of counseling, referrals and liaisons in community, vocational counseling, tests and instruments used in the counseling process, academic counseling, and research on the counseling process. Differences between counseling and psychotherapy are discussed. Field trips to various counseling centers are arranged. Prerequisites: English 102 and Psychology 242 and 243. 3 hours, 3 credits. (*Same course as Counseling 342.*) (Offered Spring 2004.)

PSY 343. Psychology of Dreams

A basic course dealing with the theoretical and research aspects of dreams and the psychology of the dream process. Lectures, discussions, and readings focus on the use of dreams in psychotherapy, understanding unconscious communication in dreams, and recent developments in dream interpretation. Prerequisites: English 102. In addition, Psychology 242 or 243. 3 hours, 3 credits. (Offered every semester.)

PSY 345. Culture, Psychopathology, and Healing

This course will study and compare models of mental illness and treatment within Western cultures, non-Western cultures and migrating populations. Cultural notions of mental illness and healing and applicability of Western models of psychopathology, psychiatry, and psychotherapy to other cultures will be considered. The evolving role of Western psychology and psychiatry within the context of globalization of health care systems will be addressed. Topics will include: self and culture; emotions and culture; cross-cultural diagnosis; psychotherapists, traditional healers and shamans; the immigrant as psychiatric patient; the politics of psychiatry in world health. Prerequisites: English 102, Psychology 242 and junior standing or above. 3 hours, 3 credits. (*Same course as Anthropology 345.*) (Offered Fall 2004.)

PSY 350. Advanced Topics in Chemical Dependency Counseling

This course provides instruction in specific counseling concepts and skills focused upon alcoholism and substance abuse counseling. Students learn about client assessment, treatment planning, case management, clinical record keeping, discharge planning, counseling roles and settings, family and community education, and vocational counseling. Prerequisites: English 102. In addition: Psychology 242 or Psychology 331 or Counseling 331. 3 hours, 3 credits. (*Same course as Counseling 350.*) (Offered spring semesters.)

PSY 370. Psychology and the Law

A critical examination of the relationships between the legal system and psychological theory, research and practice. Topics include: civil commitment, the rights of mental patients, standards of legal competence, psychological testimony, predictions of dangerousness, the insanity defense, child custody disputes, and ethical issues in psychology and the law. Prerequisites: English 102, Psychology 101 and one of the following: Psychology 242 or Law 203. 3 hours, 3 credits. (*Same course as Law 370.*) (Offered every semester.)

PSY 372. Psychology of Criminal Behavior

A study of the psychological bases and dynamics of criminal behavior. Topics to be discussed include the "antisocial personality"; the "psychopath"; psychosis and crime; alcoholism and drug abuse; the adolescent offender; the female offender; "sex" offenders; and white collar crime. The varying ways in which the criminal justice system processes, treats, and affects the different types of offenders will also be discussed. Prerequisites: English 102. In addition: Psychology 242 or permission of the section instructor. 3 hours, 3 credits. (Offered every semester.)

PSY 378–379. Field Work in Forensic Psychology

Supervised experience assisting psychologists in their assessment, management and treatment functions. Students will work in an applied institutional setting, such as a prison, special treatment clinic, hospital, or rehabilitation setting. Training will include interviewing and taking case histories, observation, staff and case conferences. Prerequisites: English 102, Psychology 242 and majoring in Forensic Psychology. Hours to be arranged. Each 3 credits. (Offered every semester.)

PSY 410. Independent Study

A program of reading and reporting planned and carried out under the guidance of a faculty member. Concerned with a selected topic, issue, or area of interest in anthropology, psychology, or sociology. Prerequisites: 12 credits in psychology; and permission of the chairperson of the department and the section instructor. 3 hours, 3 credits. (Offered every semester.)

PSY 421. Forensic Social and Experimental Psychology

This course critically examines selected areas in social and experimental forensic psychology. Students will gain an in-depth knowledge of topics focusing on individual behavior and perceptions such as eye-witness, child witness, or expert witness testimony) and topics focusing on group behavior (such as jury selection and decision making). Students will read original research articles and will explore current debates in the field relating to research questions, research methods, and ethical issues in research. Prerequisites: English 102, Psychology 311, and Psychology 370. 3 hours, 3 credits. (Offered spring semesters.)

PSY 442. Key Concepts in Psychotherapy

This course will examine the process of psychotherapy from the standpoint of central issues. Various theoretical approaches will be considered. There will be case illustrations from the experience of the instructor, who will be a practicing clinical psychologist. Prerequisites: English 102. In addition: senior standing; Psychology 242 and 243; or permission of the section instructor. 3 hours, 3 credits. (Offered every semester.)

PSY 450. Major Works in Deviance and Social Control

The study of major writings on deviance and social control of 20th-century anthropologists, psychologists, and sociologists who made seminal contributions to the contemporary understanding of the subject. The course, a seminar, will include selected writings of such theorists as Ruth Benedict, Emile Durkheim, Sigmund Freud, Bronislaw Malinowski, Robert K. Merton, and Thomas Szasz. Prerequisites: English 102. In addition: senior standing and majoring in Deviant Behavior and Social Control. 3 hours, 3 credits. (Same course as Anthropology 450 and Sociology 450.) (Offered every semester.)

PSY 476. Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System

Advanced analysis of criminal behavior and various problems confronting the criminal justice system from a psychological perspective. Topics include the psychological assessment of offenders and the psychosocial assessment of various components of the criminal justice system. Ethical issues in the assessment and rehabilitation of offenders, and in researching psycholegal issues will also be considered. Case studies and student presentations will be emphasized. Prerequisites: English 102. In addition: Psychology 242 and either Psychology 370 or 372. 3 hours, 3 credits. (Offered every semester.)

PSY 477. Advanced Seminar in Youth, the Family and Criminal Justice

Examination of selected topics related to the interactions among the family, childhood and adolescence, and the criminal justice system. Specific topics chosen for discussion may include the childhood roots of criminal behavior, juvenile delinquency, intrafamilial violence, victimization of children and adolescents and the role of the Family Court. Prerequisites: English 102. In addition: senior standing; majoring in Forensic Psychology or Criminology; and Psychology 232 or Sociology 309; or permission of the section instructor. 3 hours, 3 credits. (Same course as Sociology 477.) (Offered spring semesters.)

PSY 480. Ethical and Professional Issues in Chemical Dependency Counseling

The professional role and special ethical responsibilities of the chemical dependency counselor will be discussed. The need for professional ethics, continuing education and developing cooperative relationships with professional colleagues, the ethical canon for counselors, legal considerations including confidentiality and reporting requirements for chemical dependency counselors will be covered. Ethical dilemmas will be discussed in order to help the student develop a method for making ethical decisions. Although this course is intended for advanced Addiction Studies Program (ASP) students who are pursuing the credential in alcoholism and substance abuse counseling (CASAC), other students with an interest in ethical issues in psychology and human services are invited to enroll. Prerequisites: English 102. In addition: Psychology 242 or Psychology 350 or Counseling 350. 3 hours, 3 credits. (Offered spring semesters.)

Not offered 2003—2005:

- PSY 130. Effective Parenting
- PSY 229. Psychology of Communication
- PSY 250. Psychology of Sports
- PSY 272. Correctional Psychology

DEPARTMENT OF PUBLIC MANAGEMENT

3254 North Hall 212—237—8070

Chairperson: Warren Benton

Professors Emeriti: Peter S. Albin, Nesta M. Gallas, Lawrence J. Kaplan, Ellen Doree Rosen, Charles Ryan

Professors: Warren Benton, Lotte Feinberg, Robert J. Loudon, Marilyn Rubin

Associate Professors: James K. Cohen, Jannette Domingo, Anna C. Goldoff, Diane Hartmus, Joan Hoffman, Jae T. Kim, Patrick O'Hara

Assistant Professors: Glenn Corbett, Richard Culp

Instructor: Judy-Lynn Peters

Adjunct Faculty: Harry Azano, Holly Clarke, Timothy Flannery, Edwin Frauman, Arlene Gieger, Camille Gibson, Richard Glover, Mabel Gomes, Evan Grill, Robert Hong, Delores Kazanjian, James Murtagh, Sonny Nzeako, Fahretin Okcabol, France Owarish, Fred Palm, Flora Rothman, Andrew Rudyk, Robert Sermier, Frank Straub, Paul Wyatt

Administrative Assistant for Academic Programs: Mabel Gomes

Department Secretary: Gwen Alexis

The following courses are expected to be offered during the 2003—2005 academic year:

ECONOMICS

ECO 101. Principles of Economics

This course is a guide to economic literacy and the global economy in the 21st Century. Topics covered include how markets work, including consumer behavior, economic cost analysis, and determination of prices; market structures and their impact on business behavior; the relationships among labor, business, and government; business cycles; money creation and the banking system; economic stabilization policies, including deficit financing and taxation; international trade, and prospects for sustainable development. Alternative theoretical perspectives are introduced. Examples are drawn from the global economy. 3 hours, 3 credits. (Offered every semester.)

ECO 170. Introduction to the Economics of Crime and Social Problems

This course analyzes the links between socioeconomic conditions and crime. Paired topics include: recession and domestic violence, affluence and white collar crime, poverty and robbery/theft, youth labor frustrations and youth crime, illegal drug markets and addict/dealer crime, unemployment and crime rates, government budgets and police spending, and income bias and the criminal justice system. Basic economic literacy is taught as part of this course. 3 hours, 3 credits. (Offered every semester.)

ECO 215. Economics of Regulation and the Law

This course examines the microeconomic theory used to justify government regulation. Business and consumer behavior is analyzed in light of government intervention. Applications include environmental regulations, occupational safety regulations, securities regulations, bank regulations, and a special emphasis is placed on antitrust law. Prerequisites: English 101 and Economics 101. (Economics 101 is also a co-requisite.) 3 hours, 3 credits. (Offered Spring 2005.)

ECO 231. Global Economic Development and Crime

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

smuggling and money laundering. Prerequisites: English 101 and Economics 101. 3 hours, 3 credits. (Offered every semester.)

ECO 245. International Economics

Theories of international trade, exchange rate determination under fixed and flexible regimes, the international financial system and balance of payments accounting are introduced. The role of multinational corporations and foreign aid, as well as international institutions such as the International Monetary Fund, World Bank, International Labor Organization, and the World Trade Organization are examined. Problems of unsustainable current account deficits and external debt for developing nations are explored. Trade and investment policies are examined from alternative theoretical perspectives, including debates over "free trade" versus "fair trade," international financial system reform and the impact of globalization on national sovereignty and democratic governance. Lastly, the economies of selected developed, developing and transitional nations are surveyed. Prerequisites: English 101 and Economics 101. 3 hours, 3 credits. (Offered spring semesters.)

ECO 250. Accounting I

The course introduces the principles of accounting and basic accounting tools used to report the operations of contemporary economic institutions. Distinctions between the application of accounting principles to public and private economic units are introduced. Topics include transaction analysis, inventories and asset evaluation, taxation, and managerial accounting. Prerequisite: English 101. 3 hours, 3 credits. (Offered every semester.)

ECO 260. Environmental Economics, Regulation and Policy

The economic roots of environmental problems such as resource depletion, pollution, toxic wastes, and global warming are explored. The global issues of sustainable development, environmental justice, and the intertwining of poverty and environmental problems are studied. Different environmental standards and decision-making techniques are presented and their relative merits examined. The corrective potential of a variety of policies such as civil and criminal regulation, taxation, tradable permits, auditing, environmental impact requirements and international treaties are analyzed. The implications of alternative theoretical perspectives for public policy are considered. Prerequisites: English 101 and Economics 101. 3 hours, 3 credits. (Offered Fall 2004 and Spring 2005.)

ECO 265. Public Sector Economics and Policy

Contemporary economic problems provide the context for analyzing the economic role of government from a variety of perspectives. The need for government intervention due to external effects of market transactions, public goods, equity considerations, market power and stabilization needs is explained. The impact upon us of government spending, taxation, money creation and regulation is examined. A variety of techniques such as present valuation and cost benefit analysis are presented. The economic problems considered in the course will include such issues as housing, education, poverty, pollution, discrimination, government fragmentation, social security, and current fiscal, monetary and tax policy debates. Prerequisites: English 101 and Economic 101. 3 hours, 3 credits. (Offered Spring 2005.)

ECO 315. An Economic Analysis of Crime

Crimes with economic motivations are analyzed using the Economic Theory of Crime. Topics focus on urban problems including: narcotics, illegal gambling, loan-sharking, labor racketeering, and organized crime. Costs of crime and imprisonment are discussed. Strengths and weaknesses of the Economic Theory of Crime are discussed from alternative points of view. Prerequisites: English 102. In addition: Economics 101 or Economics 170; and junior standing or above. 3 hours, 3 credits. (Offered Fall 2004.)

ECO 360. Corporate and White Collar Crime

In examining crimes committed by corporations and organizations, as well as individuals in the course of their occupation, this course explores: how such crimes are socially defined, who commits them, who is victimized by them, which social contexts promote them, and how society responds to them. The economic, social, and political costs of corporate and white-collar crime are compared to street

crime. Other topics include: embezzlement, fraud, and theft which occurs within enterprises, "underground" economic activity; criminal violation of antitrust and environmental laws, security, fiduciary, and market crimes; and corrupt relationships between business and government. Members of either the Economics or Sociology faculties teach this course with varying emphasis on the above topics. Prerequisite: English 102. In addition: junior standing or above; Sociology 203, and one course in Economics. 3 hours, 3 credits. (Same course as Sociology 360.) (Offered every semester.)

FIRE SCIENCE

FIS 101. Introduction to Fire Science

An introduction to the science of public fire protection, with a review of the role, history, and philosophy of the fire service in the United States. Includes career orientation and a discussion of current and future problems in fire protection. 3 hours, 3 credits. (Offered every semester.)

FIS 104. Risk Management

A study of fire insurance and risk, with a consideration of the background of the fire problem, insurance and financial institutions, development of rates, underwriting, grading schedules, the FAIR plan, and the roles of both government and private enterprise in the insurance industry. 3 hours, 3 credits. (Offered spring semesters.)

FIS 106. Safety Engineering

Course focuses on the work environment, its human, physical and environmental factors. Attention is given to achieving safety through hazard control; the laws of error; monitoring systems; accident analysis; promoting safety; OSHA; Workers' Compensation, fire prevention and fire safety. 3 hours, 3 credits. (Offered spring semesters.)

FIS 202. Fire Protection Systems

A study of the nature of public and private fire protection with an emphasis on analysis of systems of fire detection, fire alarm, fire communications, water distribution networks, fire service, hydraulics, and fire suppression. Prerequisites: English 101. In addition: Fire Science 101 or permission of the section instructor. 3 hours, 3 credits. (Offered fall semesters.)

FIS 205. Fire Service Hydraulics

A course in hydraulic principles systems. Applications are related to fire protection systems such as: sprinklers, standpipes, hoses, nozzles, pumpers, and water supply systems. Demonstrations illustrate and supplement the principles developed in class. Prerequisites: English 101 and Fire Science 101. 3 hours, 3 credits. (Offered spring semesters.)

FIS 209. Analysis of Urban Hazardous Materials, Tactics, and Strategy

A study of the storage, transportation, and use of hazardous material with an emphasis on flammable liquids, gases, cryogenics, and radioactive materials. It includes a systems analysis of methods of prevention, detection, control, and suppression of emergency situations. Case studies form the basis of the course. Critical parameters and characteristics of hazardous materials are defined and studied. Prerequisites: English 101 and Fire Science 101. 3 hours, 3 credits. (Offered fall semesters.)

FIS 210. Fire Safety Administration

The course focuses on satisfying the administrative needs of a student who is preparing for a career requiring a knowledge of the principles of fire safety and the various laws that have been enacted to assure fire safety in the workplace. Prerequisites: English 101 and Fire Science 106. 3 hours, 3 credits. (Offered fall semesters.)

FIS 220. Survey of the Concepts of Operations Research

An introduction to operations research as it applies to model formulation in problems of management science, criminal justice, fire science and public service systems. Several topics will be surveyed from an elementary point of view in order to develop an apprecia-

tion and understanding of a quantitative approach to the resolution of management-oriented problems. Prerequisites: English 101. In addition: Mathematics 108 or 141. 3 hours, 3 credits. (*Same course as Mathematics 220 and Police Science 220.*)(Offered every semester.)

