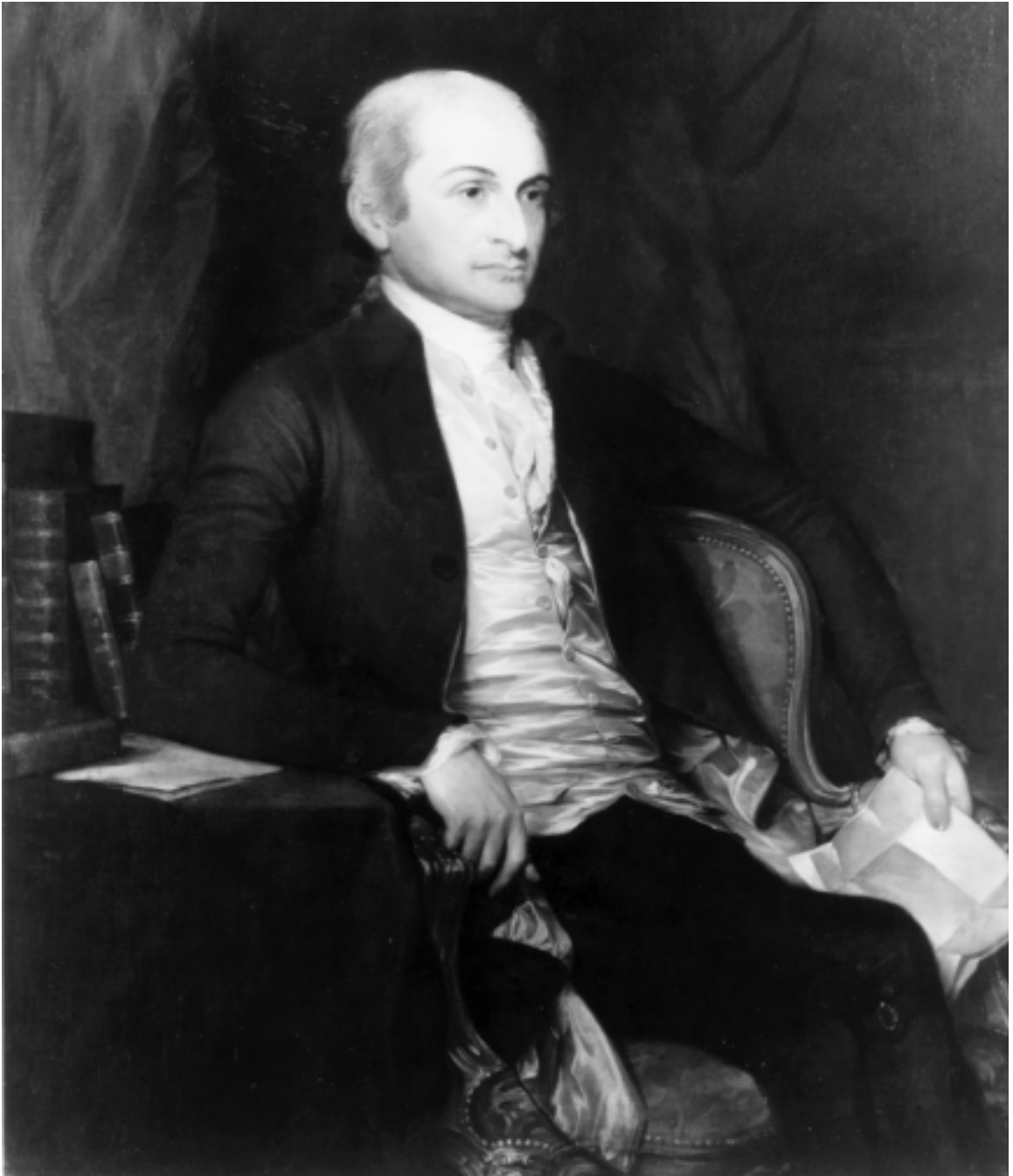


# John Jay College of Criminal Justice

THE CITY UNIVERSITY OF NEW YORK



UNDERGRADUATE BULLETIN

2005–2007

## IMPORTANT NOTICE OF POSSIBLE CHANGES

The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges without 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. The University regrets any inconvenience this may cause.

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](http://www.jjay.cuny.edu).

### Course Offerings and Availability

All courses listed in this bulletin are scheduled to be offered during the 2005-2007 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 some courses are offered in day/evening sessions, the majority 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  
(899 Tenth Avenue)

North Hall: (212) 237-8740  
(445 West 59th Street)

BMW Building: (212) 237-8700  
(555 West 57th Street)

Wesport Building: (212) 484-1120  
(Tenth Avenue, between 55th and 56th Streets)

### 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:

|      |      |             |
|------|------|-------------|
| WCBS | 880  | AM/101.1 FM |
| WINS | 1010 | AM          |
| WNYC | 820  | AM/93.9 FM  |

or visit the College website at:  
[www.jjay.cuny.edu](http://www.jjay.cuny.edu)

# Contents

## GENERAL INFORMATION

|          |   |           |
|----------|---|-----------|
| <b>1</b> | <b>John Jay College of Criminal Justice</b><br>The College<br>The City University of New York<br>Undergraduate and Graduate Programs<br>Lloyd George Sealy Library<br>Centers and Institutes<br>Office of Continuing and Professional Studies<br>Alumni Association<br>Office of Institutional Advancement and Community Services | <b>1</b>  |
| <b>2</b> | <b>Admission and Registration</b><br>Requirements for Admission<br>Application Procedure<br>Registration<br>Summer Session  | <b>9</b>  |
| <b>3</b> | <b>Tuition and Fees</b><br>Tuition<br>Tuition Refunds<br>Fees   | <b>17</b> |
| <b>4</b> | <b>Financial Aid</b><br>Grants<br>Loans<br>Federal Work Study<br>Application Procedures<br>TuitionPay Monthly Payment Plan<br>Academic Requirements for Financial Aid   | <b>22</b> |
| <b>5</b> | <b>Student Services</b><br>Division of Student Development and Enrollment Management<br>Career Development Services<br>Academic Advisement<br>Academic Facilities and Services<br>Student Activities<br>Recreation and Intramurals<br>Theater and the Arts  | <b>29</b> |
| <b>6</b> | <b>Academic Standards</b><br>General Information<br>General Regulations<br>Academic Integrity<br>Grades<br>Retention Standards<br>Graduation  | <b>39</b> |



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*President:* Gregory H. Williams

HUNTER COLLEGE, Founded 1870

*President:* Jennifer J. Rabb

BERNARD M. BARUCH COLLEGE, Founded 1919

*President:* Kathleen M. Waldron

BROOKLYN COLLEGE, Founded 1930

*President:* Christoph M. Kimmich

HERBERT H. LEHMAN COLLEGE, Founded 1931

*President:* Ricardo R. Fernandez

QUEENS COLLEGE, Founded 1937

*President:* James L. Muyskens

NEW YORK CITY COLLEGE OF TECHNOLOGY, Founded 1946

*President:* Russell K. Hotzler

THE COLLEGE OF STATEN ISLAND, Founded 1955

*President:* Marlene Springer

BRONX COMMUNITY COLLEGE, Founded 1957

*President:* Carolyn G. Williams

QUEENSBOROUGH COMMUNITY COLLEGE, Founded 1958

*President:* Eduardo J. Marti

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BOROUGH OF MANHATTAN COMMUNITY COLLEGE, Founded 1963

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KINGSBOROUGH COMMUNITY COLLEGE, Founded 1963

*President:* Regina Peruggi

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, Founded 1964

*President:* Jeremy Travis

YORK COLLEGE, Founded 1966

*President:* Marcia V. Keizs

MEDGAR EVERS COLLEGE, Founded 1968

*President:* Edison O. Jackson

EUGENIO MARIA DE HOSTOS COMMUNITY COLLEGE, Founded 1968

*President:* Dolores M. Fernandez

FIORIELLO H. LAGUARDIA COMMUNITY COLLEGE, Founded 1968

*President:* Gail O. Mellow

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

*Interim Dean:* Mary Lu Bilek

THE CITY UNIVERSITY OF NEW YORK MEDICAL SCHOOL, Founded 1984

*Dean:* Stanford A. Roman, Jr.







# 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 scholarship and encouraging research, especially in areas related to criminal justice. The breadth and diversity of scholarship at the College reflect our continuing commitment to innovative analyses, interdisciplinary approaches and global perspectives. The College offers its students a curriculum that balances the arts, sciences, and humanities with professional studies. It serves the community by developing graduates who have the intellectual acuity, moral commitment, and professional competence to confront the challenges of crime, justice, and public safety in a free society. It seeks to inspire both students and faculty, to the highest ideals of citizenship and public service.

### ■ 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. The new building, which will house state-of-the-art research and educational facilities as well as classrooms and lecture halls, will create a more integrated campus spanning Tenth and Eleventh Avenues, between 58th and 59th

Streets. Completion is planned for August 2008.

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 Senior Vice President for Academic Affairs; the Vice President for Institutional Advancement and Community Services; the Vice President for Student Development and Enrollment Management; and the Vice President for Finance and Administration. The following are among the offices that report to the President and Vice Presidents: the Office of the Dean for Undergraduate Studies; the Office of the Dean for Enrollment Services; the Office of Business Services; the Office of the Dean of Research and Graduate Studies; the Office of the Dean for Professional Studies; the Press Office; and the Division of Student Development and Enrollment Management. 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 14,000 students, among whom approximately 1,800 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 adminis-

tration. 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, contact the Office of the Dean for Undergraduate Studies, Room 634, Tenth Avenue Building (212-237-8960).

#### ■ **Graduate Programs**

The graduate program at John Jay College offers six master's degree programs and the doctoral programs in criminal justice and forensic psychology 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 (including the MPA-Inspector General Program), Master of Science in Forensic Computing, 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 and the Ph.D. degree in forensic psychology. Both programs are centered at the College.

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

## **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 nearly 22,000 journals, newspapers, as well as federal and court cases, greatly expand the range of the traditional print collections. These resources are available on nearly 100 student-use computers in the Library and from off-campus via the Library's proxy server.

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 1880s 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 Burton Turkus, 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, 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 focuses on the political, ethical, and legal dimensions of accountability in war. 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 "Human Rights After 9/11" to take place during the Spring 2006 semester.

For additional information concerning the Center, contact Professor George Andreopoulos, Room 607.04, 555 West 57th Street, (212) 237-8314.

### ■ The Center on Terrorism

The Center on Terrorism 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 includes a rich and interdisciplinary group of associated faculty from the social sciences and humanities, criminal justice fields, and the sciences. The Center has also collaborated with the Office of Graduate Studies to create a certificate program in terrorism at the master's level.

Original research directly sponsored by the Center or being conducted by those closely associated with the Center includes: a collaborative study of survivors of the World Trade Center disaster; a psychological and historical study of fundamentalism that is focusing on the millennial dimensions of much of the "new terrorism"; and a study of recruitment into terrorist cells in Europe and its potential to spread to American prisons.

The Center also hosts diverse seminars, lectures and conferences to generate a deeper understanding of terrorism and the measures which can be used to protect against it. These conferences have included two conferences, in 2002, and 2003, co-sponsored with FEMA, on Homeland Security; and a two-day conference on "Al-Qaeda: The New Face of Global Terrorism" in Spring 2004.

The Center on Terrorism is located in Suite 604, 555 West 57th Street. For additional information call (212) 237-8433.

### ■ The Criminal Justice Research Center

The Criminal Justice Research Center is an applied research organization established in 1975 so that members of the academic community can respond to the needs of criminal justice practitioners. The Center assists public and private agencies by conducting research and evaluation studies of crime prevention strategies, positive youth development projects, and criminal justice issues and operations.

Recent projects have included evaluations of efforts to establish permanent partnerships between police and citizen organizations to combat street drug trafficking; a study exploring the participation of women in violent, non-domestic crime; evaluation of several projects aimed at reintegrating former offenders into community life; evaluation of gender specific developmental programs for adolescents; a study of pre-trial case felony processing in the York City's Supreme Courts; and an analysis of case flow management for non-judicial personnel in the Connecticut state court system.

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

### ■ The Forensic Psychology Research Institute

Established through a generous donation from the Jules and Doris Stein Foundation, the Forensic Psychology Research Institute was created to foster research opportunities for qualified faculty and students so that they may acquire and enhance their research skills and capabilities. The Forensic Psychology Research Institute awards grants to faculty and students for research in forensic psychology. Students applying for grants must have a

minimum grade point average of 3.0.

For additional information about the Institute, visit the website at [www.jjay.cuny.edu](http://www.jjay.cuny.edu).

■ **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, a more focused treatment of moral issues in the education of criminal justice professionals, and a new dialogue among scholars on specific topics in criminal justice ethics.

The Institute's major project is the publication of *Criminal Justice Ethics*, a semiannual journal designed to focus greater attention on ethical issues in criminal justice. Its editorial scope includes topics relating to the police, the courts, corrections, and issues in legal philosophy.

The Institute has hosted a number of conferences and published their proceedings. In addition, it provides assistance to those who are planning training in ethics for police academies.

The Institute is located in Suite 607, 555 West 57 Street. For more information, e-mail: [cjethics@jjay.cuny.edu](mailto:cjethics@jjay.cuny.edu).

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

The Stephen E. Smith Center for Cyber Crime was established to bring together financial, corporate, law enforcement, and academic institutions to create a team with the goal of preventing, detecting and responding to electronic criminal conduct. The Center provides a unique opportunity to develop collaborative relationships within the field and develop methods to assist law enforcement agencies in fighting crime.

Center activities include research, evaluation, assessment, review and dissemination of best practices, analysis of current strategies, training, and education that may cover the following areas: telecommunications, computer technology, e-commerce, and child abuse.

For additional information about the Stephen E. Smith Center for Cyber Crime, call (212) 237-8920.

■ **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 premier academic center committed to furthering dispute resolution research, scholarship, innovative programming, and practice at The City University of New York and with dispute resolution colleagues in New York City. The CUNY DRC conducts research, organizes conferences, sponsors training programs, provides technical assistance, publishes research working papers, and a newsletter, manages a wide range of grant supported projects, maintains an extensive database of those interested in dispute resolution in New York City, manages a website, and several listservs. Central to the CUNY DRC's work has been its research on police use of mediation, cops and kids dialogues, and innovative initiatives on fostering intergroup relations in urban, multi-cultural settings. In the aftermath of 9/11, the CUNY DRC assumed a major leadership role by convening dispute resolution scholars and practitioners, conducting research on ADR responses to 9/11, and spearheading extensive public awareness initiative in New York City. The CUNY DRC shares offices with John Jay College's Dispute Resolution Certificate Program, one of the nation's pioneer academic programs in Dispute Resolution.

For additional information, contact Professor Maria Volpe, Room 520 Tenth Avenue Building, <http://johnjay.cuny.edu/dispute>; e-mail: [dispute@jjay.cuny.edu](mailto:dispute@jjay.cuny.edu); (212) 237-8692.

## OFFICE OF OFFICE OF CONTINUING AND PROFESSIONAL STUDIES

The newly established Office of Continuing and Professional Studies is responsible for the design and implementation of innovative seminars, workshops, and training programs that meet the changing educational and professional needs of members of the criminal justice, law enforcement, public safety and related communities. Professionals enroll in John Jay's programs to acquire new skills and expand their knowledge, both personally and professionally. All programs are taught by outstanding faculty in state-of-the-art facilities on John Jay's campus. Specialized training programs are offered through the College's Criminal Justice Center, The Prisoner Reentry Institute, the Fire Science Institute and Special Programs, all of which operate within the Office of Continuing and Professional Studies.

The **Continuing Education Program** offers a wide variety of non-credit courses. Open to the public and the John Jay community, courses are designed for both personal enrichment and professional development. The curriculum includes courses ranging from criminalistics, forensics, languages, ESL, film, music, computers, health and fitness, and test preparation. Certificate programs in addiction counseling, emergency medical technician, and security management are offered.

The **Criminal Justice 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. Center activities also include matters dealing with investigative techniques, international security, counter terrorism and hostage negotiation.

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 education 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.

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. These courses include the following: Managing Situations Involving Emotionally Disturbed Persons, which provides academic, clinical and field training for police and other law enforcement personnel to further develop their skills in working safely and effectively with emotionally disturbed clients. This course has been offered primarily for police officers who are members of specialized Emergency Service or Hostage Negotiation Units. The New York State certified Basic Police Officer and Peace Officer training courses have also been offered by Special Programs. Agencies which have participated in these courses include Amtrak and Conrail Police, and the New York City Department of Homeless Services.

The mission of the **Prisoner Reentry Institute** is to strengthen, support, and sustain the growing field of prisoner reentry policy and practice. Among its major initiatives are to: (1) offer comprehensive and interdisciplinary skill development and training to public administrators and others charged with managing prisoner reentry in jurisdictions around the country; (2) foster academic interest and advance knowledge about prisoner reentry that can be beneficial to and utilized by reentry practitioners in their service delivery; and (3) serve as a vehicle for the dissemination and exchange of prisoner reentry research and information among practitioners, policy makers, and researchers from a wide array of disciplines. Within John Jay, the Prisoner Reentry Institute is working to identify and cultivate a range of academic and professional opportunities for students interested in pursuing careers in prisoner reentry.

The Office of Continuing and Professional Studies is located in Room 601, 555 West 57th Street. For additional information, call (212) 237-8655.

## ALUMNI ASSOCIATION

The John Jay College Alumni Association provides a vital link of communication for all graduates of the College. Through special events, programs, and mailings, 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 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 on auto and home insurance, off-Broadway shows and publications. Members are also offered career assistance and counseling services, including workshops on interview skills. Annual membership 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, contact the Office of Alumni Affairs, Room 532, Tenth Avenue Building (212) 484-1103.

## OFFICE OF INSTITUTIONAL ADVANCEMENT AND COMMUNITY SERVICES

The Office of Institutional Advancement and Community Services is John Jay College's principal link to the outside world—the media, government agencies, corporate and political leaders (on all levels of government and internationally) and the general public.

The College's public visibility plays an important role in student and faculty recruitment and embraces legislative, interagency, corporate, and public support of the College and its programs.

The office seeks to support and further John Jay's educational and training programs. It also promotes John Jay as an important and effective place to study, receive specialized training, conduct research, teach and pursue professional development.

The John Jay College Foundation and the Alumni Association, which are part of the Office of Institutional Advancement and Community Services, participate in the office's outreach efforts.

For additional information, contact the Office of Institutional Advancement and Community Services, Room 623, Tenth Avenue Building (212) 237-8626.

### ■ John Jay College Press Office

This 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, the organization of special events, such as the John Jay Book & Author Series, and the development of various publications, including *John Jay Magazine*. The office also oversees content and design of John Jay's website, which serves as a key communications vehicle with prospective and current students, faculty, staff, and others interested in John Jay College.

For additional information, contact the Press Office, Room 623, Tenth Avenue Building, (212) 237-8645.



# 2

## *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 Undergraduate Admissions is located in Room 4205, North Hall, 445 West 59th Street, New York, New York 10019, (212) JOHNSJAY.

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. Students may apply online at [www.jjay.cuny.edu/admissions/admissionsUnderGrad.asp](http://www.jjay.cuny.edu/admissions/admissionsUnderGrad.asp).

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. Students may apply online at [www.jjay.cuny.edu/admissions/admissionsUnderGrad.asp](http://www.jjay.cuny.edu/admissions/admissionsUnderGrad.asp).

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 12 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 and/or an ACT score of 20 in English and 20 in mathematics. 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 asso-

ciate 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.

## ■ The City University of New York Testing Programs

### *CUNY Skills Assessment Test (CSAT)*

*Entering Freshmen.* As mandated by the Board of Trustees of The City University of New York, all new students are required to meet minimal standards in three basic skills areas: reading, writing and mathematics, before enrolling in a CUNY senior college. Students can demonstrate that they meet the University's skills requirement based on SAT, ACT, or New York State Regents test scores or through the CUNY Skills Assessment Test (CSAT).

The CUNY Skills Assessment Test (CSAT) scores will determine if the student meets the minimal competency mandated by The City University of New York. Students who do not meet the requirements must enroll in an associate degree program and receive appropriate instruction that will assist them in achieving the required academic standards. Students who do not pass any or all of the CSAT tests will be eligible for additional preparation through the Basic Skills Program and will have the opportunity to retest.

All 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 are permitted at John Jay College of Criminal Justice.

Accommodations to comply with section 504 of the Rehabilitation Act and the Americans with Disabilities Act are arranged with the Office of Testing, Room 3258, North Hall, (212) 237-8108/8125 and the Office of Services for Students with Disabilities, Room 3128, North Hall, (212) 237-8031.

### *CUNY Skills Assessment Test Exemptions*

Entering freshmen and non-CUNY transfer students with less than 45 credits are exempted from the CUNY Skills Assessment Reading and Writing Test (CSAT) if they can document any one of the following: SAT I verbal score of 480 or better; ACT English score of 20 or better; New York State English Regents score of 75 or higher.

Entering freshmen and non-CUNY transfer students with less than 45 credits are certified in mathematics and exempted from the CUNY Skills Assessment Mathematics Test (CSAT) if they can document any one of the following: SAT I math score of 480 or better; ACT math score of 20 or better; New York State Regents score of 75 or higher in one of the following: Math A, Math B, Sequential II or Sequential III. However, all new students—whether or not they are math proficient, are required to take the COMPASS Mathematics Placement Test, Part III. Test results will be used to place students in the appropriate mathematics course.

Starting Fall 2003, science major students will be asked to take the COMPASS Mathematics Placement Test Part III. For further information on the CUNY Skills Assessment Test, contact the Office of Testing, Room 3258, North Hall, (212) 237-8108/8125.

*Transfer Students.* Non-CUNY transfers with 45 or more credits are exempted from taking the CUNY Skills Assessment Test (CSAT), but will be required to take the CUNY Proficiency Exam (CPE) 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 CSAT test must enroll in an associate degree program until all three tests are passed.

Transfer students who have attended other CUNY colleges and want to transfer to a four-year program must pass the CUNY Skills Assessment Tests prior to transferring.

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 mathematics or language skills courses.

## *CUNY Proficiency Examination (CPE)*

Effective September 1, 2003, all students who are pursuing an associate or baccalaureate program are required to take and pass the CUNY Proficiency Exam (CPE). Only students who are holding a bachelor degree from an accredited institution and are pursuing a second degree are exempted from the CUNY Proficiency Exam (CPE). Students are required to take this exam when they complete 45 credits, have passed the CSAT Reading and Writing tests, and have a GPA (grade point average) of at least 2.0. The CUNY Proficiency Examination or CPE is designed to test competence in academic writing, reading, and critical thinking. The CPE is also known as the writing across the curriculum examination and consists of two parts: Part 1 - Analytical reading and writing test (2 hours); Part 2 - Analyzing and integrating material from graphs and text (1 hour). Each student will have three opportunities to take the CPE. The CPE is given once every semester. This exam is offered early March in the spring semester and early October in the fall semester. Students must register for the CPE in the Testing Office.

## **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. Students may apply online at [www.jjay.cuny.edu/admissions/admissionsUnderGrad.asp](http://www.jjay.cuny.edu/admissions/admissionsUnderGrad.asp).

### ■ **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. Students may apply online at [www.jjay.cuny.edu/admissions/admissionsUnderGrad.asp](http://www.jjay.cuny.edu/admissions/admissionsUnderGrad.asp).