FIS 230. Building Construction and Life Safety Systems I

A review is made of building construction and building systems. Crafting principles and plan reviews will be introduced. This introduction will expose the student to actual problems as they exist in the field. Fire ratings of building components will be studied and integrated with applicable building codes. Relationships between fire protection and life safety will be reviewed. Smoke and flame travel will be studied to determine effective means of control. Modern high rise structures will be reviewed to determine the unique problems they present to life safety and fire fighting. Prerequisites: English 101. In addition: Fire Science 101 or permission of the section instructor. 3 hours, 3 credits. (Offered spring semesters.)

FIS 303. Fire Investigations

An analysis of incendiary fire investigation from the viewpoint of the field investigator, with an emphasis on the value of various aids and techniques in the detection of arson, collection and preservation of evidence, investigation, interrogation, related laws of arson, court appearance, and testimony. There will be a discussion of case study illustrations. Prerequisites: English 102 and Fire Science 230. 3 hours, 3 credits. (Offered Spring 2005.)

FIS 330. Building Construction and Life Safety Systems II

Building construction and building systems will be reviewed. Life safety systems in buildings will be examined. Building construction requirements, as they relate to fire safety, will be studied. New York City and the National Building Code will be used to illustrate how these requirements are legally interrelated. Case histories and existing building plans will be analyzed to give students a "hands-on" experience. Students will be introduced to a systems approach in designing buildings for life safety and security. Prerequisites: English 102 and Fire Science 230. 3 hours, 3 credits. (Offered Fall 2004.)

FIS 350. Management Applications in Fire Protection

Theory and practice of public management applied to fire protection. Examination of organizational structure and command, personnel development and management, budgeting and fiscal management, and management systems and techniques within the context of contemporary fire protection management. Assessment of policy development and advocacy by fire protection administrators in the political and private sector. Prerequisites: English 102. In addition: Public Administration 240 or permission of the section instructor. 3 hours, 3 credits. (Offered fall semesters.)

FIS 401. Seminar in Fire Protection Problems

An analysis of major fire problems from the viewpoint of both the public and private sectors. Prerequisites: English 102; senior standing; and majoring in Fire Science, Fire Service Administration, Fire and Emergency Service, or Public Administration. 3 hours, 3 credits. (Offered spring semesters.)

PUBLIC ADMINISTRATION

PAD 240. Introduction to Public Administration

Introductory course treating the concepts and relationships involved in the execution of public policy. The relationship of the administrative process to clientele groups, the public, legislative bodies, the executive, and the courts. Theory and description of administrative organization. Review of the salient features of recent reports on reorganization, fiscal administration, personnel management, and management improvements. Prerequisites: English 101 and one of the following: Anthropology 101 or Economics 101 or Government 101 or Psychology 101 or Sociology 101. 3 hours, 3 credits. (Offered every semester.)

PAD 241. Computer Applications in Public Administration

An examination of the uses of computers as aids to public administration, and a survey of the basic knowledge which a manager should possess to work effectively with computers. Topics of examination include: trends in computer technology as they affect management, organizational impacts, employee development, computers and management styles and techniques, productivity improvement with computers, selection and use of software packages, selection and use of hardware systems, and management applications such as simulation and data base management. Prerequisites: English 101 and Public Administration 240. 3 hours, 3 credits. (Offered every semester.)

PAD 260. International Public Administration

Review of the institutions, processes, and policy issues associated with the administration of international organizations and the implementation of international agreements. Focus on the development of functional and regional international organizations in the context of international legal, political, and economic structure, and the administrative processes and structures that are associated with such organizations. Comparison of structures and styles of public management in other nations and cultures. Prerequisites: English 101. In addition: Economics 101 or 102. 3 hours, 3 credits. (Offered every semester.)

PAD 340. Planning

Analysis of the techniques of planning, decision making, and implementation of change in the public sector. Evaluation of methods available for identifying needs, managing short- and long-term plans, monitoring change in a systematic way. Emphasis on planning as an administrative tool in a democratic/political environment. Prerequisites: English 102 and Public Administration 240. 3 hours, 3 credits. (Offered every semester.)

PAD 343. Administration of Financial Resources

Examination of the managerial and political aspects of budgetary cycles and processes in the public sector. Budget planning, preparation, presentation, authorization, administration and control, alternative and innovative approaches to public budgeting; budgetary roles and role relationships. Prerequisites: English 102 and Public Administration 240. 3 hours, 3 credits. (Offered every semester.)

PAD 346. Administration of Personnel Resources

This course will provide the student with 1) an understanding of the history, development, and evolving philosophy of public sector personnel management, and 2) an introduction to specific techniques necessary for the management of personnel resources. Among the issues to be examined are recruitment, selection, and training of personnel, affirmative action, labor-management relations, and the role of a manager in public sector organizations. Prerequisites: English 102 and Public Administration 240. 3 hours, 3 credits. (Offered every semester.)

PAD 348. Justice Planning and Policy Analysis

Review of techniques of planning, decision making, and implementation of change in the justice system. Survey of methods available for identifying needs, managing short and long term plans, and systematically monitoring change. Overview of problem areas involving the interface between discrete components of the justice system. Prerequisites: English 102 and Criminal Justice 101 and Public Administration 241. 3 hours, 3 credits. (Offered every semester.)

PAD 358. Comparative Public Administration

A comparative analysis of administrative processes and institutions in selected foreign countries. This course will explore similarities and contrasts in administration and program policy as they relate to political, social, economic, and cultural factors in the societies studied, with special emphasis on developmental administration. Prerequisites: English 102 and Public Administration 240. 3 hours, 3 credits. (Offered spring semesters.)

PAD 360. Court Administration

Study of court management from institutional, behavioral, and process perspectives. Emphasis on court structure, jurisdiction and

inherent power; governmental relations affecting managerial control, judicial concerns and constraints on management; the allocation and utilization of court manpower and on other resources, and the role of the court executive. Prerequisites: English 102 and Public Administration 240. 3 hours, 3 credits. (Offered every semester.)

PAD 400. Quantitative Problems in Public Administration

The principles and techniques of operations research will be applied to field problems and cases. Students will develop quantitative models, consider the organizational and management implications of the models, and develop management and implementation studies. Prerequisites: English 102, Mathematics 220 and any 300-level Public Administration course. 3 hours, 3 credits. (Offered every semester.)

PAD 402–403. Seminar and Internship in New York City Government

Students work for a city agency or political figure for at least 12 to 16 hours a week and meet once a week in a seminar to discuss the politics and policy making of the New York City government. The seminar meets once a month at The City University Graduate Center with students who are in similar programs at other senior colleges of the University to attend symposia offered by New York City officials or political figures and to participate in subsequent discussion. Placement in city agencies is arranged by the instructor in consultation with the individual student. A student currently employed by a city agency may satisfy this internship requirement through such employment. A work-study student may fulfill all or part of his work requirement through this internship. Prerequisites: English 102. In addition: senior standing and majoring in Government or Judicial Studies or Public Administration; or permission of the section instructor. 6 hours, 6 credits. (Same course as Government 402-403.) (Offered every semester.)

PAD 404. Practicum in Public Administration

Supervised work experience for students in city, state, federal, or international agencies based on a project with a defined work-product. Initial development of a project proposal, approved by both the course professor and the field supervisor, appropriate to the student's major, and including a literature review of the topic. Participation in weekly classroom meetings and seminars supplements the work experience. Prerequisites: English 102; Public Administration 241 or 400; and senior standing. 3 hours, 3 credits. (Please contact department for course frequency.)

PAD 420. Contemporary Administration and the Judiciary

Study of emerging trends and issues in the administration of the courts, and the emerging role of the Judiciary in the administration of programs in the public and private sectors. Examination of the literature of traditional court administration, as well as from areas of judicial intervention, such as corrections, school desegregation, mental health, and foster care. Review of the history of judicial approaches to the administrative process, with focus on the forms of intervention and the substantive issues raised. Prerequisite: Public Administration 360. 3 hours, 3 credits. (Same course as Law 420.) (Offered every semester.)

PAD 440. Problems in Public Administration

Seminar in selected problems for public administration. Case studies of current issues in public-sector management. Analysis of managerial techniques and strategies against a background of organization theory, behavioral motivation, administrative history, and political change. Prerequisites: English 102, senior standing and Public Administration 240. 3 hours, 3 credits. (Offered every semester.)

PAD 445. Seminar in Justice Administration and Planning

Seminar in selected problems involved in planning and administration of programs and agencies involved in criminal justice. Students examine actual and simulated cases involving the development and implementation of criminal justice policy. Cases require the analysis of management technique and policy strategy in the context of theory and practice in public administration and criminal justice. Prerequisite: Public Administration 348. 3 hours, 3 credits. (Offered every semester.)

Not offered 2003–2005:

- ECO 102. Economics for Public Administrators
- ECO 270. Urban Economics
- ECO 335. Economics of Finance
- PAD 163. Organization and Administration of Alcohol Programs
- PAD 314. Productivity
- PAD 320. Operations Management
- PAD 350. Managing Organizational Behavior in Transportation
- PAD 352. Metropolitan Transportation Systems
- PAD 354. Administrative Aspects of Intergovernmental Relations

- PAD 390. Selected Topics in Public Administration
- PAD 405. Government and Administration of New York City

DEPARTMENT OF PUERTO RICAN/LATIN AMERICAN STUDIES

1552 North Hall 212–237–8749

Chairperson: José Luis Morín

Associate Professor: Francisco Chapman

Assistant Professors: Luis Alvarez, Luis Barrios, Marcia Esparza, José Luis Morín

Instructor: Jodie Roure

Adjunct Faculty: Eduardo Casares, Maria DeJesus Galvan, Jorge Irizarry, M.A. Samad-Matias, Edgar Rivera Colon

Department Office Assistant: Christopher Aviles

The following courses are expected to be offered during the 2003–2005 academic year:

ETH 124. Puerto Ricans and Other Hispanics in American Society

An interdisciplinary and comparative study of Puerto Rican and other Hispanic peoples in American society and their contributions through an investigation of their history, culture, and social dynamics. 3 hours, 3 credits. (Offered every semester.)

ETH 125. Race and Ethnicity in America

Study of the many peoples who have contributed to the fashioning of American civilization from 1500 to the present. Survey of historical and contemporary issues related to racial, ethnic, religious, and cultural diversity in the United States through an examination of such concepts as assimilation, discrimination, integration, pluralism, racism, segregation. 3 hours, 3 credits. (Registration is through the Department of African-American Studies or the Department of Puerto Rican/Latin American Studies.) (Please contact departments for course frequency.)

PLA 145. Puerto Rican Culture and Folklore

A study of the emergence of a national culture and folklore. The Taino, Spanish, and African contributions to the Puerto Rican personality and character. Emphasis on the impact of the culture of the United States on Puerto Rico and the resulting conflicts. The search for a Puerto Rican identity in the United States. 3 hours, 3 credits. (Offered Spring 2004.)

PLC 201. Latinas/os and the Correctional System (Formerly The Correctional Systems and Hispanics)

Introduction to correctional policies, practices, and procedures which impact on the Latina/o prisoner. A focus on the prisonization process, treatment modalities, prison culture, prison programs, and prisoner-community based relations will be among the topics explored. Prerequisite: English 101. 3 hours, 3 credits. (Offered Spring 2005.)

PLG 215. Socio-Political Developments in Contemporary Puerto Rico

Political, social, and economic issues in Puerto Rico from the 1930s to the present. Political developments leading to the establishment of the "Commonwealth," and attendant economic problems. Consequence of Puerto Rico's involvement with the United States. Prerequisites: English 101. In addition, sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (Offered Fall 2003.)

PLG 242. U.S. Foreign Policy in Latin America

U.S. economic and political relations with Latin American countries during the 19th and 20th centuries. U.S. reactions to reform and revolutionary movements. The ideological framework of U.S. foreign policy. Prerequisites: English 101. In addition: Government 101 or permission of the section instructor. 3 hours, 3 credits. (Same course as History 242 and Government 242.) (Offered Spring 2004.)

PLH 104. History of Puerto Rico

A broad history of Puerto Rico from its beginnings to the present. Major emphasis will be given to the political, economic, and social developments, with some attention to cultural themes. 3 hours, 3 credits. (Same course as History 104.) (Offered Spring 2005.)

PLH 166. History of the Caribbean Islands

A broad survey of the history of the Caribbean Island nations and territories from the beginnings of European colonization until the present. Particular attention will be given to the economic and social aspects of the evolution, and to the problems of unity and diversity. 3 hours, 3 credits. (Same course as History 166.) (Offered Fall 2004.)

PLH 260. History of Contemporary Cuba

This course will trace Cuban history from the War of Independence of 1868 through the establishment of the Republic up to and including the Revolution of 1959. The revolutionary period will be the main focus of the course. Prerequisites: English 101. In addition: sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (Same course as History 260.) (Offered Spring 2004.)

PLH 261. Revolution and Social Change in Contemporary Latin America

Analysis of political and socioeconomic development, emphasizing major approaches to social change in the 20th century. Topics covered are class structures, demographic patterns, economic dependence, democratic liberal reform, neoimperialism, the Mexican Revolution, the Cuban Revolution, and new trends of the last decade. A comparative, inter-American perspective, drawing on other relevant disciplines, is used. Prerequisites: English 101. In addition: sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (Same course as History 261.) (Offered Spring 2005.)

PLH 263. African Heritage in the Caribbean

This course examines the social and political forces in the contemporary Caribbean and will focus on the following major themes: the legacy of slavery, plantation society and underdevelopment, democracy, capitalism and socialism, race, class, and ethnic conflict. Prerequisites: English 101. In addition: sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (Same course as African-American Studies History 263.) (Offered Fall 2003.)

PLH 265. Class, Race and Family in Latin American History

Class structure, slavery, race relations and the organization of the family will be examined in the colonial and neocolonial eras of Latin American history. A comparative approach, emphasizing urban and rural situations and economic change, will be stressed. Prerequisites: English 101. In addition: sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (Same course as History 265.) (Offered Fall 2004.)

PLH 267. History of Caribbean Migrations to the United States

A comparative study of the most significant aspects of Caribbean migrations to the United States during the 20th Century. Emphasis on the political, economic, and social framework of the migration process. Special attention will be given to the contemporary situations of the Haitian, Latina/o, and West Indian communities in the United States. Prerequisites: English 101. In addition: sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (Same course as History 267.) (Offered Spring 2005.)

PLI 410. Independent Study and Research

Independent investigations by students whose topics have been approved. Students have regular conferences with their advisers. Prerequisite: English 102. In addition: senior standing or permission of the section instructor. 3 credits. (Offered every semester.)

PLJ 220. Human Rights and Law in Latin America

A comparative study of human rights policies, procedures, legislation, and practices in Latin American countries. The impact of international and national conventions, bills, and laws on the present observance of these rights. Inquiry into morality, social justice, social and professional ethics. This course can be taken to satisfy requirements for the International Criminal Justice major. Prerequisites: English 101. In addition: sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (Offered Fall 2003.)

PLJ 230. Comparative Perspectives on Crime in the Caribbean

This course will examine crime in the Caribbean with a particular focus on the differences and similarities among the Spanish-, English-, French-, and Dutch-speaking nations of the Caribbean region. The course will study the trends in crime in the Caribbean from a comparative perspective, and the methods employed by various individual nations to help diminish crime and delinquency. The specific topics to be studied include political crime and offenses, political corruption, drug dealing and trafficking, juvenile delinquency, domestic violence, and sexual assault in the Caribbean. This course can be taken to satisfy requirements for the International Criminal Justice major. Prerequisite: English 101. 3 hours, 3 credits. (Same course as African American Studies Law 230.) (Offered Fall 2004.)

PLJ 250. Drugs, Crime and Law in Latin America

This course explores the problems facing Latin America in relation to drugs and crime. The course focuses on the conditions giving rise to crime, drug trafficking and drug addiction in Latin America. It offers a basic understanding of international legal and human rights standards and law enforcement efforts that apply in addressing the issues of drugs and crime. Particular emphasis is placed on hemispheric strategies to combat drug use and narcotics trafficking. This course can be taken to satisfy requirements for the International Criminal Justice major. Prerequisites: English 101. In addition: sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (Offered Spring 2005.)

PLJ 322. Civil Rights and Civil Liberties in the Urban Latina/o Communities (Formerly Civil Rights and Civil Liberties in the Urban Hispanic Communities)

Analysis of the Bill of Rights and civil rights legislation on issues of discrimination in housing, employment, education, welfare, prisons, immigration, and ethnicity/race affecting Latinas/os. Prerequisites: English 102. In addition: junior standing or above; or permission of the section instructor. 3 hours, 3 credits. (Offered Spring 2004.)