Matriculated students who have completed work at other regionally accredited colleges will receive evaluation of their credits prior to 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.). **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 postsecondary 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 computer-based score of 173 or a paper-based score of 500 is required for admission, and must be reported to the University Application Processing Center using code number 2950. Information about the examination may be obtained by contacting TOEFL, Educational Testing Service, Princeton, New Jersey 08541 ([www.toefl.org](http://www.toefl.org)). 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 Testing, Room3258, North Hall, (212) 237-8108/8125.

##### ***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 established guidelines.

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. Doris Torres-Lebron 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.

### ■ **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 \$80 administrative fee (which includes a \$15 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](http://www.jjay.cuny.edu).

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

### *Student Immunization Requirements*

**Students who do not submit proof of measles, mumps, and rubella (MMR) immunization or who fail to return the meningococcal meningitis response form within a statutory grace period shall be prohibited from attending John Jay College.** For additional information, contact the Health Services Center, Room 2308, North Hall at the following phone number: (212) 237-8052.

### **Public Health Law 2165 requires post-secondary students be immunized against measles, mumps and rubella (MMR).**

All registered full-time students born on or after January 1, 1957 who are enrolled for at least 6, but fewer than 12 semester hours (or equivalent) per semester in an approved degree program or registered certificate program must submit proof of MMR immunization. Students may be exempt from the required MMR immunizations for religious or medical reasons. To qualify for a religious exemption, students must submit a signed statement, or in the event that the student is a minor (under 18), a signed statement from their parent or guardian, that they hold sincere and genuine religious beliefs that prohibit immunization. To qualify for a medical exemption, students must submit a written statement from a licensed physician or nurse practitioner that such immunization may be detrimental to their health.

### **Public Health Law 2167 requires that post-secondary institutions provide written information about meningococcal meningitis to its students and that students complete, sign, and return a meningococcal meningitis response form. Public Health Law 2167 does not require that students be immunized against meningitis.**

Public Health Law 2167 requires colleges to distribute written information about meningococcal meningitis disease and vaccination to students to complete, sign and return to the college, a meningococcal meningitis response form that: (a) confirms that the college has provided the information about meningococcal meningitis; and (b) indicates that either: (1) the student has received immunization against meningococcal meningitis within the 10 years preceding the date of the response form; or (2) the student has decided against receiving the vaccination. This law applies to students who are enrolled in at least 6 semester hours (or the equivalent) per semester. No student may be exempt from receiving or returning the response form.

### ■ Change of Program

Students who register for courses at Change of Program 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

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 18.

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 Academic Calendar, which is published in the Schedule of Classes each semester and is available at [www.jjay.cuny.edu](http://www.jjay.cuny.edu).

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 Enrollment Services. Failure to attend class and subsequent failure to withdraw officially can result in a grade of WU (see page 45).

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 Enrollment Services.

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 Enrollment Services. Applications must include substantial documentation. Applications are reviewed by a committee and the student is notified in writing.

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. During summer session students may register for up to 6 credits. However, students may register for nine credits with approval by either the Dean for Enrollment Services or the Dean for Undergraduate Studies. 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 Dean for Undergraduate Studies, Room 634, Tenth Avenue Building, (212) 237-8960.





# 3

## 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

| New York State Residents   | Full-Time            | Part-Time              |
|--|----------------------|------------------------|
| I. Undergraduate Matriculated  | \$2000* per semester | \$170 per credit /hour |
| II. All Undergraduate Non-Degree students will be charged tuition on a per credit/hour basis at the rate of \$250 per credit/hour. |                      |                        |
| III. Senior Citizen Fee: See pages 13–14.  |                      |                        |

#### Non-State and Foreign Students

|  |                        |
|--|------------------------|
| I. Undergraduate Matriculated  | \$360 per credit /hour |
| II. All Undergraduate Non-Degree students will be charged tuition on a per credit/hour basis at the rate of \$530 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. Students may also drop classes online (see Register online instructions at

[www.jjay.cuny.edu](http://www.jjay.cuny.edu)) during the first three weeks of the semester.

■ **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 or online<br>before the first day of classes ..... | 100 percent reduction<br>in tuition liability |
| Resignation filed within the first week of classes .....  | 75 percent reduction<br>in tuition liability  |
| Resignation filed within the second week of classes .....   | 50 percent reduction<br>in tuition liability  |
| Resignation filed within the third week of classes .....  | 25 percent reduction<br>in tuition liability  |
| Resignation filed after the third week of classes .....   | no reduction<br>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.)

If a student does not make full payment on tuition and fees and other college bills and the account is sent to a collection agency, the student will be responsible for all collection costs, including agency fees, attorney fees and court costs, in addition to whatever amounts the student owes the College.

In addition, non-payment or a default judgment against a student's account may be reported to a credit bureau and reflected in the student's credit report.

■ **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 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 Late Payment Service fee and in some cases, that account being turned over to the College's collection attorneys for appropriate action. (please see "Outstanding Debts to the College, above). 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.

■ **The City University of New York Policy on Withholding Student Records**

Students who are delinquent and/or default in any of their financial accounts with the College, the University, or an appropriate state or federal agency for which the University acts as either a disbursing or certifying agent, and students who have not completed exit interviews as required by the federal Perkins Loan Program, the federal Family Education Loan Programs, the William D. Ford Federal Direct Loan Program and the Nursing Student Loan Program, are not to be permitted to complete registration, or issued a copy of their grade, a transcript of academic record, certificate, or degree, nor are they to receive funds under the federal campus-based student assistance programs or the federal Pell Grant Program unless the designated officer, in exceptional hardship cases and consistent with federal and state regulations, waives in writing the application of this regulation.

■ **Special Provisions for Students in the Military**

The following policies apply to students who leave CUNY to fulfill military obligations.

I. Students called up to the reserves or drafted before the end of the semester

A. Grades. In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).

B. Refunds. A student called up to the reserves or drafted or who does not attend for a sufficient time to qualify for a grade is entitled to a 100 percent refund of tuition and all other fees except application fees.

II. Students who volunteer (enlist) for the military

A. Grades. Same provision as for students called up to the reserves. In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).

B. Refunds. The amount of the refund depends upon whether the withdrawal is before the fifth week of classes.

1. Withdrawal before the beginning of the fifth calendar week (third calendar week for summer session): 100 percent refund of tuition and all other fees except application fees.
2. Withdrawal thereafter: 50 percent refund.

III. Other Provisions for Military Service

A. Resident Tuition Rates. These lower rates are applicable to all members of the armed services, their spouses and their dependent children, on full-time active duty and stationed in the State of New York.

B. Re-enrollment of Veterans. Veterans who are returning students are given preferred treatment in the following ways:

1. Veterans who were former students with unsatisfactory scholastic records, may be readmitted with a probationary program.
2. Veterans, upon their return, may register even after normal registration periods, without late fees.
3. Granting of college credit for military service and armed forces instructional courses.
4. Veterans returning too late to register may audit classes without charge.

C. Late Admissions. Veterans with no previous college experience are permitted to file applications up to the date of registration, and are allowed to begin classes pending completion of their application and provision of supporting documents.

D. Readmission Fee. Upon return from military service, a student will not be charged a readmission fee to register at the same college.

E. Veterans Tuition Deferrals. Veterans are entitled to defer the payment of tuition pending receipt of veterans' benefits.

F. New York State National Guard Tuition Waivers. Active members of the New York National Guard who are legal residents of New York State and who do not have a baccalaureate degree, are eligible for a tuition waiver for undergraduate study.

■ **FEES**

■ **Consolidated Fee**

All students per semester/session.....\$15

■ **Technology Fee**

Full-time Students, per semester/session.....\$75  
(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:

| <b>Credits in Excess of 18</b>               | <b>Fee</b> |
|--|------------|
| 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**

|                           | <b>Full-time</b> | <b>Part-time</b> |
|---------------------------|------------------|------------------|
| 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, Room 4113, North Hall.

***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 \$25 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 \$18 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 \$25. The maximum fee for a semester is \$35. (The conditions under which a student may file for a make-up examination are outlined on page 44.)

### ***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. Forms are available on the College's Home Page at [www.jjay.cuny.edu](http://www.jjay.cuny.edu) under the "Office of the Registrar". 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 \$7 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 for an outside agency, contracted 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 AM to 5:00 PM; and on Tuesday and Wednesday from 9:00 AM to 7:00 PM. When classes are not in session, the Office closes at 5:00 PM each day. The City University of New York uses the Free Application for Federal Student Aid (FAFSA). This application is available throughout the country. A student need only complete the form with the CUNY John Jay Federal I.D. number (002693) to apply for aid. All information will then be sent to the College electronically. Students also have the option of filing their FAFSA on the WEB. The WEB address is: [www.fafsa.ed.gov/](http://www.fafsa.ed.gov/). The advantage of filing on the WEB is that the FAFSA results are sent 7 to 14 days faster than if the application is mailed.

### **GRANTS**

- **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. 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 \$250 to \$2000 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.

- **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 per month basic benefits for 36 months, or the equivalent in part-time training. All questions regarding Veterans Benefits should be directed to the Office of Student Financial Services.

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

Under Chapter 106, individuals who are satisfactorily participating in required training or who are fulfilling an obligated service of not less than six years in the Selective Reserve are eligible for benefits. Eligible reservists are entitled to a maximum of 36 months of educational assistance based upon full-time training, or the equivalent in part-time training. Benefits for full-time study are presently \$276 per month. Questions regarding Veterans Benefits may be directed to the Office of Student Financial Services.

- **Tuition 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.

## LOANS

### ■ Federal Perkins Loan

This is a low-interest (presently 5 percent) federal loan made available through the College to matriculated students enrolled at least half-time (6 credits or the equivalent). Loans are awarded according to need and repayment begins nine months after graduation or termination of college attendance. The FAFSA is the application for a Federal Perkins Loan.

### ■ Federal Direct Stafford/Ford Loan Program (Subsidized and Unsubsidized)

This is a low-interest loan program that helps students meet the cost of a college education. The Federal Direct Loan Program allows students to borrow money directly from the federal government. Students who are matriculated in degree-granting programs and are registered for at least 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 \$6 to \$7 and is determined by the Office of Student Financial Services based on a combination of job location (on or off campus), job description, and the student's year in college.

## **APPLICATION PROCEDURES**

- **Application Forms**

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

Students who wish to apply for a Direct Loan must first submit their FAFSA application and then must complete a Direct Loan entrance counseling session on the WEB. The Federal Direct Loan application can be filed electronically through the CUNY Portal at [www.cuny.edu](http://www.cuny.edu). Students must login in order to submit the application.

- **TuitionPay 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 TuitionPay Monthly Payment Plan. Under this plan, students pay their tuition in monthly installments. There is no interest, no finance charges, only a low enrollment fee. Information is available in the Office of Student Financial Services or TuitionPay may be contacted directly at 1-800-635-0120 ([www.tuitionpay.com](http://www.tuitionpay.com)).

## **ACADEMIC REQUIREMENTS FOR FINANCIAL AID**

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

■ **Academic Qualifications for TAP**

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

***Program Pursuit***

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

Students who are receiving a first- or second-semester TAP award must complete at least 50 percent (6 credits or the equivalent) of a full-time load in order to receive a TAP award for the next semester. Students who are receiving a third- or fourth-semester award must complete at least 75 percent (9 credits or the equivalent) of a full-time load in order to receive a TAP award for the following semester. Students who are receiving a fifth through eighth payment must complete a full-time load (12 credits or the equivalent) in order to receive the next TAP payment. (Note: Students who have received four semesters of TAP awards as undergraduates must complete a minimum of 12 credits per semester in order to be eligible for the next TAP award.)

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

***Rate of Progress***

The Rate of Progress rules are in addition to the Program Pursuit rules. Students must follow both sets of rules in order to receive a TAP award each semester. Rate of Progress requires that a student earn (pass) a certain number of credits before receiving each TAP award. In addition, students must also maintain a certain grade point average (GPA). 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, which can be documented, may request a waiver from the regulations in order to receive their next financial aid payment. Waivers are granted through the Financial Aid Waiver Committee. Information on how to submit a request to

this committee is available in the Office of Student Financial Services.

■ **Students on Academic Probation**

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

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

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

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

If a student completely withdraws from school during a term, the school must calculate according to a specific formula the portion of the total scheduled financial assistance the student has earned and is therefore entitled to receive up to that point in time. If a student receives (or the College receives on the student's behalf), more assistance than the student has earned, the unearned excess funds must be returned to the U.S. Department of Education. If, on the other hand, the student receives (or the College receives on the student's behalf) less assistance than the student has earned, the student may be able to receive those additional funds.

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

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

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

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

If the College is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds 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 percent. This means that a student only has to return half of any excess funds received.

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





# *Student Services*

## **DIVISION OF STUDENT DEVELOPMENT AND ENROLLMENT MANAGEMENT**

### ■ **Counseling**

The Department of Counseling and Communication Skills 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 vocational counseling and planning for careers. Vocational testing is available to students on request after discussion with a counselor. Counselors will also recommend appropriate methods for exploring vocational interests. In addition, counselors 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-serve 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 AM to 5:00 PM when classes are in session, fall and spring semesters, with shorter summer hours 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 non-matriculated 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 PM. Evening hours of the various service offices are included in the Schedule of Classes that is available in early November and in early April in the Office of the Registrar and in the registration area during the official registration period.

### ■ **Health Services**

The New York State Public Health Law for measles, mumps and rubella requires all students taking six or more credits to receive or have proof of immunization before they

register for classes. To comply with Public Health Law 2165, the Student Health Center receives and inputs data for all students prior to registration. Immunizations are offered for free on campus, at scheduled dates throughout the year. Immunizations can also be obtained from a private medical doctor or community clinic. The New York City Department of Health and Mental Hygiene Bureau of Immunization operates walk-in immunization clinics Monday through Friday, 8:30 AM to 2:30 PM. For further information, please call the New York City Immunization Hotline at (212) 676-2273.

As of August 15, 2005, New York State Public Health Law 2167 states that all students enrolled for at least six credits must receive information about meningococcal meningitis and vaccination. A response to the receipt of meningococcal disease and vaccine information must be signed by the student or parent/guardian prior to registration. Students are required to return the meningococcal response form with proof of measles, mumps and rubella vaccinations to the Student Health Center, Room 2308, North Hall. For more information on immunization requirements, please visit [www.jjay.cuny.edu](http://www.jjay.cuny.edu) (click on "Health Office" under the heading "John Jay Students") and see page 14 of this bulletin.

Students can utilize the Health Center for health assessment, counseling, routine first aid care, on-site emergency care, blood pressure and blood sugar screenings. There is a small rest/sick bay area where students are assessed and treated. The Health Center is staffed by a registered nurse who assesses students in need of medical attention. Appropriate referrals are made to collaborating hospitals, medical centers or clinics as needed. The Student Health Center has pamphlets and brochures on a wide range of health issues; information on the CUNY-sponsored health insurance program, and an available dental plan. A registered nurse is available for health education and health counseling. The Student Health Center sponsors health educational activities throughout the year including the annual Spring Wellness Festival.

In case of a medical emergency, the Security Office should be notified (212-237-8888). An ambulance, via Fast Care service of St. Luke's-Roosevelt Hospital, will be provided. Students should seek medical attention in the event of injury during travel to or from the College, or during an off-campus activity sponsored and supervised by the College. The incident should then be reported to the College Health Center at (212) 237-8052. The Student Health Center's Director will assist students in the completion of appropriate accident insurance claim forms including an explanation of the limitations of the insurance policy. For further information visit the College Health Center, Monday through Friday, 9:00 AM to 5:00 PM, 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 and Enrollment Management, offers individual counseling, support groups, priority registration, orientation, special testing accommodations, tutoring, readers, note-takers, interpreters, special adaptive equipment, and other support services for students with disabilities. To obtain services or additional information, contact Mr. Matthew McGee, Room 3511, North Hall, (212) 237-8031.

## **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/Professional School Career 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 an annual Job Fair for graduating 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, and career change are also available.

The Office of Career Advising is located in Room 3136, North Hall. For additional information, contact Mr. Thomas Doyle, Administrative Associate for the Office of Career Advising at (212)237-8441, e-mail: [tdoyle@jjay.cuny.edu](mailto:tdoyle@jjay.cuny.edu).

#### ■ **The Job Assistance Office**

The Job Assistance Office (JAO) aids students in their search for employment through various career development initiatives. The office provides John Jay College students with postings for 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. Interested students must present a validated John Jay College I.D. card or alumni card in order to gain access to these postings. The job listings are continually updated to provide students with accurate and current information. 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 sent to prospective employers. The RRS only accepts student résumés that have been proofread and approved by a Career Development Specialist. For additional information, 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. Additionally, COPE provides job placement services to student parents who are at or below 200 percent of the federal poverty level after being certified as such. 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, contact Ms. Heather Berridge-Manning at (212) 237-8018 or stop by Rooms 3215 or 3216, 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 Room 3300-B, 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, call (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 Advisor, 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: see page 100–101.

## ■ **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) 237-8120.

### ■ **Entering Freshmen**

Orientation for entering freshmen and placement in courses for the first two semesters are provided by the Office of Academic Support Services. Freshmen are assigned thereafter to counselors in the Department of Counseling and Communication Skills. Students accepted to the SEEK Program are assigned to a SEEK counselor in their first semester. For additional information, contact Dr. Patricia Sinatra, Room 100, Westport Building, (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, contact Ms. Sylvia Lopez, Associate Director of Admissions, Room 4205, North Hall (212) 237-8897.

### ■ **Advisement in Majors and Other Academic Programs**

Faculty advisors 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 Advisor**

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 Advisor. The Health Professions Advisor



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

The Health Professions Advisor is Dr. Lawrence Kobilinsky, Science Advisor to the President, Room 3263A, North Hall, (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 Graduate Record Examination (GRE) booklets and practice tests, and Graduate Management Admission Test (GMAT) booklets. Students who are unsure of which test, if any, to take should contact the Graduate School Advisor for information on each test.

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

#### ■ **Law School Advising**

John Jay College 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 advisor maintains an ongoing relationship with law schools. For additional information concerning law school advising, call (212) 237–8116.

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

The Department also supports the College's e-training program, course and departmental web pages, and is a leader in piloting new technologies for campus use. "Hands-on" workshops in software applications, 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 [www.jjay.cuny.edu](http://www.jjay.cuny.edu) in the *Home Pages* section under "Instructional Technology Support Services."

ITSS also houses the Cisco Local Academy which provides continuing education programs in networking, security, and wireless technologies. 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, call (212) 237-8047 or e-mail: [itss@jjay.cuny.edu](mailto:itss@jjay.cuny.edu).

#### ■ **Bookstore**

The John Jay College community is served by a campus Barnes & Noble Bookstore, located on the first floor of the Westport Building (Tenth Avenue between 55th and 56th Streets). 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 AM to 7:00 PM, and on Friday from 10:00 AM to 3:00 PM, and from 9:00 AM to 5:00 PM on Saturday. It is closed on Sunday. During Summer Session the bookstore is open Monday through Thursday from 9:00 AM to 7:00 PM, 10:00 AM to 3:00 PM on Friday, and from 9:00 AM to 5:00 PM on Saturday. It is closed on Sunday.

American Express, MasterCard, Discover and VISA are accepted, as well as personal checks with the proper identification. Student financial aid and Barnes and Noble Gift cards may also be used. For further information, contact the manager, 841 West 55th Street, at Tenth Avenue (212) 265-3619, e-mail: [bksjohnjay@bncollege.com](mailto:bksjohnjay@bncollege.com).

#### ■ **ESL Resources Center**

The ESL Resources Center provides instructional support to non-native English speaking students. It offers one-on-one sessions, conferencing, Computer Assisted Language Learning (CALL) workshops, and distance learning modules. Students are requested to make appointments and sign up for these sessions. Instruction is related to English language development and for the most part, focuses on writing. Approximately twenty-five workshops are offered during the academic year ranging from sentence structure to preparing research papers. The Center utilizes the expertise of professional instructors degreed in ESL who annually participate in national and international conferences.

The Center also provides testing and placement services for incoming non-native English speaking students in order to determine their level of proficiency and recommend the course students should take. Professional advice is provided to students on how to better approach the learning of academic English in a second language context.

The Center offers workshops to faculty and staff related to the techniques in teaching with language-sensitive material and a number of other areas related to teaching the linguistically diverse population of the College. Faculty may consult the Director of the ESL Resource Center for further information.

The Center is located in Room 1201, North Hall. For additional information concerning the Center, contact Kate Szur, Director, (212) 237-8041.

#### ■ **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 undergraduate and graduate students enrolled in the College. Trained tutors work with students on an individual basis on global and sentence level skills. In addition to attending to rules of grammar and style, the Center emphasizes such skills as formulating a thesis, organizing and developing ideas, documenting APA style, and revising a paper. State-of-the-art computers, grammar/writing software, and a small, specialized library of books on writing are available. Students may be referred to the Center by members of the faculty, or 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, workshops specific to writing in the disciplines, and CPA/ACT preparation 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, contact Professor Livia Katz, Director, Room 2450, North Hall, (212) 237-8659 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 Board of Directors is composed of six students, three faculty members, three administrators, and a chairperson appointed by the President of the College. The Corporation apportions the income from the Student Activity Fee. (For the rate schedule of the Student Activity Fee, see page 20.)

### ■ **Student Council**

The Student Council is composed of twenty-four 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, pages 167-172.

### ■ **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 thirty-eight student organizations and provides information about campus meetings and events through its weekly publication, *The Condenser*. It administers a student computer 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*: *John Jay Times*, 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 Undergraduate 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 undergraduate courses in physical fitness, health education, stress management, and several 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," twelve intercollegiate teams currently take the field representing John Jay College. Fall sports include men's soccer, women's volleyball, men's and women's cross country, and women's tennis. Men's and women's varsity basketball, co-ed rifle, and women's swimming comprise the winter sports. In the spring, sports include baseball, softball, and men's tennis. 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), and the Mid-Atlantic Rifle Conference.

The annual athletics report on intercollegiate participation and financial support required by the Equity in Athletics Disclosure Act of 1994 is available in the Department of Physical Education and Athletics, Room 421, Tenth Avenue Building.

Full-time undergraduate and graduate students wishing to participate in intercollegiate athletics must be in good academic standing as defined by the College and should contact the Assistant 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 or online at [www.jjay.cuny.edu](http://www.jjay.cuny.edu).

## ■ 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 gymnasias, pool, racquetball courts, jogging track, and outdoor tennis court are open many hours each week for free play 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 third floor equipment room in the Tenth Avenue Building, call (212) 237-8367 or go online to [www.jjay.cuny.edu](http://www.jjay.cuny.edu).

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

# 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.

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 twelve months of the year, the Gallery devotes December and May to exhibitions by the College's undergraduate studio art students. 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. A major departmental production is mounted each semester in the College's state-of-the-art, off-Broadway house, The Gerald W. Lynch Theater, located in the Tenth Avenue Building. In addition to the main stage production, performances of work often conceived and performed by students and hosted by one or more clubs or college programs are held each semester in alternative spaces at the College.