PLJ 325. The Latina/o Experience of Criminal Justice (Formerly The Hispanic Experience of Criminal Justice)

The study of how the criminal justice system serves and shapes Latinas/os, especially those who are processed by it. The analysis of the interaction that ethnicity has with the system and its effects upon those who are involved with it. Prerequisites: English 102. In addition: junior standing or above; or permission of the section instructor. 3 hours, 3 credits. (Offered Fall 2003.)

PLL 102. Puerto Rican Narrative from the 1940s to the Present

Study of images of alienation and ways of self-realization as reflected in Puerto Rican fiction. Analysis of the Puerto Rican experience in the United States through the emerging Puerto Rican short story writers as well as novelists in the United States. Prerequisite: An understanding of spoken Spanish is required. 3 hours, 3 credits. (Offered Spring 2005.)

PLL 107. Puerto Rican Literature: Criminal Justice Themes in Poetry and Drama

A survey of the criminal justice themes as reflected in Puerto Rican poetry and drama. In addition to aesthetic values, subjects like the following will be discussed: concepts and attitudes toward crime among Puerto Ricans; personal and social causes of the crimes attributed to Puerto Ricans. The factors that influence the image and attitudes of the Puerto Rican toward the police, courts, and law enforcement agencies; the physical and moral consequences of imprisonment. Puerto Rican poets and playwrights in the United States such as Pedro Pietri, Victor Hernandez Cruz and Miguel Pinero will be included. Prerequisite: An understanding of spoken Spanish is required. 3 hours, 3 credits. (Offered Fall 2004.)

PLL 108. Puerto Rican Literature: Criminal Justice Themes in the Essay, Short Story, and Novel

The study of Puerto Rican literature as a mode for understanding the cultural, social, and economic matrix of crime and punishment. Insights about the Puerto Rican law offender and gang member will be traced through the study of literary works by Puerto Ricans in the United States, such as Piri Thomas and Humberto Cintron. Prerequisite: An understanding of spoken Spanish is required. 3 hours, 3 credits. (Offered Spring 2004.)

PLL 217. Latino Theatre in the USA

This course exposes students to the major acting techniques and styles from the wide spectrum of Latino/a dramaturgy in the United States. Special attention is given to how the creative and literary components of each text contribute to typically Latino/a forms of acting and how these reflect the unique social and political experience of being Latino/a in the United States. The course combines discussion of the specific texts and acting styles with an examination of both the creative and literary components. Course requirements include reading of selected plays in English, performance of scenes in class, and students will also perform their own works to be showcased at the end of the semester. Prerequisites: English 101 and sophomore standing or better. 3 hours, 3 credits. (Same course as Spanish 217 and Drama 217.) (Offered Spring 2004.)

PLM 110. Popular Musics of the Caribbean

A survey of the major popular music styles of the Caribbean, including salsa, reggae, soca, and other genres, exploring their social contexts, historical origins, and relation to indigenous folk musics. The important role of New York City as a center for Caribbean music will also be examined. 3 hours, 3 credits. (Same course as Music 110.) (Offered every semester.)

PLS 241. The Puerto Rican /Latina/o Experience in Urban United States Settings (Formerly The Puerto Rican Experience in Urban United States Settings)

This course seeks to analyze the sociological, economic, and political experience of Puerto Ricans in the United States. Its emphasis is the study of legislation, policies and practice with regard to the Puerto Rican immigration/migration. Areas of research and examination are education, welfare, housing, employment, church, political parties, movements, and the legal system. Prerequisites: English 101. In addition: sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (Offered Fall 2004.)

PLS 245. Dominican Society and Identity

Introduction to historical, economic, political, and social processes which have contributed to the development of Dominican culture. Factors contributing to immigration, settlement patterns, and social adaptation in the United States will be explored. Prerequisite: English 101. In addition: sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (Offered Fall 2003.)

PLS 255. The Latin American Woman

A socio-historical study of the Latin American woman's struggle for equality. Her roles in present Latin American societies are studied in relationship to her family, education, employment, political parties, movements, and the legal system. Prerequisites: English 101. In addition: sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (Offered Spring 2005.)

PLS 265. Class, Race, and Family in Latin American History

Class structure, slavery, race relations and the organization of the family will be examined in the colonial and neocolonial eras of Latin American history. A comparative approach, emphasizing urban and rural situations and economic change, will be stressed. Prerequisites: English 101. In addition: sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (Same course as History 265.) (Offered Spring 2005.)

PLS 321. Puerto Rican/Latina/o Community Field Work (Formerly Puerto Rican/Latina/o Community Field Work)

Community organization theory as it applies to the Puerto Rican communities in the United States. The study of Puerto Rican groups, agencies, organizations and movements. Students perform supervised community service and/or study one of the following areas: 1) work with community groups, agencies, organizations, and movements organized to solve specific community problems; and 2) work in governmental rehabilitation and adjustment projects. Prerequisites: English 102. In addition: Puerto Rican/Latin American Studies Sociology 241. 6 hours: 2 hours lecture, 4 hours field work; 4 credits. (Offered Spring 2005.)

PLS 401. Seminar in Latina/o Issues: Gender, Race, Ethnicity, and the Legal System (Formerly Seminar in Hispanic Issues: Gender, Race, Ethnicity, and the Legal System)

A senior seminar that will explore Hispanic issues through an in-depth study of areas including crime, race and ethnic disparities, gender, language and culture, policing, courts and Latina/o litigants, urban politics, immigration laws and policies, legal representation, administrative policy and interest groups, and criminal justice themes in literature; analysis and evaluation of aspects most relevant to Latina/o communities. *This course can be taken to satisfy requirements for the International Criminal Justice major.* Prerequisite: English 102. In addition: senior standing or permission of the section instructor. 3 hours, 3 credits. (Offered Fall 2004.)

PLS 290. Special Topics

The study of a significant topic of general interest to be either announced or chosen by the instructor and students. Prerequisites: English 101. In addition: sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (Offered every semester.)

Not offered 2003—2005:

PLL 101. Poetry and Drama from Mid-Nineteenth Century to Date

RELIGION See Department of Art, Music and Philosophy

DEPARTMENT OF SCIENCES

4510 North Hall 212—237—8892

Chairperson: Selman A. Berger

Professor Emeritus: Charles R. Kingston, Robert Rothchild

Professors: Selman A. Berger, Peter De Forest, Lawrence Kobilinsky, Anne-Marie Sapse

Associate Professor: Anthony Carpi

Assistant Professors: Colleen Bleczynski, Jennifer Kackwi, Henrietta M. Nunno, Gloria Porni, Richard Stripp, Margaret Wallace

Instructor: Thomas Kubic

Lecturers: Irvin Heard, James J. Horan, Francis X. Sheehan

Chief College Laboratory Technician and Coordinator of Laboratory Services: Ketteline Paul

College Laboratory Technician: Nickolay Azar

Adjunct Faculty: Wanda Bailey, Donald Hoffman, Linda Rourke, Morris Zedeck

Department Chemical Hygiene, Security, and Safety Officer: Francis X. Sheehan

Department Secretary: Catherine Goins

The following courses are expected to be offered during the 2003–2005 academic year:

BIOLOGY

BIO 103–104. Modern Biology

An in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismic levels. Representative organisms from the plant and animal kingdoms are studied in detail. These courses are designed for students with a science background and for Forensic Science majors. Regents level high school biology is desired. Biology 103 is a prerequisite for Biology 104. Each course 6 hours: 3 hours lecture, 3 hours laboratory; and 4 credits. (Biology 103: offered every semester; Biology 104: offered spring semesters.)

CHEMISTRY

CHE 100. Preparation for General Chemistry

A course in chemistry to prepare students for the level of work covered in Chemistry 103–104. Instruction will be given in the fundamental concepts of chemistry and provides the requisite skills needed to solve problems. Open to students who have not had high school chemistry or students recommended by the Department. Prerequisite or corequisite: Mathematics 103 or the equivalent. 3 hours, 1 credit. (Offered spring semesters.)

CHE 103–104. General Chemistry

A basic course in chemistry dealing with modern atomic and molecular theory and progressing through the basic properties and reactions of the elements and the compounds. Introductory organic chemistry. The laboratory stresses principles of semiquantitative experimentation. These courses are designed for students with a science background and for Forensic Science majors. Regents level high school chemistry is desired. Prerequisite or corequisite: Mathematics 103, 104, or 105, or the equivalent. Chemistry 103 or equivalent is a prerequisite for Chemistry 104. Each course 7 1/2 hours: 3 hours lecture, 1 1/2 hours recitation, 3 hours laboratory and 5 credits. (Chemistry 103: offered every semester; Chemistry 104: offered spring semesters.)

CHE 201–202. Organic Chemistry

Introductory study of properties and behavior of organic molecules, including nomenclature, structure and bonding, reaction mechanisms, synthetic methods, and modern spectroscopic techniques for structural analysis. Concurrent laboratory work utilizing modern semi-micro methodology for synthesis, purification, and analysis. Prerequisites: English 101. In addition: Chemistry 103–104 or equivalent is a prerequisite for Chemistry 201. Chemistry 201 or equivalent is a prerequisite for Chemistry 202. Each course 7 1/2 hours: 3 hours lecture: 1 1/2 hours recitation, 3 hours laboratory and 4 credits. (Chemistry 201: offered fall semesters; Chemistry 202: offered spring semesters.)

CHE 220. Quantitative Analysis

A balanced treatment of the theory and applications of classical methods of gravimetric and volumetric analysis including: acid-base, precipitation, complexometric, and redox titrations. Prerequisites: English 101 and Chemistry 103–104. 9 hours: 3

hours lecture, 6 hours laboratory; 4 credits. (Offered spring semesters.)

CHE 301. Physical Chemistry I

An introductory course in thermodynamics and chemical kinetics, including ideal and real gases, laws of thermodynamics, changes of state, first and second order reactions, reaction rate theory, and catalysis. Prerequisites: English 102, Chemistry 103–104, Physics 203–204 and corequisite Mathematics 241. 6 hours: 3 hours lecture, 1 hour recitation, 2 hours laboratory; 3 credits. (Offered fall semesters.)

CHE 302. Physical Chemistry II

Introductory quantum chemistry. Schroedinger equation; molecular orbital and valence bond theory; electrical and magnetic properties of matter; theoretical and applied spectroscopy; introductory ligand field theory. Prerequisites: English 102, Chemistry 103–104, Physics 203–204, and corequisite Mathematics 241. 6 hours: 3 hours lecture, 1 hour recitation; 3 credits. (Offered spring semesters.)

CHE 315. Biochemistry

A detailed discussion of the chemistry of and metabolic pathways involving carbohydrates, lipids, amino acids and proteins, nucleic acids, and related compounds of biological importance. Certain aspects of biochemistry as they relate to forensic science. An introduction to basic experimental procedures in biochemistry. Prerequisites: English 102. In addition: Chemistry 201 and 202 or equivalent. 6 hours: 3 hours lecture, 3 hours laboratory; 4 credits. (Offered fall semesters.)

CHE 320–321. Instrumental Analysis

Introduction to instrumental analysis of physical evidence. Emphasis on the theory and use of those analytical instruments commonly found in forensic and other quantitative industrial and clinical laboratories. Laboratory methods include ultraviolet and infrared spectrophotometry, emission spectrography, X-ray diffraction, thin-layer and gas chromatography, and the use of electronic test equipment for trouble shooting. Prerequisites: English 102, Chemistry 103–104, 201–202, and 220. Co-requisite Chemistry 302. Each: 1 1/2 hours lecture, 8 hours laboratory; 4 credits each. (Chemistry 320: offered fall semesters; Chemistry 321: offered spring semesters.)

CHE 450. Independent Study

Intense study and research in a specific area directed by a faculty member. Advanced laboratory techniques and research methodologies are utilized. Prerequisites: Permission of the instructor and completion of sophomore-level science courses. Special arrangements may be made to do this work over the summer. Hours to be arranged. 3 credits. (Offered every semester.)

ENVIRONMENTAL SCIENCE

108. Principles of Environmental Science

An introduction to environmental science including environmental toxicology. This course will provide an introduction to contemporary environmental problems such as solid waste, water and air pollution, climate change and habitat destruction. In addition, the course will examine the effects of pollutants, drugs and poisons on the human body. Prerequisite: Natural Science 107 or the equivalent. 6 hours: 3 hours lecture, 1 1/2 hours recitation, 1 1/2 hours laboratory; 4 credits. (Offered every semester.)

FORENSIC SCIENCE

FOS 108. Concepts of Forensic Science

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

also be examined. Prerequisite: Natural Science 107 or equivalent (as listed in the general undergraduate degree requirements). 6 hours: 3 hours lecture, 1 1/2 hours recitation, 1 1/2 hours laboratory; 4 credits. (Offered every semester.)

FOS 313. An Introduction to Criminalistics for Forensic Science Majors

An introduction to the problems and techniques of the scientific examination of physical evidence with emphasis on documentation and interpretation of physical patterns. Review of the theoretical bases of methods of comparison and their influence on scientific interpretation. Topics will include scientific photography, imprints, impressions, toolmarks, gunshot residue, cordage and textile examinations. Laboratory exercises will include forensic photography, analysis of fingerprints, hair, gunshot residue and footwear outsole patterns. Prerequisites: English 102, Chemistry 201-202. This course may not be taken after Forensic Science 415-416. 3 hours: 1 hour lecture, 2 hours laboratory; 3 credits. (Offered every semester.)

FOS 401. Forensic Science Laboratory Internship

Independent laboratory and study (internship). A ten-week, full-time internship in a crime laboratory covering the following functions: document examination, instrumental analysis, chemistry, toxicology, serology, crime scene service, special photography, explosive and incendiary device recovery, trace evidence, comparative microscopy in firearms and tool marks. Arrangements for internships must be completed through the Director of the Forensic Science Program in advance. Prerequisites: Senior standing and majoring in Forensic Science. 3 credits. (Offered every semester.)

FOS 415-416. Forensic Science Laboratory

Introduction to laboratory examinations of physical properties for the identification and individualization of such materials as glass, fibers, hair, paint, and soil. Examination of bullets and latent fingerprints. Detection and characterization of dried blood. Identification of dangerous drugs and narcotics. Scientific photography. Prerequisites: Chemistry 103-104, 201-202, 320-321; and

Physics 203-204; and Forensic Science 313. Each course: 2 hours lecture, 8 hours laboratory each week and 4 credits. (Forensic Science 415: offered fall semesters; Forensic Science 416: offered spring semesters.)

NATURAL SCIENCE

NSC 107. Introduction to Science in Society

A course in the basic principles of atomic and molecular physical science including concepts of measurement and data collection, the scientific method, the structure of matter and living organisms, with emphasis on the relationships between science and society. Prerequisite: Mathematics 103, 104, 105 or the equivalent. May not be taken after Chemistry 108, Environmental Science 108 or Forensic Science 108. 6 hours: 3 hours lecture, 1 1/2 hours recitation, 1 1/2 hours laboratory; 4 credits. (Offered every semester.)

PHYSICS

PHY 101. College Physics I (Liberal Arts Physics)

Topics include kinematics, vectors, forces, Newton's law of motion, weight, gravitational field, free fall, non-uniformly accelerated motion, momentum and impulse, kinetic and potential energy, heat and thermodynamics, illumination and photometry, reflection of light, refraction. Prerequisite: Sequential Mathematics Level III or Trigonometry. 2 hours lecture, 1 hour recitation, 3 hours laboratory; 4 credits. (Offered fall semesters.)

PHY 102. College Physics II (Liberal Arts Physics)

Topics covered include electrostatics, electric fields and electric potential, current electricity, magnetic field, electromagnetic induction, the wave-particle duality, photons and matter waves, physics of the atom, nuclear physics. Prerequisite: Physics 101. 6 hours: 2

hours lecture, 1 hour recitation, 3 hours laboratory; 4 credits. (Offered spring semesters.)

PHY 203–204. General Physics

A two-semester introduction to the principles, concepts, and theories of classical and modern physics. The calculus is used as required, and integrated into the content of the course. The courses are designed for students with a science background and for Forensic Science majors. First semester: translational and rotational mechanics, vibrations and waves, elementary thermodynamics, kinetic theory. Second semester: electrodynamics (Maxwell's equations), physical optics, quantum theory of radiation, atomic and nuclear physics, special relativity. Prerequisite: English 101. Corequisite: for Physics 203– Mathematics 241; for Physics 204–Mathematics 242. Physics 203 must be taken before 204. Each course 6 hours: 2 hours lecture, 1 hour recitation, 3 hours laboratory and 4 credits. (Physics 203: offered fall semesters; Physics 204: offered spring semesters.)

TOXICOLOGY

TOX 313. Toxicology of Environmental and Industrial Agents

An introduction to the principles of toxicology, distribution, metabolism and effects of toxic chemicals such as pesticides, metals, chemical carcinogens, air, water, and soil pollutants, radiation and industrial solvents. Hazardous waste and consumer products. Prerequisites: English 102, Chemistry 201 and 202. 3 hours, 3 credits. (Offered spring semesters.)

TOX 415. Forensic Pharmacology

The basic principles of pharmacology of drugs of abuse including cocaine, marijuana, sedatives, narcotics, stimulants, antidepressants, as well as chemicals such as alcohol, metals, and designer drugs. Analysis of these chemicals and drugs in a variety of biological specimens using methods such as thin layer chromatography, gas chromatography, mass-spectrometry, and immunoassays. Prerequisites: English 102, Chemistry 315, 320, 321. 9 hours: 3 hours lecture; 6 hours laboratory; 4 credits. (Offered fall semesters.)

TOX 416. Analytical Toxicology

The use of modern analytical chemical methods for the analysis of toxic substances of clinical and forensic importance in such physiological substances as blood, urine, stomach contents and organ tissues. Prerequisites: English 102, Chemistry 315, 320, 321. 9 hours: 3 hours lecture; 6 hours laboratory; 4 credits. (Offered spring semesters.)

Not offered 2003–2005:

BIO 108. Introduction to Biology
CHE 108. Food and Nutrition
CHE 303. Qualitative Organic Analysis
CHE 310. Scientific Arson Investigation
CHE 440. Advanced Inorganic Chemistry
FOS 213. Survey of Criminalistics

SEEK DEPARTMENT

3100 North Hall 212–237–8171

Acting Chairperson: Schevaletta M. Alford

Professors: Edward A. Davenport, Holly Hill

Associate Professors: Rubie Malone, Maria Rodriguez, Schevaletta M. Alford

Assistant Professor: Judith Hawkins

Instructors: Troy Coleman, Carl Williams

Lecturers: Virginia Diaz, Monica Echavarría, Laurence Holder, James N. Noboa, Carmen Solis,

Adjunct Faculty: Velma Banks, Sandra Coe-McNaught, Kathy Gibson, Wendy Johnny, Alan Winson, Conrad Wynter

Coordinator of Tutoring: Esther Owens

Coordinator of SEEK Financial Aid: Fay Williams

Department Secretary: Linda John

Note: The courses listed here are open only to SEEK students.

The following courses are expected to be offered during the 2003–2005 academic year:

SEEK/COMMUNICATION SKILLS

COM-S 101. Basic Communication Skills I

This course is designed for incoming freshmen whose test scores indicate they need a great deal of instruction with literal comprehension strategies and with expanding vocabulary. Emphasis is placed on instruction and practice using paragraphs and short passages to help students. A grade of P is the only authorized passing grade for this course, 3 hours, 0 credits. (Offered every semester.)

COM-S 102. Basic Communication Skills II

This course is designed for entering freshmen who scored between 33–35 on the Reading Assessment Test and for continuing students who have completed Communication Skills 101 and need more instruction in reading comprehension as well as instruction in how to read critically in order to comprehend textbooks, editorials, and essays. Use of the library for research will be an integral part of this course. 3 hours, 1 credit. (Offered every semester.)

COM-S 103. Basic Communication Skills III

This course is equivalent to COM 110 and is designed for students who scored at the maximum cut-off point on the assessment exams. Comprehension and learning strategies at the college level are stressed. Emphasis will be placed upon problem solving, organization, notetaking, and critical reading. Library reading and core course content will be required using the thematic approach to learning. 3 hours, 3 credits. (Offered every semester.)

FRC-S 101. SEEK Freshman Colloquium

FRC 101 is a course designed to provide a meaningful framework for helping students view the interrelationships between the variety of disciplines students will meet in a general liberal arts core. Further, the course is designed to allow students to critically analyze the social, cultural and personal factors that influence their academic progress.

The course content emphasizes the use of written and oral expression in the critical investigation of the higher education degree requirements, related to both specific and general career goals. This course includes the study of self awareness, problem solving and decision making techniques in clarifying goals for good academic performance and selection of a career. Class sessions are devoted to enhancing learning skills and strategies for note taking and lecture comprehension. 3 hours, 3 credits. (Offered every semester.)

SEEK/ENGLISH

ENG-S 093. Introduction to Written English I

Intensive teaching of basic writing, grammar and sentence structure. Two hours per week is recommended for mandatory tutoring. 4 hours, 0 credits. (Offered every semester.)

ENG-S 094. Introduction to Written English II

This course introduces students to the elements of writing. This course will require intensive review of sentence structure and standard English usage. Techniques of paragraph development are emphasized. At least one hour per week of tutoring is required. 4 hours, 1 credit. (Offered every semester.)

ENG-S 095. Writing and Research Skills

This course offers the fundamentals of composition including sentence and paragraph development, dictation and style. Students will examine essay structure and development. There will be assigned themes including such rhetorical forms as description, comparison and contrast, cause and effect, argumentation. This course will require incorporation of quoted material in essays, selective readings of multicultural nature and the use of the critical inquiry approach. English 095/101 is a prerequisite for all courses at the 200-level. 3 hours, 3 credits. (Offered every semester.)

SEEK/MATHEMATICS

MAT-S 095. Introduction to Basic Mathematical Skills

A review of the fundamentals of arithmetic and an introduction to elementary algebraic operations. Manipulative skills are stressed. The course contains a specially designed recitation component whose purpose is to re-enforce the computational techniques presented in class. 4 hours, 0 credits. (Offered fall semesters.)

SEEK/SPEECH

SPE-S 091. Patterns of Communication I

Intensive exploration of methods used to present ideas in interpersonal communication; focuses on organizational skill, logical self-confidence, verbal performance and non-verbal communication. 3 hours, 1 credit. (Offered every semester.)

SPE-S 092. Patterns of Communication II

Work with articulation skills. In-depth study of organizational and language skills. Theory and practice exercises. 3 hours, 2 credits. (Offered every semester.)

DEPARTMENT OF SOCIOLOGY

2118A North Hall 212—237—8666

Chairperson: Barry Spunt

Professors Emeriti: Robert Bonn, Louis Lieberman, Raymond Pitt, Alexander B. Smith, David Sternberg

Professors: Andrew Karmen, Roy Lotz, Natalie Sokoloff, Maria Volpe

Associate Professors: David Brotherton, Donald Goodman, Richard Lovely, Patricia M. Nash, Mangai Natarajan, Lydia Rosner, Barry Spunt

Assistant Professors: Joshua Freilich, Leona Lee, Valli Rajah, Justin Ready, Sean Wheeler, Susan Will

Visiting Distinguished Professor: Jock Young

Visiting Professor: Jayne Mooney

Adjunct Faculty: Jonny Andia, Elizabeth Bartels, John Burns, Monica Ciobanu, James Davis, Joann Della-Giustina, Theresa Eddins, Eran Fisher, Paula Forman, Gennifer Furst, Teresa Genberg, Robyn Goldstein, Stephanie Herman, Charlyn Hillman, Dominick Ignaffo, Sue Keiser, Fred Kramer, Daniel Kessler, Ahmet Kule, Halyna Lemekh, John Linden, Steve Lee, Gila Liska, Carmella Marrone, Jayme Naberezny, Yolanda Ortiz, Sreca Perunovic, Voon Chin Phua, Nickie Phillips, Robert Podhurt, Binh Pok, Rick Richardson, Claudia Riveron, David Schroeder, Estelle Schutzman, Matt Semel, Nancy Sparrow, Staci Strobl, Aviva Twersky-Glasner, Seneca Turner, Jim Vrettos, Brenda Vollman, Jeff Walsh, Karen Weiss, Dominic Wetzel, Steve Wood

Department Secretary: Theresa Rockett

The following courses are expected to be offered during the 2003—2005 academic year:

SOC 101. Introductory Sociology: Sociological Analysis

The study of modern society: social groups, social organization, process of interaction, social disorganization, and change. Such topics as deviant behavior, social control, ethnic and class relations, culture and personality and urbanization are considered. 3 hours, 3 credits. (Offered every semester.)

SOC 110. Drug and Alcohol Use and Abuse in American Society

An overview of drug substances and drug abuse as considered from various approaches, including types and patterns of drug abuse, symptoms, causes, treatment modalities, and other related factors. Specific drug substances are discussed, along with resultant psychological and physiological effects. Attention is paid to legal, cultural, and educational factors as they relate to drug abuse prevention. Consideration of the relationship between urban living and drug abuse. 3 hours, 3 credits. (*Same course as Anthropology 110 and Psychology 110.*) (Offered every semester.)

SOC 160. Social Aspects of Alcohol Abuse

History and functions of alcohol use in Western cultures. Distinction between use and abuse. Extent of problem drinking in the U.S. The bar phenomena and prohibitionism. Theories of alcohol use and abuse. Social costs of and societal responses to problem drinking. 3 hours, 3 credits. (Offered spring semesters.)

SOC 161. Chemical Dependency and the Dysfunctional Family

This course examines the way alcoholism and drug abuse begin with a family, how they affect family life, the different types of family treatment offered, and the difficult process of recovery. Comparisons will be made between alcoholic and drug abusing families, and families suffering from other types of difficulties. Role playing, family sculpting and other experimental approaches will be used to aid in teaching. 3 hours, 3 credits. (Offered every semester.)

SOC 201. Urban Sociology: The Study of City Life

Explores what the earliest cities were like, and how urban life has changed over the centuries; what forces guided the evolution of cities into centers of industry, commerce, finance, recreation, entertainment, higher education and media communications; why cities face problems of inadequate mass transit, congestion, housing decay, pollution, crime and fiscal bankruptcy; how city life shapes personalities and attitudes and influences lifestyles and life chances; what solutions have been proposed for urban problems; and how different everyday life will be in the city of the future. Prerequisites: English 101 and Sociology 101. 3 hours, 3 credits. (Offered fall semesters.)

SOC 202. The Family: Change, Challenges and Crisis Intervention

This course will examine the family as a changing institution. Topics to be dealt with will include families throughout western history, families in different societies and cultures, maleness and femaleness, the nature of love, sexuality, being single and alone, dating and courtship, cohabitation, marriage, women and work roles, parenting, family stress and conflict, divorce and remarriage. Prerequisites: English 101, Sociology 101 and Psychology 101. 3 hours, 3 credits. (*Same course as Psychology 202.*) (Offered every semester.)

SOC 203. Criminology

The nature and causation of crime. Approaches to the study of crime and its treatment and prevention. The sociology of criminal law. The nature of criminal behavior; theories and research. Prerequisites: English 101 and Sociology 101. 3 hours, 3 credits. (Offered every semester.)

SOC 206. The Sociology of Conflict and Dispute Resolution

Focuses on why there are struggles over income, property and power on the interpersonal, community, national, and international levels. Examines the causes of disputes, the difficulties that arise in resolving them, the alternative methods for settling them (conciliation, mediation, arbitration, adjudication) and the advantages of peaceful resolution. Prerequisites: English 101 and Sociology 101. 3 hours, 3 credits. (Offered every semester.)

SOC 210. Sex and Culture

Study of behavior and psychological differences between males and females in the light of contemporary social science theories of social structure, social learning, and individual development. Emphasis on the examination of contemporary theoretical issues in cross-cultural perspective. Prerequisite: English 101 and sophomore standing or above. 3 hours, 3 credits. (Same course as Anthropology 210 and Psychology 210.) (Offered every semester.)

SOC 213. Race and Ethnic Relations

An analysis of the problems and economic and social positions of minority groups in the United States. Power relationships among various public and private institutions, militant action organizations, service agency programs, etc., are explored in the light of their impact upon the administration of justice in slum communities, the role of minority group police officers, the community environment, and the people among whom law enforcement must operate. Interactions among historical and current social forces and institutions that influence group and individual behavior within urban ghetto communities are examined. New trends in intergroup relations, emergence of new minorities and American groups contesting for program funding and services in the urban environment. Prerequisites: English 101. In addition: Sociology 101 or Psychology 101 or Anthropology 101. 3 hours, 3 credits. (Same course as Psychology 213.) (Offered every semester.)

SOC 215. Social Control and Gender: Women in American Society

The effects of various systems of social control on women in American society. The systematic impact of race, ethnicity, informal and formal sources of social control of women, ranging from traditional family sex roles to the treatment of women by courts and prisons, health care institutions, and schools. Examination of organized efforts by women to change both their social roles and organized institutions. Prerequisites: English 101. In addition: Sociology 101 or Psychology 101 or Anthropology 101. 3 hours, 3 credits. (Offered every semester.)

SOC 216. Probation and Parole: Principles and Practices

Administrative organization and management in the probation and parole systems. Recruitment, training, assignment, and supervision of probation/parole officers. Prerequisites: English 101 and Sociology 101. 3 hours, 3 credits. (Offered every semester.)

SOC 222. Sociology of Mass Communication

Special emphasis will be placed on the relationship between mass communications and the criminal justice system. This course will focus on the rise of mass media, its institutionalization and its socioeconomic context. Students will utilize techniques of "content analysis" to assess the image of the police, courts, criminals, prisons, etc., as presented in the media. The social-psychological process through which such messages shape and influence public attitudes will be explored. A highlight of this course will be several in-depth interviews with distinguished members of the mass media and criminal justice communities. Prerequisites: English 101 and Sociology 101. 3 hours, 3 credits. (Offered spring semesters.)

SOC 224. Death, Dying and Society: A Life Crises Management Issue

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

at different periods in the life cycle, euthanasia, abortion and ethical, religious existential issues related to death and dying. The course will be multidisciplinary. Prerequisites: English 101 and an introductory course in sociology, anthropology, philosophy, or psychology. 3 hours, 3 credits. (Same course as Anthropology 224, Philosophy 224, and Psychology 224.) (Offered every semester.)

SOC 232. Social Stratification

This course reveals that there are social classes in America as well as individuals and groups; how all societies have classes within them; how different interests cause conflicts between classes; how members of various classes have different attitudes and life styles; how class differences influence personality, sexual behavior, job preferences, health, criminal activity and treatment by the justice system; and what patterns and trends exist for individual and group mobility up and down the social ladder. Prerequisite: Sociology 101. 3 hours, 3 credits. (Offered spring semesters.)

SOC 236. Victimology

This course focuses on the victims rather than the offenders: why they have been "rediscovered" recently, why they often do not report crimes to the police, how some victims might share responsibility for the crimes with the offenders, how they can be repaid for their losses through offender restitution and government compensation; and what new services are available to help victims prevent crime and survive attacks. Prerequisites: English 101 and Criminal Justice 101. 3 hours, 3 credits. (Same course as Criminal Justice 236.) (Offered every semester.)

SOC 240. Social Deviance

Analysis of the manner in which societies come to define certain behaviors as deviant. Particular attention will be paid to the social and cultural processes attendant in modern America upon such problems as social disorganization and conflict, civil disorder and violence, crime, mental illness, suicide, addiction, and sexual deviance. Selected theories of deviance will be critically examined. Prerequisites: English 101 and Sociology 101. 3 hours, 3 credits. (Offered every semester.)

SOC 278. Political Sociology

This course analyzes the sources of power in society, the goals of elites and ruling classes, the attitudes of people toward authority, the impact of political decisions on everyday life, why voters support certain candidates and feel strongly about certain issues, whether polls measure or shape public opinion, why political violence occurs, and how new technologies will influence the future balance of democratic vs. dictatorial tendencies. Prerequisites: English 101. In addition: Government 101 or Sociology 101. 3 hours, 3 credits. (Same course as Government 278.) (Offered fall semesters.)

SOC 290. Selected Topics in Sociology

Intensive study of a topic to be announced. Prerequisites: English 101, Sociology 101 and permission of the instructor. 3 hours, 3 credits. (Please contact department for course frequency.)

SOC 301. Penology

Programs for the social treatment of criminals. The police system and criminal procedure. The penal and reformatory institutions in their physical, educational, and social aspects. Probation and parole problems. A survey of theories and practices in penology. Prerequisites: English 102 and Sociology 203. 3 hours, 3 credits. (Offered every semester.)

SOC 302. Social Problems

This course surveys how undesirable social conditions like poverty, inequality, racism, sexism, corruption, pollution, and overpopulation come to be defined or ignored as social problems. Reviews the wide variety of possible solutions to these social problems proposed by different interest groups and social movements. Prerequisites: English 102, Sociology 101 and junior standing or above. 3 hours, 3 credits. (Offered fall semesters.)