The Department of Speech, Theatre and Media Studies' vibrant theatre program dates back to the earliest days of the College. Many productions involve criminal justice themes, and have included major plays in the repertoire of world drama ranging from Greek tragedy to plays by contemporary playwrights: *Oedipus Rex*, *Merchant of Venice*, *Marat Sade*, *The Bald Soprano*, *Short Eyes*, *Equus*, *For Colored Girls*. . . , and *Crimes of the Heart*. Kafka's *The Trial* and Sidney Kingsley's *Detective Story* were recognized by major New York critics, while more recently, *The Crucible* and *Macbeth* drew large, enthusiastic crowds and glowing accolades from students and community alike. Musicals, such as *Godspell*, Brecht's *Happy End*, and *Once Upon This Island*, have offered John Jay's multi-talented students the opportunity to showcase their instrumental and vocal skills. Reflecting the interdisciplinary nature of the

College, departmental productions generally involve close collaboration with student clubs, the student theatrical group (John Jay Players) and Women's Studies.

In addition to performing in departmental productions, students can earn three credits (Drama 185 and 299) working as stage managers, assistant directors, technical crew, sound and lighting technicians and makeup, wardrobe, and prop assistants. Students who actively participate in all aspects of college productions are eligible for consideration for the Richard Henry Hommel Award, given each year to a graduating senior for the "excellence" of their contribution to student theatre.

In recent years the Department of Speech, Theatre and Media Studies' productions have been featured in the Kennedy Center American College Theatre Festival. Main stage productions have won praise from Festival adjudicators and student actors and technicians have been invited to perform and attend workshops at regional Kennedy Center American College Theatre Festivals.

The Department of Speech, Theatre, and Media Studies 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. Beginning Fall 2005, the Department will offer television production internships as part of its developing media program.

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



# 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 Enrollment Services is responsible for enforcing all academic rules. Appeals of rules and regulations should be addressed to the Dean for Enrollment Services 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 9 credits with approval by either the Dean for Enrollment Services or the Dean for Undergraduate Studies.

#### ■ **Maximum Course Substitutions**

Occasionally, a course required to fulfill the requirements of a major is not offered. A maximum of three course substitutions is permitted for each degree program. Course substitution forms are available at the Office of the Registrar (Room 4113, North Hall). Students seeking a substitution for such a course are to consult with the appropriate Department Chairperson/Coordinator. The Dean for Undergraduate Studies (Room 634, Tenth Avenue Building) may also approve a substitute course in the absence of the Department Chairperson/Coordinator.

#### ■ **Students on Academic Probation**

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

Students who are on probation may exceed the forgoing limit by enrolling in a physical education activity course that awards one credit.

#### ■ **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. The English prerequisite may only be waived by the Dean for Undergraduate Studies.

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 Dean for Undergraduate Studies 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 Enrollment Services. 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 pages 61 and 92.)

### ***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:

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

#### **SEEK/Interdisciplinary Studies**

|                          |                          |
|--------------------------|--------------------------|
| Communication Skills 101 | Communication Skills 511 |
| Communication Skills 102 | Communication Skills 512 |
| English 093              | Communication Skills 513 |
| English 094              |                          |
| Mathematics 095          |                          |
| Speech 091               |                          |

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 45.)
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 Enrollment Services or Registrar 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 Enrollment Services;
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 Enrollment Services prior to the registration period. Independent study courses at the 400-level require the additional approval of the Dean for Undergraduate Studies.

#### ■ **Permit Courses (Approval for Courses at Other Colleges)**

The on-line permit process (ePermit) allows CUNY students to file permit applications for permission to take courses at other CUNY schools. The student enters the CUNY Portal at [www.cuny.edu](http://www.cuny.edu) using his/her student ID and password and follows the link and instructions for filing an ePermit. The request is then sent directly to the student's home

college for the necessary approval(s). The student is then notified along with the host college if the student has been approved to take a course at the other CUNY school. This will enhance the opportunity of graduating in a timely manner and allow students to pursue academic interests not offered at their home college.

Students planning to take courses for credit simultaneously at another **NON- CUNY educational institution** must obtain permission via a paper permit in advance from the Office of the Registrar. Guidelines are available in the Registrar's Office, Room 4113, North Hall (212) 237-8870 or by visiting the Registrar's link at the College's Home Page, [www.jjay.cuny.edu](http://www.jjay.cuny.edu).

## ■ 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 constitute excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester. (See pages 44–45– 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      |
| <b>SEEK</b>              |                 |
| Communication Skills 101 | English 094     |
| Communication Skills 102 | Mathematics 095 |
| English 093              | Speech 091      |

## ■ **ACADEMIC INTEGRITY**

**Note:** The information below is excerpted from the CUNY Policy on Academic Integrity. *For the complete text of the John Jay College Policy on Academic Integrity, including sanctions, see pp. 157–160 of the Appendix of this bulletin. For the complete text of the CUNY Policy on Academic Integrity, see pp. 160–161 of the Appendix.*

## ■ Definitions and Examples of Academic Dishonesty

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.

- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

**Plagiarism** is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list.

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the sources.
- Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

**Obtaining Unfair Advantage** is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

**Falsification of Records and Official Documents.** The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization
- Falsifying information on an official academic record.
- Falsifying information on a official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

## 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-  
B+, B, B-  
C+, C  
C-, D+, D, D-

*Excellent*  
*Very Good*  
*Satisfactory*  
*Poor*

Passing, but too many of these grades can lead to dismissal from the College because of a low grade point average.

F

*Failure*

An F is not erased when the course is taken again and passed.

P

*Passing*

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 AUD (Senior Citizen's Audit)*

The grade of AUD 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 INC (Incomplete)*

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

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

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

All make-up final examinations given after the completion of the semester are processed and administered by the Office of the Registrar. The scheduled date for make-up examinations is published in the Undergraduate 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 21). 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. W grades may effect student eligibility for financial aid.

#### *Grade of WA (Administrative Withdrawal)*

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

### ***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 INC. 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/Interdisciplinary Studies**

|                          |                          |
|--------------------------|--------------------------|
| Communication Skills 101 | Communication Skills 511 |
| Communication Skills 102 | Communication Skills 512 |
| English 093              | Communication Skills 513 |
| English 094              |                          |
| Mathematics 095          |                          |
| Speech 091               |                          |

#### ■ **Change of Final Grade**

Application for a change of grade assigned by a member of the faculty may be made at any time within one year from the end of the semester in which the course was taken. This request may be made by either the student or the instructor. The procedures outlined below apply to the change of grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, 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 INC (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 INC grade was in the instructor's possession prior to the deadline date.

#### ■ **Grade Point Average (GPA)**

The grade point average is computed by multiplying the numerical value of grades A, A–, B+, B, B–, C+, C, C–, D+, D, D–, F, and WU with the number of credits of each course, which yields the number of quality points. The number of quality points is then divided by the total number of attempted credits to yield the grade point average. For example, the grade point average of a student who has completed 30 credits with grades ranging from A to WU is calculated as follows:

| <b>Number of Credits</b> |   | <b>Grade</b> |   | <b>Quality Points</b> |
|--------------------------|---|--------------|---|-----------------------|
| 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 institution.

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

Seniors with a grade point average of 3.0 or higher may, upon the recommendation of the academic department concerned and the approval of the Dean of Research and Graduate Studies or the Dean for Enrollment Services, 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.

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

Please see "Overall Credit Limitation," page 40.

## 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 are placed on academic probation. During this probationary period, students who make satisfactory academic progress will continue to maintain their academic standing with the College and their concurrent eligibility for financial aid.

- **Dismissal**

The academic records of students who fail to meet the minimum retention standards are reviewed each semester by the Academic Review Committee, which determines whether there has been satisfactory progress toward meeting required standards. Students who, in the judgment of the committee, have not made adequate progress are dismissed from the College. Upon dismissal, a student 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 pages 61 and 92.) Students may not appeal the denial of registration. Students may apply for readmission after completing the equivalent course work at a community college.

- **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 available in the Academic Calendar on the College's Home Page ([www.jjay.cuny.edu](http://www.jjay.cuny.edu)). They 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 13 for more information). SEEK students are referred to the **SEEK Department** (see pages 147–148) 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 INC 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 and also available on the College's Home Page at [www.jjay.cuny.edu](http://www.jjay.cuny.edu). 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 20).

### ■ 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.





# *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 INC 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) 237-8553.

### ■ **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. This honor will 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, have passed or been exempted from all three placement exams, and are not registered for any remedial or developmental courses during the freshman year.

### ■ **Pi Alpha Alpha**

National Honorary Society for Public Affairs and Administration

In 1977 John Jay College 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) 237-8553, Room 100, Westport, e-mail: [lmcnickle@jjay.cuny.edu](mailto:lmcnickle@jjay.cuny.edu).

■ **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 100, Westport. 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 is available online at: <http://johnjay.jjay.cuny.edu/scholarshipservices/home.html> 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 online at: <http://johnjay.jjay.cuny.edu/scholarshipservices/home.html>.

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 online at: <http://johnjay.jjay.cuny.edu/scholarshipservices/home.html>, 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 MJB Scholarship for Students with Disabilities**

Mr. Joaquin Vasquez of MJB 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 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 of 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 1200 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 online at: <http://johnjay.jjay.cuny.edu/scholarshipservices/home.html>.

■ **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) 237-8553. 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) 237-8553. An application is required.

■ **The BA/MA Merit Scholarship**

Fifteen scholarships are awarded to BA/MA students who have completed 90 credits with the highest GPA who are attending as matriculated students and carrying a minimum of 6 graduate credits.

■ **The BA/MA Thesis Incentive Scholarship**

Fifteen scholarships will awarded to BA/MA students who have been part of a research project with IRB approval or who are registered in a Thesis Prospective course.

■ **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 online at: [http://johnjay.jjay.cuny.edu/scholarship\\_services/home.html](http://johnjay.jjay.cuny.edu/scholarship_services/home.html).

■ **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. Applicants 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, 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. For more information, call (212) 237-8070, Room 3525, North Hall. 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, 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. Litna McNickle, Awards Coordinator. Professor Kaplan also participates in the selection. For more information, please contact Ms. Litna McNickle at [lmcnickle@jjay.cuny.edu](mailto:lmcnickle@jjay.cuny.edu). 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 and Computer Science 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, 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 student with disabilities who is a graduating senior and who strives for academic excellence and participates in the program for students with disabilities. 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 Services for Students with Disabilities (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 online at: <http://johnjay.jjay.cuny.edu/scholarshipservices/home.html>. For more information, please call the Office of Scholarship Services (212) 237-8553 (Room 100, Westport). 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, 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, 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 online at:

<http://johnjay.jjay.cuny.edu/scholarshipservices/home.html>.