SOC 305. The Sociology of Law

An understanding of the place of legal systems within social systems from the perspective of social theory. Systems of jurisprudence, both civil and criminal, will be explored for their social meaning and use as instruments of social control. Manifest and latent functions in the administration of justice, the interactions of lawyers, police, prosecutors, and judges as well as their relations with the public will be studied. Prerequisites: English 102, Sociology 101 and junior standing or above. 3 hours, 3 credits. (Offered every semester.)

SOC 308. The Sociology of Violence

This course examines the changes in the methods, patterns, and meanings of violence. Special attention is paid to individual and collective violence in the streets, in schools, at home, within the media, by the police, by terrorists, and by the military. The major theories explaining the causes of violence, and important research about attitudes toward violence and the use of force to bring about change are reviewed. Prerequisites: English 102, Sociology 101 and junior standing or above. 3 hours, 3 credits. (Offered every semester.)

SOC 309. Juvenile Delinquency

Biological, psychological, and sociological factors in juvenile delinquency. A survey of theories of juvenile delinquency. Modern trends in prevention and treatment. Prerequisites: English 102, Sociology 101 and junior standing or above. 3 hours, 3 credits. (Offered every semester.)

SOC 310. Culture and Personality

The factors in, and the effects of, cultural conditioning on the biological foundations of personality. A study, on a cross-cultural basis, of the conditioning factors of child care and training, group value attitudes, practices and culture forms with reference to basic personality formation. Prerequisites: English 102. In addition: Anthropology 101 or Psychology 101 or Sociology 101; and junior standing or above. 3 hours, 3 credits. (*Same course as Anthropology 310 and Psychology 310.*) (Offered every semester.)

SOC 314. Theories of Social Order

Consideration of the main contributions of sociological theorists since the 19th Century toward an understanding of the conditions under which stable social orders are established and sustained. Views as diverse as those of Marx, Weber, Durkheim, and Parsons will be considered. Topics include issues concerning value consensus, institutions, mechanisms of social control, political and economic power, class stratification, and bureaucracy. Prerequisites: English 102, Sociology 101; and junior standing or above. 3 hours, 3 credits. (Offered every semester.)

SOC 333. Gender Issues in International Criminal Justice

This course will examine the role of gender in crime and criminal justice and will cover the following topics from a cross-cultural comparative perspective: (1) Women as offenders, including the range of offenses, their seriousness, and changes in the nature; (2) Women as victims, including abused women, rape victims, and women forced into prostitution; (3) Women as social control agents/professionals in the criminal justice systems (as attorneys, police officers, correctional officers, etc.). Prerequisites: English 102. In addition: Sociology 101 or Criminal Justice 101 or International Criminal Justice 101; and junior standing or above. 3 hours, 3 credits. (Offered spring semesters.)

SOC 335. Migration and Crime

This course asks what changes take place when a population moves from a rural to an urban area, from one country to another, and from a pre-industrial to an industrial society. Theories of the links of migration with crime and entrepreneurship are tested for both past and current immigrant groups. The subeconomies and subcultures that immigrants create are also considered. Prerequisites: English 102, Sociology 101 and junior standing or above. 3 hours, 3 credits. (Offered spring semesters.)

SOC 341. International Criminology

This course analyzes the nature and causation of international and transnational crime and examines issues in the globalization of crime, including terrorism, money laundering, drug trafficking and weapons dealing, among others. Using data from international crime and victimization surveys, this course will also explore patterns, trends and rates of crime and delinquency and will discuss the variety of sociological, demographic and economic explanations. Prerequisites: English 102 and Sociology 101. 3 hours, 3 credits. (Offered fall semesters.)

SOC 351. Crime and Delinquency in Asia

This course focuses on the nature and extent of crime and delinquency and the social context in which crime occurs in Asian countries. Comparisons of crime and delinquency in various Asian nations will be made with reference to economic development and the social status of women and children. Special topics such as dowry murders in India, Yakuza gangs in Japan, and Chinese triads will be discussed. Prerequisites: English 102. In addition: Sociology 101 or International Criminal Justice 101; and junior standing or above. 3 hours, 3 credits. (Please contact department for course frequency.)

SOC 360. Corporate and White Collar Crime

In examining crimes committed by corporations and organizations, as well as individuals in the course of their occupation, this course explores: how such crimes are socially defined, who commits them, who is victimized by them, which social contexts promote them, and how society responds to them. The economic, social, and political costs of corporate and white-collar crime are compared to street crime. Other topics include: embezzlement, fraud, and theft which occurs within enterprises, "underground" economic activity; criminal violation of antitrust and environmental laws, security, fiduciary, and market crimes; and corrupt relationships between business and government. Members of either the Economics or Sociology faculties teach this course with varying emphasis on the above topics. Prerequisite: English 102. In addition: junior standing or above; Sociology 203, and one course in Economics. 3 hours, 3 credits. (*Same course as Economics 360.*) (Offered spring semesters.)

SOC 380. Sociology Laboratory in Dispute Resolution Skill Building

The techniques and the skills of dispute resolution; primary focus on mediation, and minimal attention to arbitration. Students are introduced to the strategies and tactics of negotiations, with special emphasis on mediation as an extension of the negotiation process in the resolution of interpersonal and community disputes. Prerequisites: English 102 and Sociology 206. 3 hours, 3 credits. (Offered every semester.)

SOC 381. Internship in Dispute Resolution

Students are placed in appropriate settings to enhance their dispute resolution skills and techniques. Prerequisite: Sociology 380. 10 hours per week, 3 credits. (Offered every semester.)

SOC 401. Problems of Minority Groups — Seminar

This course reviews theories about the causes of racism; investigates how minority groups face discrimination in schooling, housing, jobs; and looks into the controversy over whether there is a dual system (or double standard) of justice. Prerequisites: English 102 and senior standing. 3 hours, 3 credits. (Offered fall semesters.)

SOC 410. Independent Study

A program of reading and reporting planned and carried out under the guidance of a faculty member. Concerned with a selected topic, issue, or area of interest in anthropology, psychology, or sociology. Prerequisites: English 102. In addition: 12 credits in sociology; or permission of the department and the section instructor. 3 hours, 3 credits. (Offered every semester.)

SOC 420. Women and Crime

A seminar to explore in depth three aspects of the relationship between women and crime: 1) *women as offenders*, including the range, intensity, and growing nature of female criminality; 2) *women as victims of crime*, including abused women, rape victims,

and the victimization aspects of prostitution; 3) *women as social control agents*. Prerequisites: English 102. In addition: senior standing, Sociology 101, either Criminal Justice 101 or Police Science 101; or permission of the section instructor. 3 hours, 3 credits. (Same course as Criminal Justice 420.) (Offered every semester.)

SOC 430–431. Criminology Research Internship

Supervised field experience as a research assistant. Students assist in research conducted by criminal justice agencies or on academic research projects. Training includes practical application of research skills such as data collection and interviewing. Placement is arranged by the Criminology Major Coordinator through the College Internship Office in consultation with the student. Prerequisites: English 102. In addition: Admission to the Honors Track of the Criminology Major; completion of both Social Science Research 325 and Statistics 250 or completion of one with concurrent enrollment in the other during the first semester of the internship. Two semester sequence. 3 credits each semester. Students will spend 8 hours per week for a total of 96 hours per semester in the field and 15 hours per semester in seminars. (Offered every semester.)

SOC 440. Senior Seminar

An examination in depth of selected issues and problems—theoretical and empirical—of importance to contemporary sociology. The particular issues to be explored will be selected by the instructor following consultation with the members of the seminar. Prerequisites: English 102, senior standing and Sociology 203. 3 hours, 3 credits. (Offered every semester.)

SOC 450. Majors Works in Deviance and Social Control

The study of major writings on deviance and social control of 20th-century anthropologists, psychologists, and sociologists who made seminal contributions to the contemporary understanding of the subject. The course, a seminar, will include selected writings of such theorists as Ruth Benedict, Emile Durkheim, Sigmund Freud, Bronislaw Malinowski, Robert K. Merton, and Thomas Szasz. Prerequisites: English 102, senior standing and majoring in Deviant Behavior and Social Control. 3 hours, 3 credits. (Same course as Anthropology 450 and Psychology 450.) (Offered every semester.)

SOC 477. Advanced Seminar in Youth, the Family and Criminal Justice

Examination of selected topics related to the interactions among the family, childhood and adolescence, and the criminal justice system. Specific topics chosen for discussion may include the childhood roots of criminal behavior, juvenile delinquency, intrafamilial violence, victimization of children and adolescents and the role of the Family Court. Prerequisites: English 102. In addition: senior standing; majoring in Forensic Psychology or Criminology; and Sociology 309 or Psychology 232; or permission of the section instructor. 3 hours, 3 credits. (Same course as Psychology 477.) (Offered spring semesters.)

SOC 480. Dispute Resolution and the Legal System

This course will focus on critical issues in the emerging field of dispute resolution including such topics as disputants, voluntary vs. mandatory participation in alternative processes, the ethical issues of third-part intervention, cross-cultural communication, and the appropriate application of alternative methods vs. adjudication. Students are encouraged to confront issues that practicing professionals in the field of dispute resolution are currently debating. Prerequisites: Sociology 101 and 206. 3 hours, 3 credits. (Offered Spring 2005.)

Not offered 2003–2005:

SOC 209. Sociology of Work and Jobs
SOC 435. Current Controversies in Alcoholism and Substance Abuse

DEPARTMENT OF SPEECH THEATRE, and MEDIA STUDIES

336 Tenth Ave. Bldg. 212–237–8363

Chairperson: Martin Wallenstein

Professors Emeriti: Georgiana Peacher, Nishan Parlakian, Raymond Rizzo, Edward Spingarn, Ben Termine

Professors: Patrick J. Collins, Holly Hill

Associate Professors: Amy Green, Norma Manatu, Maria Rodriguez, Martin Wallenstein, Kathryn Wylie-Marqués

Assistant Professors: Dara Byrne, Marsha Clowers, Lorraine Moller

Adjunct Faculty: Elton Beckett, Tim Cavale, Christine Hegarty, Patricia Iacobazzo, Zoe Kaplan, Jeffrey Kern, Maria Mollinedo, Ellen Moore, Sharon Morrison, James Reed, Arthur Sherman, Jill Stevenson, Jennifer Stock, Grace Telesco, Antonia Thompson,

Department Secretary: Eleanor Dean

The following courses are expected to be offered during the 2003–2005 academic year:

DRAMA

DRA 106. Film Appreciation: Introduction to Film

An introduction to the popular art, the movie. An introduction to basic concepts leading to a greater appreciation of film forms, an elaboration and elucidation of selected films. 3 hours, 3 credits. (Offered fall semesters.)

DRA 110. Introduction to Theatre

An introduction to fundamental concepts of dramatic literature and criticism, and such elements of staging the play as producing, acting, directing, lighting, costumes, scenery, stage management and the theatre structure. 3 hours, 3 credits. (Offered Fall 2004.)

DRA 115. Improvisational Theatre

An experimental workshop devoted to the exploration of theatre techniques in the traditions established by Grotowski, the Living Theatre, and the Open Theatre, which include role-playing, theatre games, story theatre, street theatre, and such related arts as dance, song, puppetry, etc. Students are required to keep a resource book to help develop imaginative material from their own histories, fantasies, dreams, and interests. The course culminates in a performance of a short original work created, directed and acted by the students. 3 hours, 3 credits. (Offered Spring 2004.)

DRA 185. Drama in Production

Participation in John Jay production as a performer and backstage as a technician; requires substantial contribution of time, talent, and cooperation nights and weekends. Prerequisite: Drama 207 or 208 or 213 or 214. 3 hours, 3 credits. (Offered every semester.)

DRA 205. Contemporary Theatre

See/read plays by the most exciting talents in theater today. Includes African and Asian Americans, Latina/o, European and Middle Eastern playwrights and talks with visiting artists. Prerequisites: English 101. 3 hours, 23 credits. (Offered Fall 2003.)

DRA 213. Acting I

The art of acting. Units include scene study and improvisations dealing with contemporary themes and problems. Practice in the use of voice and body as instruments of expression. Improvement of the student's skill and ease in playing roles. Student is encouraged to participate in the major production. Prerequisites: English 101. In addition: Speech 113 or Drama 115; or permission of the section instructor. 3 hours, 3 credits. (Offered every semester.)

DRA 217. Latino Theatre in the USA

This course exposes students to the major acting techniques and styles from the wide spectrum of Latino/a dramaturgy in the United States. Special attention is given to how the creative and literary components of each text contribute to typically Latino/a forms of acting and how these reflect the unique social and political experience of being Latino/a in the United States. The course combines discussion of the specific texts and acting styles with an examination of both the creative and literary components. Course requirements include reading of selected plays in English, performance of scenes in class, and students will also perform their own works to be showcased at the end of the semester. Prerequisites: English 101 and sophomore standing or better. 3 hours, 3 credits. (Same course as Spanish 217 and Puerto Rican Latin American Studies Literature 217.) (Offered Spring 2004.)

DRA 225. Criminal Justice in the Theatre

Investigates the portrayal of violence, conflict, crime, criminals, and justice on stage and screen and how such representations shape society's perception of criminal justice issues; also explores uses of theatrical techniques in conflict intervention, criminal justice rehabilitation, and law enforcement training. Students will read plays, attend theatre productions, and may engage in playwrighting and role play as part of their course work. Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (Offered every semester.)

DRA 233. Sociodrama I

The course introduces students to the fundamentals of sociodrama. Sociodrama is a theater-based methodology widely used today in group problem solving and consensus building. Students explore the theoretical bases of sociodrama through improvisation, role play, and theater games as they create scenarios around social issues relevant to the group. Sociodrama techniques, such as freeze frame, role reversal, mirror and sculpting are taught as a means of exploring multiple perspectives to solving problems and assessing options. Prerequisites: English 101, Speech 113 and sophomore standing or above. 3 hours, 3 credits. (Offered every semester.)

DRA 245. Women in Theatre

A study of women as characters in plays, as playwrights, and as directors, producers, designers, etc. Consideration of women's situations and personalities as exemplified in the drama and in their achievements in professional theatre. Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (Offered Spring 2005.)

DRA 325. Drama Techniques in Crisis Intervention

Seminar for instructors who will be training police recruits. Techniques of role-playing in drama in creating an improvised family crisis with which a police officer must deal. Prerequisites: English 102. In addition: Drama 213 and junior standing or above; or permission of the section instructor. 3 hours, 3 credits. (Offered every semester.)

SPEECH

SPE 113. Speech Communication

Development of clear, confident and effective oral communication through instruction in both the theory and practice of voice and diction, oral interpretation, public speaking, and group discussion. Prerequisite: Speech Department screening and, if necessary, Speech 101. 3 hours, 3 credits. (Offered every semester.)

SPE 201. Argumentation and Debate

The function of argumentation as a mode of human communication; its origins, development techniques, purposes, and the ethics of debate. Individual and team presentations. Prerequisites: English 101 and Speech 113. 3 hours, 3 credits. (Offered every semester.)

SPE 213. The Impact of the Mass Media on the Administration of Justice

Examination of the role of the media—TV, radio, newspapers, and magazines—on the administration of justice. The influence of the media on the jury and the judge. The dangers of “trial by newspa-

per” and of TV in the courtroom. Is impartial justice possible? The British approach. Problems of free speech and press; “contempt by publication” rule; constitutional protections. Suggested guidelines for the media. The psychological basis of audience response. Prerequisites: English 101 and Speech 113. 3 hours, 3 credits. (Same course as Law 213.) (Offered Spring 2005.)

SPE 218. Managerial Communication

This course seeks to provide students with the skills to communicate in a managerial environment. Subjects such as interviewing, decision-making, communication, bargaining, negotiation, crisis communication, media encounters, and advanced presentational speaking will be covered through discussion and guided practice. Prerequisites: English 101, Speech 113 and English 102. 3 hours, 3 credits. (Offered every semester.)

SPE 285. Courtroom Communication

A course which seeks the development of the highest levels of effective performance in oral communication, to enhance student understandings of courtroom advocacy and writing skills through trial simulation and written analysis. Among subjects covered are issues in jury selection, strategies and techniques in courtroom speech, direct and cross examination, issue analysis, and language in the courtroom process. Prerequisites: English 101. In addition: Speech 113 or permission of the section instructor. Recommended: Law 202. 3 hours, 3 credits. (Offered every semester.)

Not offered 2003—2005

DRA 207–208. Stagecraft
DRA 214. Acting II
DRA 227. Drama Forum
DRA 230. African-American Theatre
DRA 247. Gender on Stage and Screen
DRA 301. Directing
DRA 310–320. Topics in Theatre
DRA 333. Sociodrama II
SPE 100. Speech Clinic
SPE 101. Speech Workshop
SPE 203. Oral Interpretation of Literature
SPE 204. Group Discussion and Conference Techniques
SPE 229. Psychology of Communication
SPE 240. Contemporary Media Forms
SPE 250. Persuasion
SPE 410. Free Speech and Social Control

STATISTICS See College Courses, page 109

DEPARTMENT OF THEMATIC STUDIES

Room 432 Tenth Ave. Bldg. 212—237—8460

Chairperson: Michael Blitz

Faculty: Michael Blitz (English), James Bowen (Government), Kojo Dei (Anthropology), Elisabeth Gitter (English), Donald Goodman (Sociology), Amy Green (Speech and Theatre), Carol Groneman (History), Daniel P. Juda (Psychology), Sondra Leftoff (Psychology), Gerald E. Markowitz (History), Mary Ann McClure (Philosophy), Dennis Sherman (History)

Adjunct Faculty: Andrea Balis (History), Arthur Brown (Law and Police Science), Meghan Duffy (Speech and Theatre), Geoffrey Fairweather (Music), Rudy Gray (Speech and Theatre), Shirley Sarna (Law), Kofi Scott (Law), Abby Stein (Criminal Justice and Sociology), Karstein Struhl (Philosophy), Greg Umbach (History)
Program Coordinator: Darryl Westcott-Marshall

Department Secretary: Priscilla AcunaFor a description of the Thematic Studies program, an interdisciplinary course of study, see page 104.

The following courses are expected to be offered during the 2003–2005 academic year:

Theme A (for Freshmen)

The Individual and Society and The Individual in Conflict

This two-semester theme examines the variety of ways that individuals relate to one another and to "society." What do we mean by society's values and norms, and others rebel, whether by fighting against injustice or by behaving criminally? During the second semester, the theme focuses on how people in our society experience and attempt to deal with situations of conflict. Among the topics covered are domestic violence, dispute mediation, war, generational, racial, ethnic, and gender conflicts. The emphasis in both semesters is on using primary source materials and readings from the humanities, social sciences, and fine arts.

**Theme B (for Sophomores, Juniors, and Seniors)
Community and Responsibility**

This theme situates the individual in the communities of which she is a part, and explores the dynamic interplay of persons and social contexts in the shaping of responsibilities. Approaches from the humanities and the social sciences are brought to bear on the topics of community, responsibility, conflict, and resolution.

Specific courses change each semester depending on which faculty members are teaching in the Program. Course topics may include: childhood, the family, affirmative action, rural and urban communities, and educational institutions. (Note: alternating semesters may feature the theme: Transactions, Strife and Transformation.)

Conflict and Change

This theme integrates the humanities and social sciences in an examination of the forces that give rise to and resolve conflict and that bring about change, both in the individual and in society. Of interest in this theme are examples and patterns of conflict and change in the intimate sphere of family and neighborhood; at the institutional level, in the legal and criminal justice system; and historically, at moments of national and international crisis.

Specific courses change each semester depending on which faculty members are teaching in the Program. Course topics may include: legal challenges of the 90s; power and justice in law and society; World War II; personal conflict and social change; love and hate in the family; the changing roles of women in the workplace; inside the criminal mind; from slavery to citizenship; childhood and society.

TOXICOLOGY see Department of Sciences

Appendix

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129A OF THE EDUCATION LAW

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the university community are willing to accept self-restraint and reciprocity as the conditions upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the City University of New York.

With respect to enforcement of these rules and regulations, we note that the Bylaws of 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.

I. 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 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 instrument 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 the 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, expulsions, ejection and/or arrest by the civil authorities.
2. Any tenured or nontenured 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 nontenured 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 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 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 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 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 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 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.

7. As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of The State University of New York or of the Board of Trustees of The City University of New York or any community college.

RECORDS POLICY

The Federal Education Rights and Privacy Act of 1974 and regulations pursuant thereto grant each student the following rights:

1. To be advised of the types of student records and the information contained therein which are maintained by the College;

2. To be advised of the name and position of the official responsible for the maintenance of each type of record, the persons who have access to these records, and the purposes for which they have access;

3. To be advised of the policies of the College for reviewing and expunging those records;

4. To be advised of the procedures granting access to one's own student records;

5. To be advised of the procedures for challenging the content of one's own student records;

6. To be advised of the cost, if any, which will be charged for reproducing copies of one's own student records;

7. To be advised of all other rights and requirements for the Federal Education Rights and Privacy Act of 1974 and the regulations promulgated thereunder.

The following categories of information concerning present and former students may, except as indicated below, be made available to the general public: name, attendance dates, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees and awards received, and the most recent previous education agency or institution attended by the student.

Any student or former student may require that any or all of the above information not be released without his or her prior written consent by completion of a form available in the Office of the Registrar.

Members of the student body who desire information on records and data maintained on students should consult with the Office of the Vice President for Student Development, Room 3124 North Hall (212-237-8100).

Complaints concerning alleged failures by the College to comply with the requirements of the Federal Education Rights and Privacy Act of 1974 should be addressed to the Office of the Vice President for Student Development.

NONDISCRIMINATION POLICY

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, disability, genetic predisposition or carrier status, alienage or citizenship, veteran or marital status in its student admissions, employment, access to programs, and administration of educational policies. The College encourages prompt and equitable settlement of all complaints and grievances of discrimination through both informal and formal grievance procedures.

Ms. Farris Forsythe is the College Affirmative Action Officer and Coordinator for Title IX, which prohibits sex discrimination in federally assisted educational programs and Coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs. Her office is located at Room 3110 North Hall and her telephone number is (212-237-8122).

Ms. Forris is also the College Coordinator for the Americans with Disabilities Act and Section 504, which

prohibit discrimination on the basis of disability.

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, or age. The complaint procedure is initiated by filing a written complaint. Complaints should be addressed to:

Farris Forsythe
Affirmative Action Officer
445 West 59th Street, Room 3110N
New York, New York 10019
(212) 237-8122

Informal Complaint Procedures

Individuals are encouraged to discuss and/or to report, any acts felt to be discriminatory in nature directly to the Affirmative Action Officer. Subsequent to the filing of a written complaint, all attempts will be made to resolve the issue informally within ten (10) working days, with the goal of reaching a solution satisfactory to both the complainant and the College.

Formal Complaint Procedures

Students and Employees

If the individual finds the informal resolution of his/her complaint unsatisfactory, his or her complaint shall be heard by a complaint panel appointed by the Vice President for Student Development. The panel shall consist of at least three members, two from the current Affirmative Action Committee and one student.

Complaints are initiated by filing a Discrimination Complaint form with the Affirmative Action Officer, within sixty (60) days of the alleged incident. The Affirmative Action Officer shall provide assistance in filing the complaint to any person who needs a reasonable accommodation to enable him/her to file the complaint.

Individuals covered by collective bargaining units should contact their union representative immediately to file a formal grievance.

If the complaint is not resolved informally, then within ten (10) working days after receipt of the Discrimination Complaint Form, the parties involved shall be notified of the date and place of the hearing. The hearing shall be conducted at John Jay College, and the date of the hearing shall not be less than ten (10), nor more than thirty (30) days after the Notice of Hearing is mailed.

The burden of proof shall be on the complainant to prove the claim of discrimination by a preponderance of the evidence. Once the panel has rendered its decision,

the Affirmative Action Officer shall notify the Vice President for Student Development and the President of the College of the panel's recommendations, which shall set forth the conclusion(s) reached by the panel, the reasons for the decision(s), and any corrective action deemed necessary and appropriate.

The President and the Vice President shall review the panel's findings, and shall have five (5) working days to amend any of the panel's recommendations. Upon presidential approval, the Affirmative Action Officer shall send, in writing, notification of the panel's decision and all actions to be taken with respect to the complaint.

The Affirmative Action Officer shall maintain the files and records of all complaints leading to discrimination.

While the College cannot offer a promise of confidentiality, every effort will be made to conduct the review in a confidential manner.

The complainant's right to a prompt and equitable resolution of the complaint filed in accordance with this grievance procedure shall not be impaired by that person's pursuit of other remedies available from city, state, or federal agencies.

A complainant shall not be reprimanded nor discriminated against in any way for initiating a complaint or grievance.

SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT OF 1990

In accordance with Section 504 of the Rehabilitation Act of 1973, "The Civil Rights Act" for the disabled and the Americans with Disabilities Act of 1990, the College adheres to the law that states in part that:

"No otherwise qualified individual . . . shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance."

John Jay College offers programs and services to students and employees to ensure that individuals with disabilities are not excluded from academic programs, support services, and any other activities sponsored by the College, solely on the basis of disability.

Ms. Farris Forsythe is the College Section 504/ADA Coordinator for people with disabilities. Her office is located at Room 3110 North Hall and her telephone number is (212) 237-8122.

TITLE IX

In accordance with the requirements of Title IX of the Education Amendments of 1972 and the implementing federal regulations, John Jay College firmly supports a policy of non-discrimination on the basis of sex in the operation of its educational

programs and activities. Federal requirements for non-discrimination on the basis of sex include the College's personnel practices, as well as admission to the programs and activities offered at the College. Ms. Farris Forsythe serves as the Affirmative Action Officer and Title IX Coordinator. Under the direction of the President, she has responsibility for the monitoring of Title IX regulations and their implementation. Any questions regarding Title IX issues and/or complaints should be directed to Ms. Forsythe, Room 3110 North Hall (212) 237-8122.

THE CITY UNIVERSITY OF NEW YORK POLICY AGAINST SEXUAL HARASSMENT

Policy Statement

It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, handicap, and veteran or marital status. Sexual harassment is illegal under federal, state, and city laws, and will not be tolerated within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

A. Prohibited Conduct

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

B. Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

(1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;

(2) submission or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or

(3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between faculty/staff member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

C. Examples of Sexual Harassment

Sexual harassment may take different forms. Using a person's response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment (known as *quid pro quo* harassment) include, but are not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);

- submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target does find, and a reasonable person would find, that an intimidating, hostile or abusive work or academic environment has been created. Examples of this kind of sexual harassment (known as *hostile environment* harassment) include, but are not limited to, the following:

- sexual comments, teasing, or jokes

- sexual slurs, demeaning epithets, derogatory statements or other verbal abuse;

- graphic or sexually suggestive comments about an individual's attire or body;

- inquiries or discussions about sexual activities;

- pressure to accept social invitations, to meet privately, to date, or to have sexual relations;

- sexually suggestive letters or other written materials;

- sexually touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling;

- coerced sexual intercourse or sexual assault.

D. Consensual Relationships

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she feels that refusal to enter into the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or co-worker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors, and other members of the University community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are strongly discouraged.

For purposes of this section, an individual has "professional responsibility" for another individual at the University if he or she performs functions including, but not limited to, teaching, counseling, grading, advising, evaluating, hiring, supervising, or making decisions or recommendations that confer benefits such as promotions, financial aid or awards or other remuneration, or that may impact upon other academic or employment opportunities.

E. Academic Freedom

This policy shall not be interpreted so as to constitute interference with academic freedom.

F. False and Malicious Accusations

Members of the University community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

G. Procedures

The University shall develop procedures to implement this policy. The President of each constituent college of the University, the Deputy Chancellor at the Central Office, and the Dean of the Law School shall have ultimate responsibility for overseeing compliance with this policy at his or her respective unit of the University. In addition, each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility shall be required to report any complaint of sexual harassment to an individual or individuals to be designated in the procedures. All members of the University community are required to cooperate in any investigation of a sexual harassment complaint.

H. Enforcement

There is a range of corrective actions and penalties available to the University for violations of this policy. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this policy are subject to various penalties, including termination of employment and permanent dismissal from the University.

SEXUAL HARASSMENT PANEL

Name	Phone
Farris Forsythe 3110 North Hall <i>Panel Coordinator</i>	(212) 237-8122
Kwando Kinshasa 3219 North Hall	237-8759
Rubie Malone 3101 North Hall <i>Deputy Coordinator</i>	237-8171
Brian Murphy 530 Tenth Ave. Bldg.	237-8521
Ivette Rivera 3400 North Hall	237-8162
Heather Berridge 3134 North Hall	237-8018
Paul Wyatt 3300A North Hall	237-8871
Education Committee	
Farris Forsythe 3110 North Hall	237-8122
Suzanne Iasenza 3134 North Hall	237-8139
Rubie Malone 3101 North Hall	237-8171
Crystal Vasquez 3109 North Hall	237-8185
Maria Volpe 2109 North Hall	237-8693
Darryl Westcott-Marshall 432 Tenth Avenue Building	237-8304
Paul Wyatt 3300A North Hall	237-8871

PROCEDURES FOR IMPLEMENTATION OF THE CITY UNIVERSITY'S POLICY AGAINST SEXUAL HARASSMENT

The following are procedures for the implementation of the Policy Against Sexual Harassment of The City University of New York (hereinafter "Policy"):

1. Responsibilities of the Presidents

The President of each constituent college of The City University of New York, the Deputy Chancellor at the Central Office, and the Dean of the Law School (hereinafter "Presidents" and "colleges") are responsible for overseeing compliance with the implementation of the Policy. Each President shall:

a. Appoint and provide for appropriate training to a Sexual Harassment Panel (hereinafter "Panel") to be available to students and employees who wish to make complaints of sexual harassment. The structure of the Panel and respective responsibilities of the various Panel members are set forth in paragraph 2 below.

b. Appoint and provide for appropriate training to a Sexual Harassment Education Committee to be responsible for educating the college community about sexual harassment, through printed materials, workshops, and the like.

c. Disseminate the Policy Against Sexual Harassment, including the names, titles, telephone numbers, and office locations of college Panel members, annually to all students and employees. It is recommended that such information be included in student, faculty, and staff handbooks and newsletters.

d. Submit annually to the Chancellor, or his/her designee, a report regarding sexual harassment, including a summary of the educational activities undertaken at the college during the year and a summary of the number of complaints filed and the general outcomes thereof. An annual summary report will also be provided to the Board of Trustees.

2. Structure and Responsibilities of the Sexual Harassment Panel

a. The panel shall consist of a Coordinator, a Deputy Coordinator, and four to six additional members, all of whom shall be appointed by and serve at the pleasure of the President. The President must include among that number two instructional staff members selected by the College-wide Personnel and Budget (P & B) Committee, or equivalent personnel committee, from among a list of four to six instructional staff member nominees submitted to it by the President. It is strongly recommended that the President select one of these two Panel members as the Deputy Coordinator. Further, it is strongly recommended that the Panel reflect the diversity of the college, be composed of faculty, administrators, staff, and students, and include the college Affirmative Action Officer.

b. Panel members shall be appointed by the President as described in paragraph 2 (a) above for two-year terms and may be reappointed for additional two-year terms, subject to at-will removal by the President

at any time. The initial appointments shall be staggered, as follows: half of the Panel members, including the Coordinator, shall be appointed for three-year terms; the remaining members of the Panel, including the Deputy Coordinator, shall be appointed for two-year terms. Thereafter, terms for all Panel members shall be two years. An appointment to fill a vacancy on the Panel shall be made pursuant to the procedures described above, and shall be for the remainder of the unexpired term of the vacancy.

c. All members of the Panel shall be available to receive complaints of sexual harassment from any member of the college community, to explain the University complaint procedures, and refer individuals to appropriate resources. All Panel members have an obligation to maintain confidentiality to the fullest extent possible.

d. The Panel Coordinator is responsible for reviewing all complaints of sexual harassment; and for making efforts to resolve those complaints informally, if possible. When informal resolution is not possible, the Panel Coordinator and Deputy Coordinator shall fully investigate the complaint; and the Panel Coordinator shall report to the President (and Chief Student Affairs Officer, if the accused is a student) the results of the investigation. The Deputy Coordinator may also assume responsibility for the informal resolution of complaints, as assigned by the Panel Coordinator. Other Panel members may assist in the informal resolution or investigation of a complaint to the extent directed by the Panel Coordinator or Deputy Coordinator.

e. In the event that the Panel Coordinator is unavailable, the functions of the Panel Coordinator shall be performed by the Deputy Coordinator.

f. In the event that the complainant, the accused, or a third party believes that any member of the Panel, including the Panel Coordinator or Deputy Coordinator, has a conflict of interest or for some other reason should not participate in the informal resolution or investigation of a particular complaint, he or she may ask the Panel Coordinator not to allow the Panel member (including the Panel Coordinator him or herself) to participate. Alternatively, the individual raising the issue may ask the President to direct that a particular Panel member not be involved in the informal resolution or investigation of a particular complaint.