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. Litna McNickle at (212) 237-8553 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, contact Professor Susan Larkin (212) 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 available online at: <http://johnjay.jjay.cuny.edu/scholarshipservices/home.html>. 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 of 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, call (212) 237-8909, Room 1253, North Hall. 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, 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, 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 online at: <http://johnjay.jjay.cuny.edu/scholarshipservices/home.html>. The application deadline is March 1.
- **The Interdisciplinary Studies Award**  
 The faculty and alumni of the Department of Interdisciplinary Studies established this annual award in honor of a graduating senior who has excelled academically and has fulfilled the goal of the Interdisciplinary 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 Interdisciplinary Studies Program. The faculty and the alumni of the Interdisciplinary 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, 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.

|  | <b>Credits</b>      |
|--|---------------------|
| <b>I. Skills</b>   | <b>Subtotal: 15</b> |
| English 101 or 095 <sup>1</sup> (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 SEEK SPE-S 115 <sup>2</sup>  | 3                   |
| Mathematics 103–104, 104, or 105 <sup>3</sup>  | 3                   |
| Mathematics 108 or 141   | 3                   |
| <b>II. Core Requirements</b>   | <b>Subtotal: 15</b> |
| History 231–232  | 6                   |
| Literature 230 or 231 and Literature 232 or 233  | 6                   |
| Philosophy 231   | 3                   |
| <b>III. Distribution Requirements</b>  | <b>Subtotal: 27</b> |
| <b>A. Cultural Studies</b>   |                     |
| 1. Foreign Languages <sup>4</sup>  | 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 <sup>5</sup>  |                     |
| Ethnic Studies 124. Puerto Ricans and other Hispanics in American Society <sup>6</sup>   |                     |
| Ethnic Studies 125. Race and Ethnicity in America <sup>7</sup>   |                     |
| 3. Fine Arts   | 3                   |
| Select any three–credit course in Art or Music or Drama  |                     |
| <i>(This course may not be used elsewhere to satisfy major requirements.)</i>  |                     |
| <b>B. Social Sciences</b>  | 6                   |
| Select two of the following:   |                     |
| Anthropology 101                      Economics 101 or 102   |                     |
| Government 101                      Psychology 101   |                     |
| Sociology 101  |                     |
| <b>* C. Natural Sciences<sup>8</sup></b>   |                     |
| Natural Science 107  | 4                   |
| Select one of the following:   | 4                   |
| Biology 103 or 108, or   |                     |
| Chemistry 103 or 108   |                     |
| Environmental Science 108, or  |                     |
| Forensic Science 108, or   |                     |
| Physics 101 or 203   |                     |

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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-S 115 is 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. 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 Testing Office. For additional information, please see the section on "Application Procedure" on pages 11-12 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, pages 107–109.
  6. For the description of this course, see Department of Puerto Rican/Latin American Studies, pages 142–144.
  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 Freshman Skills Assessment Tests and upon assessments by the English and Mathematics Departments. For information about the CUNY Freshman Skills Assessment Tests, see pages 10–11.

### ■ 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 SPE-S 115

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.





# 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 advisors 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 (Room 4113, North Hall), 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 advisor

**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.)

*Advisors.* Professors Ping Ji (212–237–8841), Jin Woo Kim (212–237–8927), Bilal Khan (212–237–8843), Mythili Mantharam (212–237–8844), Douglas Salane (212–237–8836), and Peter Shenkin (212–237–8925). In the Public Administration Specialization: Professors Warren Benton (212–237–8089) and Patrick O’Hara (212–237–8086).

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\* 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 is suggested. Students should consult the Testing Office regarding exemption through the CUNY Mathematics Assessment Test.

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

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

|  | <b>Credits</b> |
|--|----------------|
| 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 advisor is suggested.</i> |                |
| <b>Mathematics Electives</b>   |                |
| Mathematics 231. Linear Programming  |                |
| Mathematics 243. Calculus III  |                |
| Mathematics 301. Probability and Mathematical Statistics I                       |                |
| Mathematics 302. Probability and Mathematical Statistics II                      |                |
| Mathematics 310. Linear Algebra  |                |
| Mathematics 351. Introduction to Ordinary Differential Equations                 |                |
| Mathematics 352. Applied Differential Equations                                  |                |
| Mathematics 371. Numerical Analysis  |                |
| Mathematics 410. Abstract Algebra  |                |
| <b>Computer Electives</b>  |                |
| Mathematics 265. Data Processing Mastery   |                |
| Mathematics 270. Security of Computers and their Data                            |                |
| Mathematics 273. Graphics and Interface Programming                              |                |
| Economics 275. Games, Decisions, and Strategy                                    |                |
| Mathematics 276. Systems Analysis and Design                                     |                |
| Mathematics 277. Computers for Administrative Decision Making                    |                |
| Mathematics 278. Software Applications for Office Management                     |                |
| Mathematics 376. Artificial Intelligence   |                |
| Mathematics 379. Computer Networking   |                |
| PART FOUR. APPLIED SPECIALIZATION  | Subtotal: 12   |
| <i>Select one sequence: Public Administration or Criminal Justice</i>            |                |
| <b>Public Administration</b>   |                |
| <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                 |                |
| <b>Criminal Justice</b>  |                |
| <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 and Computer Science.



## CORRECTIONAL STUDIES (Bachelor of Science)

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

*Credits required.* 36

*Advisor:* Professor Lior Gideon (212–237–8991)

*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 Dean for Undergraduate Studies, Room 634, Tenth Avenue Building.

|   | <b>Credits</b> |
|---|----------------|
| PART ONE. REQUIRED INTRODUCTORY COURSE  | Subtotal: 3    |
| Corrections 101. Institutional Treatment of the Offender  |                |
| PART TWO. OVERVIEW COURSES  | Subtotal: 6    |
| <i>Select two courses</i>   |                |
| African-American Studies Sociology 110. Race and the Urban Community                              |                |
| Anthropology 110/Psychology 110/Sociology 110. Drug and Alcohol Use and Abuse in American Society |                |
| Sociology 203. Criminology  |                |
| PART THREE. REQUIRED CORRECTIONS COURSES  | Subtotal: 15   |
| 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   |                |
| PART FOUR. SPECIALIZATIONS  | Subtotal: 12   |
| <i>Choose Track A or Track B</i>  |                |
| <b>A. Correctional Administration Track</b>   |                |
| <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>B. Correctional Science Track</b>  |                |
| <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                          |                |
|   | 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 fulfill the College's general education requirements in the social sciences.) Criminal Justice 101 is the required first course within the major.

*Advisor:* Professor James Cauthen (212–484–1109)

*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 advisor for the major. For information about the College's Study Abroad 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 Dean for Undergraduate Studies, Room 634, Tenth Avenue Building.

|   | <b>Credits</b> |
|---|----------------|
| 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> |                |
| <b>Concentration A. Law and Due Process</b>   |                |
| 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. Seminar in Law, Order, Justice, and Society   |                |
| Government 430. Problems in Civil Rights and Civil Liberties  |                |
| History 277. American Legal History   |                |
| Law 301. Jurisprudence  |                |
| Law 310/Philosophy 310. Ethics and Law  |                |
| Law 401. Problems of Constitutional Development   |                |
| Psychology 370/Law 370. Psychology and the Law  |                |
| Puerto Rican/Latin American Studies Law 322. Civil Rights and Civil Liberties in the Urban Latina/o Communities |                |
| Sociology 305. Sociology of Law   |                |
| <b>Concentration B. The Police and the Community</b>  |                |
| 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. 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                                 |                |
| <b>Concentration C. The Courts and the Criminal Justice System</b>  |                |
| Criminal Justice 425. Seminar on Major Works in Criminal Justice  |                |

Government 308. State Courts and State Constitutional Law  
 Government 435. Seminar in Judicial Processes and Politics  
 Law 202. Law and Evidence  
 Law 204. Criminal Law of New York  
 Law 209. Criminal Law  
 Law 212. The Criminal Process and the Criminal Procedure Law  
 Philosophy 322/Criminal Justice 322. Judicial and Correctional Ethics  
 Public Administration 360. Court Administration  
 Sociology 206. 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: Principles and Practices  
 Sociology 301. Penology

**Concentration E. Crime and Society**

Anthropology 110/Psychology 110/Sociology 110. Drug Use and Abuse in American Society  
 Anthropology 230. Culture and Crime  
 Criminal Justice 236/Sociology 236. Victimology  
 Criminal Justice 425. Seminar on Major Works in Criminal Justice  
 Economics 170. Introduction to the Economics of Crime and Social Problems  
 Economics 315/Police Science 315. An Economic Analysis of Crime  
 Economics 360/Sociology 360. Corporate and White Collar Crime  
 History 320. The History of Crime and Punishment in the United States  
 Police Science 405. Organized Crime in America  
 Puerto Rican/Latin American Studies Law 325. The Latina/o Experience of Criminal Justice  
 Psychology 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 fulfill the College's general education requirements in the social sciences.) Criminal Justice 101 is the required first course within the major.

*Advisor.* Professor James Cauthen (212-484-1109)

*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 advisor 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 Dean for Undergraduate Studies, 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>        |             |
| <b>A. Category A. Computer Skills</b>   |             |
| <i>Select one course</i>  |             |
| Criminal Justice 255. Computer Applications in Criminal Justice                 |             |
| Mathematics 279. Data Communications and the Internet                           |             |
| Police Studies 216. Crime Mapping   |             |
| Public Administration 241. Computer Applications in Public Administration       |             |
| <b>Category B. Research Skills</b>  |             |
| <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. 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 Relations                  |             |

## 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 <i>or</i>               |              |
| Economics 280. Economics of Labor  |              |
| <i>and</i>   |              |
| Public Administration 343. Administration of Financial Resources <i>or</i>               |              |
| Economics 250. Introduction to Accounting  |              |
|  | Subtotal: 9  |
| PART THREE. CRIMINAL JUSTICE PLANNING AND POLICY ANALYSIS                                |              |
| <i>All courses are required</i>  |              |
| Public Administration 348. Justice Planning and Policy Analysis                          |              |
| Public Administration 445. Seminar in Justice Administration and Planning                |              |
|  | Subtotal: 6  |
| PART FOUR. CONCENTRATION-OF-CHOICE   |              |
| <i>Select one concentration; four courses must be completed in the one selected.</i>     |              |
|  | Subtotal: 12 |
| <b>Category A. Law Enforcement</b>   |              |
| <i>Required</i>  |              |
| Criminal Justice 321/Philosophy 321. Police Ethics                                       |              |
| Police Science 201. Police Organization and Administration                               |              |
| Police Science 301. The Police Manager   |              |
| <i>Electives</i>   |              |
| <i>Select one course</i>   |              |
| 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                            |              |
| <b>Category B. Courts</b>  |              |
| <i>Required</i>  |              |
| Criminal Justice 322. Judicial and Correctional Ethics                                   |              |
| Public Administration 360. Court Administration  |              |
| Public Administration 420/Law 420. Contemporary Administration and the Judiciary         |              |
| <i>Electives: select one course</i>  |              |
| Government 308. State Courts and State Constitutional Law                                |              |
| Government 435. Seminar in Judicial Processes and Politics                               |              |
| Law 206. The American Judiciary  |              |
| Public Administration 404. Practicum in Public Administration                            |              |
| <b>Category C. Corrections</b>   |              |
| <i>Required</i>  |              |
| Criminal Justice 322. Judicial and Correctional Ethics                                   |              |
| Corrections 282. Principles of Correctional Operations                                   |              |
| <i>Electives: select two courses</i>   |              |
| Corrections 202. The Administration of Correctional Programs for Juveniles               |              |
| Corrections 250. Rehabilitation of the Offender  |              |
| Corrections 320. Race, Class and Gender in a Correctional Context                        |              |
| Corrections 401. Evaluating Correctional Methods and Programs                            |              |
| Corrections 402. Community-Based Correctional Programs                                   |              |
| Corrections 415. Major Works in Corrections  |              |
| Public Administration 404. Practicum in Public Administration                            |              |
| <b>Category D. Juvenile Justice</b>  |              |
| <i>Required</i>  |              |
| 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  |              |
| <i>Electives: select one course</i>  |              |
| Police Science 306. Police Work with Juveniles   |              |
| Psychology 275. Family Conflict and the Family Court                                     |              |
| Public Administration 404. Practicum in Public Administration                            |              |
| <b>Category E. Economics and Crime</b>   |              |
| <i>Required</i>  |              |
| Economics 170. Introduction to Economics of Crime and Social Problems                    |              |
| <i>Electives: select three courses</i>   |              |
| African-American Studies Economics 290. Political Economy of Racism                      |              |
| Economics 215. Economics of Regulation and the Law                                       |              |

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.

*Advisor:* 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](mailto:mjohnson@jjay.cuny.edu).

*Additional information.* Students who enrolled for the first time at the College in September 2005 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Dean for Undergraduate Studies, Room 634, Tenth Avenue Building.

Economics 231. Global Economic Development and Crime  
 Economics 245. International Economics  
 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

**Category F. Analysis of Economic Crime**

*Required*

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

*Electives (select two courses)*

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

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.