3. Confidentiality

The privacy of the individuals who bring complaints of sexual harassment, who are accused of sexual harassment, or who are otherwise involved in the complaint process should be respected, and information obtained in connection with the bringing, investigation, or resolution of complaints should be handled as confidentially as possible. It is not possible, however, to guarantee absolute confidentiality and no such promises should be made of any member of the Panel or other University employee who may be involved in the complaint process.

4. Making a Complaint of Sexual Harassment

Any member of the University community may report allegations of sexual harassment to any member of the Panel. Employees who are covered by collective bargaining agreements may either use their contractual grievance procedures, within the time limits provided in those agreements, to report allegations of sexual harassment, or, they may report such allegations directly to a member of the Panel as provided in these Procedures. Members of the University community who believe themselves to be aggrieved under the Policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint may make it more difficult for the college to investigate the allegations.

5. Responsibilities of Supervisors

a. Each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility (hereinafter "supervisor") is responsible within his or her area of jurisdiction for the implementation of the policy and must report to the Panel Coordinator any complaint of sexual harassment made to him or her and any other incidents of sexual harassment of which he or she becomes aware or reasonably believes to exist. Having reported such complaint or incident to the Panel Coordinator, the supervisor should keep it confidential and not disclose it further, except as necessary during the complaint process.

b. Each supervisor shall arrange for the posting, in his or her area, of the University Policy Against Sexual Harassment; the names, titles, telephone numbers, and office locations of the college Panel members; and any other materials provided to him or her by the Sexual Harassment Education Committee for posting.

6. Responsibilities of the University Community-At-Large

Members of the University community who become aware of allegations of sexual harassment should encourage the aggrieved individual to report the alleged harassment to a member of the Panel.

7. Informal Resolution of Sexual Harassment Complaints

a. Any member of the Panel who receives a complaint of sexual harassment shall promptly advise the Panel Coordinator, or, in his or her absence, the Deputy Coordinator of the complaint. Once the Panel Coordinator becomes aware of a complaint of sexual harassment, either through a member of the Panel or through another source, he or she shall conduct a preliminary investigation and make efforts, whenever possible, to resolve the complaint informally, i.e., by an arrangement that is acceptable to the complainant, the accused, and the college. Examples of informal resolutions include, but are not limited to:

-arranging for a workshop on sexual harassment to be conducted for the unit, division, or department in which the sexual harassment is alleged to have occurred;

- having a supervisor or a member of the Panel speak to the accused regarding the

allegations of sexual harassment and counsel the accused as to appropriate behavior;

-arranging for a meeting between the complainant and the accused, with a third party present, to discuss and resolve the allegations;

-having the accused write a letter of apology.

Whenever possible, an informal resolution should be acknowledged in writing, signed by the complainant. The accused should also be asked to sign such an acknowledgment.

b. If no informal resolution of a complaint is achieved following the preliminary investigation, the Panel Coordinator and the Deputy Coordinator shall conduct a formal investigation of the complaint. It is recognized, however, that complaints may be resolved by mutual agreement of the complainant, the accused, and the college at any time in process.

8. Investigations of Sexual Harassment Complaints

While the investigation of sexual harassment complaints may vary depending upon the nature of each case, it is recommended that an investigation include the following, to the extent feasible:

a. The Panel Coordinator and the Deputy Coordinator should interview the complainant. The complainant may request that the Panel member to whom he or she originally brought the complaint be present at the interview. The complainant should be informed that an investigation is:

b. being commenced, that interviews of the accused and possibly other people will be conducted, and that the President (or the Chief Student Affairs Officer, if the accused is a student) will determine what action, if any, to take after the investigation is completed. A written statement, signed and dated by the complainant, should be obtained, which sets forth the particulars of the complaint, including dates and places, as well as the impact of the alleged harassment. The complainant should also be asked for the names of potential witnesses or others who may have relevant information.

c. The Panel Coordinator and the Deputy Coordinator should interview the accused. The accused should be advised that a complaint of sexual harassment has been received, that an investigation has begun, which may include interviews with third parties, and that the President (or the Chief Student Affairs Officer, if the accused is a student) will determine what action, if any, to take after the investigation is completed. The accused should be advised of the nature of the allegations against him or her and be given an opportunity to respond. A written statement, signed and dated by the accused, should be obtained, which sets forth his or her response to the allegations. The accused should also be asked for the names of potential witnesses or others who may have relevant information. In addition, the accused should be advised that any sexual harassment or other retaliation against the complainant or others is prohibited and, if engaged in, will subject the accused to severe discipline, up to and including termination of employment or, if the accused is a student, permanent dismissal from the University. An accused employee

who is covered by a collective bargaining agreement may, upon request, consult with a union representative and have a union representative present during the interview.

d. In addition to interviews with the complainant, the accused, and those persons named by them, it should be determined whether there are others who may have relevant information regarding the events in question and whether there is documentary evidence which may be relevant to the complaint. Whenever possible, written statements signed and dated by each person interviewed should be obtained. Persons interviewed should be advised that information related to the complaint should be kept confidential and not disclosed further, except as necessary during the complaint process. Consultation with other members of the Panel may also be sought during, or at the completion of, the investigation, as deemed appropriate by the Panel Coordinator.

d. In the event that a complaint is anonymous, the complaint should be investigated as thoroughly as possible under the circumstances.

e. While some complaints of sexual harassment may require extensive investigation, whenever possible, the investigation of most complaints should be completed within 60 days of the receipt of the complaint.

9. Action Following Investigation of Sexual Harassment Complaints

a. Promptly following the completion of the investigation, the Panel Coordinator shall make a report of the findings to the President. In the event that the accused is a student, the Panel Coordinator shall also submit the report to the Chief Student Affairs Officer.

b. Following the receipt of the report, the President (or the Chief Student Affairs Officer, if the accused is a student), shall promptly take such action as he or she deems necessary and proper to correct the effects of or to prevent further harm to an affected party or others similarly situated, including commencing action to discipline the accused under applicable University Bylaws or collective bargaining agreements. In addition to initiating disciplinary proceedings, corrective action may include, but is not limited to, transferring a student to another class section, transferring an employee, or granting a benefit wrongfully withheld.

c. The complainant and the accused should be apprised of action taken as the result of the complaint.

10. Immediate Preventive Action

The President can, in extreme cases, take whatever action is appropriate to protect the college community.

11. False Complaints

In the event that the Panel Coordinator concludes that a complainant made a complaint of sexual harassment with knowledge that the allegations were false, the Panel Coordinator shall state this conclusion in his or her report. The failure to substantiate a sexual harassment complaint, however, is not in and of itself suffi-

cient to demonstrate that a complaint was false.

12. Records and Reports

a. The Panel Coordinator shall keep the President informed regarding complaints of sexual harassment and shall provide the information necessary to prepare the annual report to the Chancellor referenced above in paragraph 1 (d).

b. Records regarding complaints of sexual harassment shall be maintained in a secure location.

13. Applicability of Procedures

a. These Procedures are applicable to all of the colleges of the University. The Hunter College Campus Schools may make modifications to these procedures, subject to approval by the University, as appropriate to address the special needs of their elementary and high school students.

b. These Procedures are intended to provide guidance to the Presidents and Panel members for implementing the University policy against sexual harassment; these procedures do not create any rights or privileges on the part of any others.

14. The President may, in his or her discretion, appoint more than two members of the instructional staff to the Panel. Only two such members need be appointed through the P & B selection process; any additional instructional staff members may be appointed directly by the President.

REGULATIONS GOVERNING ALCOHOLIC BEVERAGES ON NEW YORK STATE CAMPUSES

The New York State legislature has amended the Alcohol Beverage Control Law, raising the minimum age for sale, purchase, and distribution of alcoholic beverages.

Legal Minimum Purchase Age

No person shall sell, deliver, or give away or cause or permit to be sold, delivered, or given away any alcoholic beverage to any person, actually or apparently, under the age of twenty-one years.

Selling or Giving Alcohol to an Intoxicated Person

No person shall sell, deliver, give away, permit, or procure to be sold, delivered, or given away any alcoholic beverages to any intoxicated person or any person under the influence of alcohol.

Using False I.D.'s

Any person under twenty-one (21) years of age who is found to have presented or offered false or fraudulent written identification of age for the purpose of purchasing or attempting to purchase alcoholic beverages may be faced with probation for a period not exceeding one year and may in addition receive a fine not exceeding \$100. Article 129A of the New York State

Education Law applies on the John Jay campus.

Rules Governing the Consumption of Alcohol on Campus

Students wishing to consume alcoholic beverages on campus are advised that they must:

1. Obtain a gold validation sticker at the time of registration from the Department of Public Safety and Security Services; or
2. Have in their possession two (2) proofs of age.

THE CITY UNIVERSITY OF NEW YORK POLICY REGULATING SMOKING

Smoking is not permitted indoors on any City University campus.

THE CITY UNIVERSITY OF NEW YORK POLICY ON DRUG, TOBACCO AND ALCOHOL ABUSE (Adopted 1991)

I. Statement of Policy/Standards of Conduct

The City University of New York is a caring community committed to promoting the physical, intellectual, social, and ethical development of all individuals. The inappropriate use of alcohol and other drugs threaten the health and safety of students, employees, their families, fellow students, the general public, as well as adversely impairs performance. In addition to promoting health, safety and a positive learning and working environment, The City University is committed to preventing alcohol and other drug-related problems among all members of the University community.

The unlawful possession, use or distribution of alcohol or other drugs by anyone, either on University property or at University-sponsored activities, is prohibited. Any person who is determined to have violated this policy will be subject to intervention by City University officials (See the following description of University sanctions.)

As a condition of employment, an employee of The City University must notify his or her supervisor if he or she is convicted of a drug-related offense involving the workplace within 5 days of conviction. The University is required to notify the appropriate granting or contracting federal agency within 10 days of receiving notice of any such conviction. (Drug-Free Workplace Act of 1988, 34 CFR Part 88, Subpart F.)

This policy and its requirements are consistent with the City University's desire to promote health and safety and are in accordance with the requirements of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. The University will continue its efforts to maintain an environment free from the unlawful possession, use and distribution of alcohol and other

drugs by adhering to the above. A copy of this policy shall be given to all members of the University community.

II. Legal Sanctions Generally

Both federal and state law make it a criminal offense to manufacture, distribute, dispense or possess with intent to manufacture, distribute, dispense or simply possess a controlled substance. See Title 21 U.S. Code 801, et. seq. and New York State Public Health Law, 3306.

The New York State Penal Law makes it a criminal offense to possess with intent to sell, or actually sell various drugs. The drugs to which this law applies include marijuana and those listed in the schedule contained in the New York Public Health Law 3306.

The possible sanctions for violation of federal or state law depend upon the particular offense. The various offenses are premised upon aggravating factors including the type and quantity of drugs involved. Sanctions range from community service to a monetary fine and/or imprisonment.

It is a violation of New York State Penal Law 240.40 for a person to appear in public under the influence of narcotics or a drug other than alcohol to the degree that he or she may endanger himself or herself or other persons or property, or any persons in his or her vicinity. It is also a violation of New York State Law 260.20 (d) (4) for a person to give or sell a beverage to a person less than twenty-one years old.

Any person who operates a motor vehicle while intoxicated or while his or her ability to operate such vehicle is impaired by the consumption of alcohol or by drugs, in violation of Vehicle and Traffic Law 1192, is subject to suspension or revocation of driving privileges in the state as well as a fine and possible imprisonment to up to 15 days and/or a monetary fine between \$250.00 and \$350.00, plus a 90-day license suspension.

III. Health Risks Associated With Abuse of Alcohol, Use of Tobacco and Illicit Drugs

Alcohol

Alcohol (ethanol) is toxic to the human body. It is a central nervous system depressant which slows bodily functions such as heart rate, pulse, and respiration. Taken in large quantities, it progressively causes intoxication, sedation and unconsciousness (even death, if consumed in large amounts). These effects are similar to those produced by other sedative/hypnotic drugs such as barbiturates and narcotics.

Alcoholics may be able to consume large quantities of alcohol without appearing to be drunk or uncontrolled. Nevertheless, alcoholism causes severe emotional, physical, and psychological damage. Prolonged heavy drinking can damage various organs, resulting in disorders such as cirrhosis of the liver, heart disease, pancreatitis, and cancer. It can also lead to gastrointestinal irritation (nausea, diarrhea, gastritis, ulcers), malnutrition, sexual dysfunctions, high blood pressure, lowered resistance to disease, and possible irreversible brain and nervous system damage.

Alcoholism also leads to a wide variety of problems involving one's emotional, family, work, and social life.

Tobacco

It is illegal to sell tobacco to any person under the age of 18 in the State of New York. The City University of New York has adopted a no-smoking policy which prohibits smoking on University premises.

Twenty-six years ago the first report of the Surgeon General of the United States was issued on the impact of tobacco use on health. The report presented stark conclusions: that cigarette smoking causes lung cancer and is the most important cause of chronic bronchitis. The report also linked tobacco smoking with emphysema and other forms of cancer. The tobacco industry contested the report, arguing that there was no conclusive link between smoking and poor health. Since that time, however, the evidence supporting the conclusions reached in that landmark report continue to mount.

The Department of Health and Human Services, the American Psychiatric Association and the World Health Organization have determined that nicotine, the chief component of tobacco, is a highly addictive drug.

Illicit Drugs

Information concerning the health effects of illicit drugs is available at the College Health Office, Room 3300b North Hall.

IV. Institutional Sanctions

Sanctions—Students

Students are expected to comply with the Rules of Conduct printed in the Undergraduate Bulletin and/or Graduate Bulletin/Handbook.

Any student or employee found in violation of the rules and regulations set forth in this policy may be subject to disciplinary action. Sanctions may include admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, and/or complaint to civil authorities. These are clearly defined in the college bulletin/handbook.

A student who is experiencing difficulty with alcohol or chemical dependency may be referred to the Dean of Students or the appropriate counseling and Advisement Center by members of the instructional staff or seek assistance directly. The Dean of Students may take disciplinary action or recommend that the student meet with a counselor for appropriate referral or assistance through self-help organizations or other outside intervention agencies.

Sanctions—Employees

The unlawful manufacture, dispensation, possession or use of illegal drugs or other controlled substances and the unauthorized use of alcohol by university employees in the work place is prohibited.

Employees found in violation of the Standards of Conduct referred to in this policy may be subject to discipline under the provisions of their union contract.

Sanctions that may be imposed include, in addition to those found in the various contracts, verified attendance and successful participation in a drug/alcohol assistance program.

V. Distribution and Review of the Policy

This policy shall be distributed, in writing, annually, to each employee of the university and to each student who is taking one or more classes for academic credit (except for continuing education credit).

This policy will be reviewed biennially by the University to:

1) Determine its effectiveness and implement changes as needed; and

2) To ensure that the sanctions described in Section IV of this policy are consistently enforced.

VI. Available Alcohol, Tobacco, and Other Drug Prevention, Counseling, Treatment, and Rehabilitation Programs

Services are available on campus and throughout New York City to help people with problems related to alcohol or other drug abuse. For information regarding services on campus, contact the Counseling Department at 212-237-8128; the Institute on Alcohol and Drug Abuse at 212-237-8654; or The City University of New York Substance Abuse Prevention Programs, 212-237-8424.

New York City Hotline Numbers

Alcoholics Anonymous	(212) 683-3900
Al-Anon	(212) 234-7230
Narcotics Anonymous	(212) 601-5817
Naranon	(212) 496-4341
New York State Drug Information Line	(800) 522-5353
Cocaine Hotline	(800) COCAINE
Alcohol Council of Greater New York	(212) 979-1010

New York City Treatment Programs

Roosevelt/St. Luke's Hospital Center (Smithers Alcoholism Center)	(212) 523-4030
Phoenix House	(212) 595-5810

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.

RETENTION, GRADUATION, AND JOB PLACEMENT

Information regarding graduation and persistence rates is available in the Office of the Dean for Admissions and Registration, Room 4113 North Hall.

MEETING COLLEGE COSTS

The cost of attending college must be calculated before beginning classes. There is more to the cost of education than tuition. When estimating expenses for the academic year the following items must be considered:

Books and supplies. The average cost for a full-time student is \$1050 per academic year.

Transportation. The average cost is \$1200 per academic year. The amount will vary depending upon the number of fares paid traveling between one's place of residence or place of employment and the College.

Lunches. The average cost is approximately \$1100 for the academic year.

Personal and incidental expenses. Average expenses are \$2500 for the academic year.

THE CONSTITUTION OF THE JOHN JAY COLLEGE OF CRIMINAL JUSTICE FACULTY SENATE

PREAMBLE

The Faculty of John Jay College of Criminal Justice, having been entrusted by the by-laws 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 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 by-laws, 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 1 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

of
John Jay College
of Criminal Justice
The City University
of New York
Ratified September 20, 1978

PREAMBLE

The Student Government of John Jay College of Criminal Justice shall have as its purposes 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 decisions and referenda held under the provisions of this Charter.