*Advisor.* 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 advisor. 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 Dean for Undergraduate Studies, Room 634, Tenth Avenue Building.

**Credits**

PART ONE. BASIC REQUIREMENTS

**Category A. Disciplinary Foundations**

*Select three of the following*  
 Sociology 203. Criminology  
 Sociology 240. Social Deviance  
 Sociology 309. Juvenile Delinquency  
 Sociology 314. Theories of Social Order

Subtotal: 9

**Category B. Multi-Disciplinary Foundations**

*Select one of the following*  
 Anthropology 230. Culture and Crime  
 Economics 170. Introduction to the Economics of Crime and Social Problems  
 Psychology 242. Abnormal Psychology

Subtotal: 3

**Category C. Research Foundations**

*One of the following courses is required; both are recommended*  
 Social Science Research 325. Research Methods in the Behavioral Sciences  
 Statistics 250. Principles and Methods of Statistics

Subtotal: 3

PART TWO. CRIMINOLOGY ELECTIVE AREAS

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

Subtotal: 15

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

*Advisor.* Professor Elizabeth Hegeman (212-237-8289)

*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 Dean for Undergraduate Studies, Room 634, Tenth Avenue Building.

**Credits**

Subtotal: 15

PART ONE. ANTHROPOLOGY CORE

*All of the following courses are required*

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



*All of the following courses are required*

Statistics 250. Principles and Methods of Statistics

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

## PART THREE. INTERDISCIPLINARY CONCENTRATIONS

*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.*

**A. Alcohol and Substance Abuse**

African-American Studies Law 210. Drugs and Crime in Africa

Subtotal: 12

Anthropology 110. Drug and Alcohol Use and Use in American Society

Anthropology 264. Anthropology of Alcohol Use

Literature 269. Alcoholism and Literature

Psychology 255. Group Dynamics in Chemical Dependency Counseling

Psychology 266. Psychology of Alcoholism and Substance Abuse

Psychology 268. Therapeutic Interventions in Chemical Dependency

Psychology 331/Counseling 331. Assessment and Clinical Evaluation in Chemical Dependency Counseling

Psychology 350/Counseling 350. Advanced Topics in Chemical Dependency Counseling

Psychology 480. Ethical and Professional Issues in Chemical Dependency Counseling

Puerto Rican/Latin American Studies 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

**B. 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. Social Deviance

Sociology 308. Sociology of Violence

Sociology 335. Migration and Crime

Sociology 351. Crime and Delinquency in Asia

Sociology 360/Economics 360. Corporate and White Collar Crime

Sociology 420/Criminal Justice 420. Women and Crime

**C. Identity and Inequality in America**

African-American Studies Economics 290. Political Economy of Racism

African-American Studies Sociology 293. Institutional Racism

Anthropology 201. Culture Contact

Anthropology 208. Cities and Culture

History 214. Immigration and Ethnicity in the United States

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

Puerto Rican/Latin American Studies Sociology 255. The Latin American Woman

Puerto Rican/Latin American Studies Sociology 267. History of Caribbean Migrations to the United States

Sociology 215. Social Control and Gender: Women in American Society

**D. Law and Criminal Justice Systems**

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

African-American Studies Sociology 215. Police and the Ghetto

Anthropology 330. American Cultural Pluralism and the Law

Corrections 101. Institutional Treatment of the Offender

Corrections 201. 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

**E. Medical and Psychiatric Treatment**

African-American Studies Psychology 240/Psychology 240. Psychology of Oppression  
Anthropology 445/Psychology 445. Culture, Psychopathology, and Healing  
Psychology 228. Psychology and Women  
Psychology 234. Psychology of Human Sexuality  
Psychology 236. Group Dynamics  
Psychology 242. Abnormal Psychology  
Psychology 268. Therapeutic Intervention in Alcoholism  
Psychology 272. Correctional Psychology  
Psychology 342. Introduction to Counseling Psychology  
Psychology 442. Key Concepts in Psychotherapy  
Puerto Rican/Latin American Studies Sociology 321. Puerto Rican/Latina/o Community Field Work  
Sociology 380. Laboratory in Dispute Resolution Skill Building

**F. Child and Family Studies**

Anthropology 224. Death, Dying and Society: A Life Crises Management Issue  
History 221. Sex and the Family in American History  
Psychology 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

*Advisor.* 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 Dean for Undergraduate Studies, 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 210. Fire Safety Administration  
Fire Science 230. Building Construction and Life Safety Systems I  
Fire Science 257. Fire Dynamics  
Fire Science 330. Building Construction and Life Safety Systems II  
Fire Science 401. Seminar in Fire Protection Problems

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 207. Water-Based Fire Suppression Systems  
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*Advisor.* 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 Dean for Undergraduate Studies, 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 319. 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.

*Advisor.* 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](mailto:mjohnson@jjay.cuny.edu).

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

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

### Credits

#### PART ONE. CORE COURSES

*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

Subtotal: 16

#### PART TWO. THEORETICAL FOUNDATIONS OF FORENSIC PSYCHOLOGY

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

Subtotal: 6

## PART THREE. FORENSIC PSYCHOLOGY ELECTIVES

Subtotal: 6

*Select two courses*

Psychology 110/Sociology 110/Anthropology 110. Drug and Alcohol Use and Abuse in American Society  
 Psychology 235. Social Psychology and the Criminal Justice System  
 Psychology 255. Group Dynamics in Chemical Dependency Counseling  
 Psychology 271/Police Science 271. Psychological Foundations of Police Work  
 Psychology 272. Correctional Psychology  
 Psychology 275. Family Conflict and the Family Court  
 Psychology 331/Counseling 331. Assessment and Clinical Evaluation in Chemical Dependency Counseling  
 Psychology 350. Advanced Topics in Chemical Dependency Counseling  
 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  
 Psychology 480. Ethical and Professional Issues in Chemical Dependency Counseling

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

Total: 34

## FORENSIC SCIENCE (Bachelor of Science)

The major in forensic science is designed to provide 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.

*Advisor.* Professor Selman Berger (212–237–8967). Referrals will be made to advisors in each of the tracks within the major.

*Proposed Molecular Biology Track:* A third track, the Molecular Biology Track, has been developed for this major and is awaiting formal approval. For additional information, contact the Department of Sciences at (212) 237–8892.

*Mathematics Requirement.* The Mathematics requirement for the forensic science major is Mathematics 241–242, Calculus I and II. It is very important for students to complete

this requirement as rapidly as possible as Mathematics 241 is a prerequisite for Physics 203 and Mathematics 242 is a prerequisite for Physics 204.

*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 advisor. 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      |
|---|--------------|
| <b>FIRST THREE YEARS</b> (Science Requirements)                                     |              |
| <i>All courses required</i>   |              |
| <b>Freshmen</b>   | Subtotal: 18 |
| Biology 103-104. Modern Biology   |              |
| Chemistry 103-104. General Chemistry  |              |
| <b>Sophomores</b>   | Subtotal: 23 |
| <i>All courses required</i>   |              |
| Chemistry 201-202. Organic Chemistry  |              |
| Chemistry 220. Quantitative Analysis  |              |
| Law 202. Law and Evidence   |              |
| Physics 203-204. General Physics  |              |
| <b>Juniors</b>  | Subtotal: 15 |
| <i>All courses required</i>   |              |
| Chemistry 302. Physical Chemistry II  |              |
| Chemistry 315. Biochemistry   |              |
| Chemistry 320-321. Instrumental Analysis I and II                                   |              |
| <b>CRIMINALISTICS TRACK</b>   |              |
| <b>Juniors</b>  | Subtotal: 3  |
| Forensic Science 313. An Introduction to Criminalistics for Forensic Science majors |              |
| <b>Seniors</b>  | Subtotal: 11 |
| Forensic Science 401. Forensic Science Laboratory Internship                        |              |
| Forensic Science 415 - 416. Forensic Science Laboratory I and II                    |              |
| <b>TOXICOLOGY TRACK</b>   |              |
| <b>Juniors</b>  | Subtotal: 3  |
| Toxicology 313. Toxicology of Environmental and Industrial Agents                   |              |
| <b>Seniors</b>  | Subtotal: 11 |
| Forensic Science 401. Forensic Science Laboratory Internship                        |              |
| Toxicology 415. Forensic Pharmacology I   |              |
| Toxicology 416. Analytical Toxicology II  |              |
|   | 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, international relations, and politics. Students may select from among FOUR concentrations-of-choice: *Law, Policy, and Society*, which explores the intersection of the legal system and the general society; *Justice and Politics*, which examines the political philosophy and various societal values that underlie contemporary views of justice; *Urban Affairs and Community Leadership*, which emphasizes the role of political institutions in shaping solutions to contemporary urban problems; and *Comparative/International Politics and Human Rights*, which explores the global dimensions of politics and governance..

*Credits required.* 33

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

*Advisors.* 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 September 2005 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major, a copy of which may be obtained at the Office of the Dean for Undergraduate Studies, Room 634, Tenth Avenue Building.

## Credits

### PART ONE. FOUNDATION COURSES

*Choose one course from four of the following categories*

#### **Category A. American Institutions**

Government 215. The Legislative Process

Government 220. The Chief Executive

#### **Category B. Public Law**

Government 230. Principles of Constitutional Government

#### **Category C. Political Theory**

Government 270. Political Philosophy

Government 375. Law, Order, Justice, and Society

#### **Category D. Urban Politics**

Government 203. Municipal and State Government

Government 206. Urban Politics

#### **Category E. International/Comparative**

Government 257. Comparative Politics

Government 260. International Relations

Subtotal: 12

### PART TWO. AMERICAN HISTORY

*Both courses are required*

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

History 202. American Civilization: From 1865 to the Present

Subtotal: 6

### PART THREE. CONCENTRATION-OF-CHOICE

*Select one concentration. If you select Concentration A, Concentration B or Concentration D, you must take 4 three-credit courses within your concentration. At least one 400-level government course must be completed. At least one additional 300 or 400-level course must be taken. If you select Concentration C, you may either take 4 three-credit courses, including one 400-level government course and another 300 or 400-level course or 2 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.*

Subtotal: 12

#### **Concentration A. Law, Policy, and Society**

Government 215. The Legislative Process

Government 230. Principles of Constitutional Government

Government 308. State Courts and State Constitutional Law

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

Government 318. Law and Politics of Sexual Orientation

Government 319. Gender and Law

Government 401. Seminar in Government\*

Government 430. Seminar in Problems in Civil Rights and Civil Liberties

Government 435. Seminar in Judicial Process and Politics

Criminal Justice 420/Sociology 420. Women and Crime

Economics 215. Economics of Regulation and the Law

History 277. American Legal History

Law 301. Jurisprudence

Law 310/Philosophy 310. Ethics and Law

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

Sociology 305. The Sociology of Law

#### **Concentration B. Justice and Politics**

Government 270. Political Philosophy

Government 278/Sociology 278. Political Sociology

Government 371. American Political Philosophy

Government 375. Law, Order, Justice, and Society

Government 401. Seminar in Government\*

Government 423/Philosophy 423. Selected Topics in Justice

Government 470. Political Theory of Criminal Justice

African-American Studies History 270. History of African-American Social and Intellectual Thought

Law 310/Philosophy 310. Ethics and Law

Sociology 314. Theories of Social Order

### **Concentration C. Urban Affairs and Community Leadership**

Government 203. Municipal and State Government  
Government 206. Urban Politics  
Government 210. Comparative Urban Political Systems  
Government 214. Political Parties and Pressure Groups  
Government 215. The Legislative Process  
Government 220. The Chief Executive  
Government 401. Seminar in Government\*  
Government 402 or 403/Public Administration 402 or 403. Seminar and Internship in New York City Government  
Government 405. Government and Administration of New York City  
African-American Studies Sociology 110. Race and the Urban Community  
Anthropology 208. Cities and Culture  
Economics 270. Urban Economics  
History 217. Three Hundred Years of New York City  
Puerto Rican/Latin American Studies Sociology 241. The Puerto Rican/Latina/o Experience in Urban United States Settings  
Puerto Rican/Latin American Studies Sociology 321. Puerto Rican/Latina/o Community Field Work  
Sociology 201. Urban Sociology: The Study of City Life

### **Concentration D. Comparative/International Politics and Human Rights**

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

### **PART FOUR. SENIOR REQUIREMENT**

Government 409. Colloquium for Research in Government and Politics

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.