Article III: Organization

Section I—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.

B. A Judicial Board, which shall hear and decide all charges brought against 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 adviser 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 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 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 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. All undergraduate class representatives and executive officers must have grade point averages of at least 2.5 at the time of their election. Graduate representatives must have grade point averages of at least 3.0 at the time of their election.

D. All members of the Student Council shall be required to faithfully attend meet-

ings of the Council and of the committees to which they are assigned. Repeated nonattendance or lateness for meetings shall be considered valid grounds for impeachment and removal from the Council. Any members of the Council who absent themselves from more than one of the regular monthly meetings of the Council shall be suspended from office until such a 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, 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 officers of the 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 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 officers or members of the Council shall be deemed to have vacated their positions upon such a determination being made by the majority of the remaining members of the 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 elect the student members of all John Jay College bodies containing student representation. Election 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 Council or its 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 National Student Association functions. These representatives shall be required to report back to the 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 study 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 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 officers and members of the Council shall be sworn. As soon thereafter as is convenient, the Council shall meet to confirm the appointment of the members of its committees, and to schedule the remainder of the Council's regular monthly meetings.

B. Once its organization has been completed, the Council shall hold at least one regular meeting every month until the expiration of its term (though it may elect to omit such meetings during the months of July and August). These regular monthly meetings shall be held at dates and times convenient for the officers and members of the 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 Council, provided that at least one week's notice is given of such changes.

C. Special meetings of the Council may be held upon the call of the Council president. They shall also be convened upon petition of a majority of the members of the Council.

D. During its meetings the 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 Council's Steering Committee. Whenever possible, the Steering Committee shall also establish the agenda for any special meetings called by the 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 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 convened whenever possible.

G. Every individual serving on the Council, with the exception of the president, shall be qualified to cast one vote at Council meetings. Members of the Council under suspension shall not be considered qualified to vote. Proxy voting shall not be permitted on the Council or within any of its committees.

H. A quorum of the Council shall consist of a majority of all the members of the Council qualified to vote. Once a quorum shall have been counted at any meeting of the Council or its committees, it shall be considered to be present until the adjournment of the meeting.

I. No resolution shall be passed by the Council unless it shall have received at least a majority of the votes of the qualified members present and voting. However, should a resolution, or an amendment to a resolution, be vetoed by the Council president, it must receive the affirmative votes of two-thirds of the qualified members of the Council to pass. Procedural motions, however, shall never require more than a simple majority to pass.

J. The Council president shall preside at Council meetings whenever present. In his or her absence the vice-president, treasurer or secretary of the Council shall preside in that order of precedence. Should no qualified officer be present, the Council may designate one of its other members to preside.

The presiding officer shall not be allowed to vote at meetings of the Council except to break ties, provided that the president shall always be free to cast his or her veto. The presiding officers of all other committees of the Council, however, shall have the right to vote.

K. Subject to the provisions of this Charter, and such rules as the Council may wish to provide for itself, parliamentary procedure at Council meetings shall be governed by Robert's Rules of Order (newly revised).

Section 6—The Powers and Duties of the Officers of the Student Council

A. Service as an executive officer, or as the chairperson of a permanent committee of the Council is a major responsibility. Any student holding such a position shall be expected to devote at least ten hours per week to his or her official duties. Sustained failure to meet these obligations shall be considered valid grounds for impeachment and removal from office.

B. The president shall serve as the chief executive of the Student Government and the presiding officer of the Council. In addition to the powers granted him or her elsewhere in this Charter, he or she shall serve as the chairperson of the Council's Steering Committee and of its permanent Committee on General Activities; nominate the members of all Council committees, study groups and deputations (other than those involving student representa-

tion on college-wide decision-making bodies), subject to the consent of the Council; represent the student body when other provisions have not been made by the Council; and have the responsibility for the management of the Student Council's office. He or she shall also be an ex-officio member of all committees of the Student Council.

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 Council's permanent Committee on Student Representation.

D. The treasurer shall serve as the responsible financial officer of the Council, and as the chairperson of the 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 disburse 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 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 Council records. The secretary shall call the roll of the Council; read minutes of preceding meetings; and handle all correspondence for the Council, with such exceptions as the 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 Council. Repeated failure to attend committee meetings shall constitute valid grounds for impeachment and removal from office.

B. The members of the Student Council shall be organized into a Steering Committee and seven permanent committees: the Committee on General Activities, the Committee on the Budget, the Committee on Student Representation, the Committee on Essential Services, the Committee on Clubs, the Committee on Special Programs, and the Committee on Graduate and Evening Activities. The Council may also create special temporary committees whose existence shall end whenever the Council shall so prescribe, or at the installation of a new Student Council. Each member of the Council shall serve on at least one permanent committee.

C. The Steering Committee shall consist of all the qualified members of the Council. A quorum of the Steering Committee shall consist of a majority of the Council's executive officers and permanent committee chairpersons. Each member of the Committee 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 1 shall not apply to the meetings of the Steering Committee. The Steering Committee shall hear reports from the chairpersons and members of the various Council committees on the progress of the Committee's work. Whenever possible, it shall establish the agenda of all Council meetings, except where the meetings have been called through petition of the Council members. The agenda shall prescribe all the items of business to be considered by the Council, and 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 Council deliberations unless the presiding officer of the Council secures permission of the Council that they be waived in whole or part.

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 meetings of the Council by at least three school days. They shall be held at times convenient to the executive officers and chairpersons of the 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 Council.

The president shall call special meetings of the Steering Committee, provided that due notice be given to all of the members of the 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 a committee's qualified members shall constitute a quorum, provided that the 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 full 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 Council to which they were elected, provided that they remain qualified members of the 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 Council, the Steering Committee shall give priority to resolutions considered by and reported out of the committees of the Council.

H. The permanent Committee on Student Representation shall study the qualifications of all students proposed for positions on college-wide decision-making bodies. Any student in good standing may have his or her name placed before the

Committee for consideration, either through his or her own application or by that of any member of the 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 Council. Moreover, no student may be selected to fill more than one position. The seat of any student member of a college-wide decision-making body shall be declared vacated whenever that student shall have been absent for more than one of its meetings. The terms of students holding these positions shall terminate with those of the members of the Student Council.

The student delegation on the College Council shall consist of the four executive officers of the Student Council, two students chosen from the graduate class, two students chosen from the senior class, two students chosen from the junior class, two students chosen from the sophomore class, two students chosen from the freshman class, and two students elected at large.

The permanent Committee on Student Representation shall monitor the attendance of students on 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 Council to explain their actions. The Committee may make recommendations to 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 full Council take advisory positions on questions before college-wide decision-making bodies, or that the full student body be polled on such matters.

The permanent Committee on Student Representation shall consist of the vice-president and four other members of the Council, at least three of whom shall be either 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 full 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 budget guidelines and ceilings approved by the full Council. The Committee may also examine the constitutions of any clubs requesting funds from the Council for the purpose of establishing the democratic character and conformance to the purposes of the College.

The president shall designate the chairperson and members of the Committee, subject to confirmation by the Council.

J. The permanent Committee on General Activities shall study and advise the Council on all proposals for the authorization of activities and events, within the purposes of the Charter, not falling within the prescribed jurisdictions of other committees and clubs. It shall also study and

advise the Council on all proposals for the revision of the Council's bylaws and 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 Council.

K. The permanent Committee on Graduate and Evening Services shall study and advise the 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. The Committee shall be composed of a minimum of five members, four of whom must be graduate students. The president shall designate the chairperson of this Committee with the consent of the Council.

L. The permanent Committee on Special Programs shall study and advise the Council on all programs of primary benefit to students in the Satellite Program of the College. The Committee shall be composed of a minimum of five members. The president shall designate the chairperson of this Committee with the consent of the 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 the Corporate Board of the Student Activities Corporation as an essential service, provided that neither the Committee nor the Council shall interfere with the editorial freedom of these entities. The committee shall be chaired by the Secretary and include a minimum of four other members.

Section 8—The Budgetary Process

A. At a time no later than the Council's regular October and February meetings, it shall receive and consider recommendations from the Committee on the Budget on general budget guidelines based on anticipated revenues and projected expenditures for the coming semester. These shall include maximum allocations for the general categories of spending within the jurisdictions of the various Council committees. It may also include more specific ceilings for expenditure on particular programs or activities such as allocations for individual clubs. The Committee may also recommend the establishment of reserve or contingency funds to be allocated later during the term of the Council among the various spending categories.

The Council must act on these recommendations before the end of October or February, as the case may be. Thereafter the Budget Committee, 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 Council on the same.

Within the overall guidelines adopted by the 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 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 appropriate 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 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 Council for any purpose. After the approval of the guidelines, each committee of the Council shall have the responsibility for recommending to the 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 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 Council present and voting. Nor may any amendment be added by the Council to any resolution for the appropriation of funds reported by any committee which acts to increase the amount of appropriations contained therein. Amendments may be offered in Council, however, which decrease this amount, subject to the specifications of the agenda.

E. The treasurer shall be responsible for obligating and disbursing all monies duly appropriated by the 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 2 (two) full weeks have passed following their appropriation by the Council, provided that this requirement may be waived by a two-thirds vote of those Council members present at the meeting. 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 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, provided that this provision shall have no effect during the first year of the Charter's operation.

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 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 Council to post surety for such equipment. The treasurer shall require all clubs and agents of the Council to present receipts for all expenditures funded by the Council.

F. The Student Council may require any club receiving Student Government funds to match them in whole or in part with contributions of its own.

G. All clubs making contracts with outside agents must have them approved by the Student Activities Corporation or the Office of the Dean of Students.

Section 10–Judicial Board

A. The Judicial Board shall consist of five students, 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 one year, and their terms shall expire with those of the members of the Council. They shall, however, be eligible for reappointment at the conclusion of their terms. All members of the Board shall be students in good standing at the time of their appointment. No member of the 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 officer of a student club.

B. Meetings of the Board shall be in their entirety open to all interested parties, provided that the Board may meet in executive session when deciding upon charges lodged against any officer or member of the Student Government under the impeachment provisions of this Charter. The faculty adviser shall, however, have the right to attend and speak at all meetings of the Judicial Board.

C. The first meeting of the Judicial Board shall be convened by the faculty adviser, and the members of the Board shall be duly sworn. Thereafter, the 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 chairperson of the Board or upon petition of a majority of the members of the Board. Due public notice shall be given of all Board meetings whenever possible.

D. The Judicial Board shall elect a chairperson, who shall preside at its meetings and shall establish its agenda, subject to modification by the members of the Board.

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 chairperson of the Board shall make provision that all 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 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), unless otherwise provided by the Board.

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 so doing, however, shall still be counted present for purposes of making a quorum.

J. The terms of all members of the Judicial Board shall extend from the date of their swearing until the expiration of the term of the Student Council, provided that any member of the Judicial Board may be removed before the expiration of his or her term, if both the Board of Directors of the Student Activities Corporation and the Student Council should agree to the removal.

K. The Judicial Board may empower agents to assist it in the performance of its administrative responsibilities.

Article IV: Impeachment

Section I–Grounds for Impeachment

The following shall be considered grounds for the impeachment of any 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 this Charter.

Section 2–The Impeachment Process

A. Any officer or member of the Council may be impeached either upon the lodging of a petition with the chairperson 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 membership agreeing.

Section 3–The Trial of Impeached Officials of the Student Council

A. The trial of any impeached officer or member of the Council shall be conducted before the Judicial Board.

B. If the impeachment be by means of petition, the Judicial Board shall verify the signatures on the petition within one week of its submission.

C. Within three school days of this verification or after the receipt of a duly passed 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 chairperson 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 official.

E. The case against the impeached official shall be made either by the first signatory on 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 herself or may designate an agent to conduct his or her defense.

F. Both the accuser and the accused shall have the right to call witnesses and to cross-examine witnesses called by the other 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 decisions, shall be made public within one week after the conclusion of the open hearing.

Section 4–Conviction and Removal from Office

Should four-fifths of the members of the Judicial Board find an impeached official 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 official shall be considered acquitted.

Section 5–Suspension of Impeached Officers and Members of the Student Council

Should two-thirds of the members of the Student Council agree that the charges against an official are of sufficient gravity, they may vote to suspend that official from his or her 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 official. A suspended official shall immediately regain his or her powers upon acquittal by the Judicial Board.

Article V: Elections

Section 1–Eligibility for Student Office

A. Only persons who are currently 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 elsewhere in the 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, belonging to the class of which he or she is a member. The petition must be submitted no later than six weeks prior to the election period.

Section 2—Procedures 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 Board of Directors of the Student Activities Corporation or the Dean of Students.

B. The period for holding elections for all class representatives and the Executive Board shall be during the two weeks immediately prior to 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 December in the academic year preceding the term of the position to be filled. Effective date is to be June 1, 1980.

C. A newly elected member of the Council shall begin his or her term 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 no later than six weeks before the date of elections. The Judicial Board shall secure the cooperation of the Dean of Students Office in the carrying out of elections. It may also employ an independent ballot association to supervise the counting of ballots.

F. The Judicial Board shall be responsible for informing the student body of the identities of candidates for positions within the Student Government. Any joint mailings carried out with Student Government funds must be approved and supervised by the Judicial Board. This shall, however, in no way interfere with the rights of candidates to run their own campaigns.

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 Council may authorize, shall be also 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 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. These include a grade point average of at least 2.5 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 officer shall begin his or her term on June 1, and complete it, 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 I—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 the purposes of the Student Government as defined in this Charter.

2) A constitution providing for the government 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.

4) A club must have a faculty adviser.

5) A signed statement by the faculty adviser attesting that each individual named in the membership list is a current member of the student body and a member of the club.

6) The Judicial Board shall study and verify all materials 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 presiding officer 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.

B. 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.

C. If a club has been denied certification, it may lodge an appeal with the presiding officer of the Student Council. If the presiding officer determines that the appeal has standing, he or she shall place it before the Council and shall request the executive officers of the club in question and representatives of the Judicial Board to appear before the full Council at its next regular meeting to give testimony in the case. The Council may, on appeal, reverse a certification decision of the Judicial Board, provided that two-thirds of the full membership of the Student Council so agree.

D. All clubs will be expected to hold at least three regular meetings per semester. At least one week's notice shall be provided of all club meetings, and attendance shall be open to all interested members of the student body. It shall be the responsibility of the 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 chairperson 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.

E. 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 withdrawn. 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 VIII: 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 Government, 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 the next meeting, provided that the Board shall also be free to decline on the case. If the Judicial Board should accept the appeal, its chairperson may stay the disputed action of any Council officer or agent, or of the full Council, until the case shall have been decided.

Article IX: 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 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 Council and the student body.

C. If two-thirds of the full 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 Corporate Board approve, the amendment shall be submitted to the full student body for ratification. Within one month of such action by the Student Council and the Corporate Board, 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 X: Implementation

A. Upon the institution of this Charter all existing constitutions, charters and bylaws governing the John Jay 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.

C. In order to provide for the fair, orderly and efficient implementation of this Charter during the first year of its existence, the Board of Directors of the Student Activities Corporation may delay or modify the operation of any of its provisions, provided that due notice be given the Student Government and student body.

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
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
2105	BS	Criminal Justice
2105	BA	Justice Studies
2105	BS	Police Studies
2105	BS	Criminal Justice Administration and Planning
2105/2102	BS/MPA	Criminal Justice Administration and Planning/Public Administration
2105	BS	Correctional Studies
2105	MA	Criminal Justice BA/MA
2105	BS	Security Management
2105	BA	Criminal Justice
2105	MA	Criminal Justice
2105/2105	BA/MA	Criminal Justice/Criminal Justice
2105/2105	BS/MA	Criminal Justice/Criminal Justice
2105/2105	BS/MA	Criminal Justice Administration and Planning/Criminal Justice
2105/2105	BS/MA	Police Studies/Criminal Justice
2199	BS	Legal Studies
2207	BA	Government
2207	BA	Judicial Studies
2299	BA	Deviant Behavior and Social Control
2209	BA	Criminology
5505	AS	Criminal Justice
5505	AS	Correction Administration
5505	AS	Security Management
5505	AS	Police Studies
5505	Cert.	Certificate in Dispute Resolution

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

HEGIS Code	Degree	Title
2105	M.Phil	Criminal Justice
2105	Ph.D.	Criminal Justice

Dr. Gerald W. Lynch, President of John Jay College of Criminal Justice



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