## **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.

*Advisor.* 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 Subtotal: 9

*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.*

**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

Subtotal: 6

*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.*

**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 380. 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

Subtotal: 9

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

**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 Government 242/Government 242/History 242. U.S. Foreign Policy in Latin America  
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.)

*Advisors.* Professors James Cauthen (212-484-1109) and Harold Sullivan (212-237-8194)

|  | <b>Credits</b> |
|--|----------------|
| PART ONE. CORE COURSES   | Subtotal: 9    |
| <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                                     |                |
| PART TWO. GOVERNMENT AND THE JUDICIAL PROCESS  | Subtotal: 6    |
| <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  |                |
| PART THREE. ADMINISTRATION OF THE JUDICIARY  | Subtotal: 3    |
| Public Administration 360. Court Administration  |                |
| PART FOUR. CULTURAL DIVERSITY AND THE COURTS   | Subtotal: 3    |
| <i>Select one course</i>   |                |
| Anthropology 315. Systems of Law   |                |
| Anthropology 330. American 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             |                |
| PART FIVE. COURT RELATED SKILLS  | Subtotal: 3    |
| <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  |                |
| PART SIX. COGNATE COURSES  | Subtotal: 6    |
| <i>Select two courses or one 6-credit internship</i>   |                |
| Government 206. Urban Politics   |                |
| Government 402-403/Public Administration 402-403. Seminar and Internship in New York City Government |                |
| Government 405. Seminar in New York City Politics  |                |
| Public Administration 314. Productivity  |                |
| Sociology 206. The Sociology of Conflict and Dispute Resolution                                      |                |
| Sociology 216. Probation and Parole: Principles and Practices  |                |
| Sociology 480. Dispute Resolution and the Legal System   |                |
| PART SEVEN. CAPSTONE COURSES   | Subtotal: 3    |
| <i>Select one course</i>   |                |
| Government 435. Seminar in 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 students the opportunity to study fundamental issues of social and criminal justice from a humanistic and multi-disciplinary perspective. It prepares students for basic inquiry and advanced research about justice issues, and is rooted in the humanities, especially history, literature and philosophy. It will interest students who plan to attend graduate school in the humanities or criminal justice, law, or professional school, or who intend to pursue careers in law, criminal justice, public policy, or other forms of public service.

Students are required to take four designated “core” courses in humanities and justice (these courses are designated with the “HJS” prefix by the Registrar); six courses chosen from a list of humanities courses (primarily history (HIS), literature (LIT), or philosophy (PHI) courses in either a disciplinary focus or structured multi-disciplinary combination approved by an advisor; and two 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.

*Advisor and Program Coordinator.* Professor Margaret Mikesell Tabb (212–237–8578). Each student must review her/his course of study with an advisor in order to insure both breadth and coherence of study. The program coordinator will assign a faculty advisor 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

Humanities and Justice 250. Justice in the Western Traditions  
Humanities and Justice 315: Research Methods in Humanities and Justice Studies

Subtotal: 6

PART TWO. THE DISCIPLINARY COMPONENT: History and/or Literature and/or Philosophy (six courses) Subtotal: 18

Students will take six designated courses beyond the general education requirement in a specific humanities discipline or in a multidisciplinary structure approved by an advisor 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 advisor from among the courses in each discipline designated as creditable to the major. A minimum of 12 of 18 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 290. Selected Topics in History\*  
History 320. The History of Crime and Punishment in the United States  
History 325. Criminal Justice in European Society, 1750 to the Present

#### Category B. Literature Courses

African American Studies Literature 340. African American Experience in America: Comparative Racial Perspectives  
Literature 223/African-American Studies Literature 223. African-American Literature  
Literature 290. Selected Topics\*  
Literature 313. Shakespeare  
Literature 315. American Literature and the Law  
Literature 316. Gender and Identity in Western Literary Traditions

Literature 327. Crime and Punishment in Literature  
 Literature 390. Individual Reading\*  
 Literature 401. Special Topics\*  
 Spanish 208. The Theme of Justice in 20th Century Spanish Literature

**Category C. Philosophy Courses**

Philosophy 203. Political Philosophy  
 Philosophy 310. Ethics and Law  
 Philosophy 322. Judicial and Correctional Ethics  
 Philosophy 340. Utopian Thought  
 Philosophy 3xx. Main Currents of Modern Philosophy  
 Philosophy 304. Philosophy of Mind  
 Philosophy 423. Selected Topics in Justice

PART THREE. TOPICS IN CRIMINAL JUSTICE (Interdisciplinary-2 courses) Subtotal: 6

Criminal Justice 101. Introduction to Criminal Justice  
**or** 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

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

## LEGAL STUDIES

### (Bachelor of Science)

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

*Credits required.* 33

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

*Advisor.* 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 Dean for Undergraduate Studies, 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   |             |
| <i>Select two courses</i>   |             |
| 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 |
| <b>Category A. Humanistic Perspectives on the Law</b>   |             |
| <i>Select one course</i>  |             |
| Government 375. Law, Order, Justice, and Society  |             |
| History 277. American Legal History   |             |
| Law 301. Jurisprudence  |             |
| <b>Category B. Social Science Perspectives on the Law</b>   |             |
| <i>Select one course</i>  |             |
| 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   |             |
| <b>Category C. Cultural Pluralism and the Law</b>   |             |
| <i>Select one course</i>  |             |
| African-American Studies Law 293. Law and Justice in Africa   |             |
| Law 313/Government 313. Law and Politics of Race Relations  |             |
| Government 318. The Law and Politics of Sexual Orientation  |             |
| 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 |
| <i>Select one course</i>  |             |
| Government 430. Seminar in Problems in Civil Rights and Civil Liberties   |             |
| Law 401. Problems of Constitutional Development   |             |
| Legal Studies 420. Senior Seminar in Legal Studies  |             |
|   | Total: 33   |

## **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.

*Advisor.* 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](mailto: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 Dean for Undergraduate Studies, Room 634, Tenth Avenue Building.

## Credits

|   |              |
|---|--------------|
| PART ONE. CORE COURSES<br><i>All courses are required</i><br><i>Students with law enforcement experience may obtain an exemption for Police Science 101.</i><br>Criminal Justice 321/Philosophy 321. Police Ethics<br>Law 203. Constitutional Law<br>Police Science 101. Introduction to Police Studies<br>Police Science 201. Police Organization and Administration   | Subtotal: 12 |
| PART TWO. COMPUTER SKILLS<br><i>Select one course</i><br>Criminal Justice 255. Computer Applications in Criminal Justice<br>Police Science 220/Mathematics 220. Survey of the Concepts of Operations Research<br>Police Science 216. Crime Mapping<br>Security 270/Mathematics 270. Security of Computers and Their Data  | Subtotal: 3  |
| PART THREE. POLICE SCIENCE COURSES<br><i>Select four courses. At least one course must be at the 300-level.</i><br>Police Science 202. Police and Community Relations<br>Police Science 204. The Patrol Function<br>Police Science 205. The Traffic Control Function<br>Police Science 207. The Investigative Function<br>Police Science 210. Colloquium on Criminal Justice Literature<br>Police Science 213/Forensic Science 213. Survey of Criminalistics<br>Police Science 223. Personnel Administration and Supervision<br>Police Science 227. Police Training Programs<br>Police Science 230/Corrections 230. Sex Offenders in the Criminal Justice System<br>Police Science 235. Women in Policing<br>Police Science 245. Community Policing<br>Police Science 250. Criminal Justice in Eastern Europe<br>Police Science 271/Psychology 271. Psychological Foundations of Police Work<br>Police Science 301. The Police Manager<br>Police Science 306. Police Work with Juveniles<br>Police Science 309. Comparative Police Systems<br>Police Science 315/Economics 315. Economic Analysis of Crime<br>Police Science 340. Planning for Police Operations and Management<br>Police Science 350. Police Labor Relations<br>Police Science 355. Money and the Police Manager | Subtotal: 12 |
| PART FOUR. LAW<br><i>Select two courses</i><br>Law 202. Law and Evidence<br>Law 204. Criminal Law of New York<br>Law 206. The American Judiciary<br>Law 209. Criminal Law<br>Law 212. The Criminal Process and the Criminal Procedure Law<br>Law 301. Jurisprudence<br>Law 313/Government 313. The Law and Politics of Race Relations<br>Law 320. Seminar in the Law of Search and Seizure<br>Law 340. Employment Discrimination Law, Affirmative Action and Police Organization  | Subtotal: 6  |
| PART FIVE. INTERDISCIPLINARY SKILLS AND FOUNDATIONS<br><i>Select one course</i><br>African-American Studies Sociology 215. The Police and the Ghetto<br>Anthropology 208. Cities and Culture<br>Economics 170. Introduction to the Economics of Crime and Social Problems<br>English 235. Advanced Writing for Management, Business, and Public Administration<br>Physical Education 230. Stress Management in Law Enforcement<br>Psychology 213. Race and Ethnic Relations<br>Puerto Rican/Latin American Studies Sociology 241. The Puerto Rican/Latina/o Experience in Urban United States Settings<br>Security 310. Emergency Planning<br>Social Science Research 325. Research Methods in the Behavioral Sciences<br>Sociology 203. Criminology<br>Sociology 206. The Sociology of Conflict and Dispute Resolution<br>Speech 204. Group Discussion and Conference Techniques<br>Speech 218. Managerial Communication<br>Statistics 250. Principles and Methods of Statistics   | Subtotal: 3  |
| PART SIX. SENIOR REQUIREMENT<br><i>Select one course</i><br>Police Science 401. Seminar on Police Problems<br>Police Science 405. Organized Crime in America<br>Police Science 415. Seminar on Terrorism  | Subtotal: 3  |
|   | 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).

*Advisor.* 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](mailto: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 Dean for Undergraduate Studies, Room 634, Tenth Avenue Building.

### Credits

#### PART ONE. FOUNDATION COURSES

*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. Problems in Public Administration

*Select one course*

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

Subtotal: 18

#### PART TWO. ADMINISTRATIVE SKILLS AND METHODS COURSES

*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

Subtotal: 6

#### PART THREE. CONCENTRATIONS

*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 Government (6 credits) *or* Public Administration 404. Practicum in Public Administration (3 credits)

Subtotal: 9

##### Category B. Fiscal Management

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

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

**Category C. Managerial Investigation and Oversight**

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

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

**Category D. Information Management and Communication**

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

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

**Category E. Court Administration**

*Required*

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

Law 206. The American Judiciary  
Government 435. Seminar in Judicial Processes and Politics

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

**Category F. International Public Administration**

Economics 245. International Economics  
Economics 260. Environmental Economics, Regulation and Policy  
Government 260. International Relations  
Government 250. International Law and Justice

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

**G. Special Concentration**

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

Total: 33

## **SECURITY MANAGEMENT (Bachelor of Science)**

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

*Credits required.* 36

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

*Advisor.* Professor Thomas Sunderland (212-237-8392)

*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 Dean for Undergraduate Studies, Room 634, Tenth Avenue Building.



## Credits

|  |              |
|--|--------------|
| PART ONE. CORE COURSES   | Subtotal: 18 |
| <i>All courses are required</i>  |              |
| 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   |              |
| <br>   |              |
| PART TWO. SECURITY APPLICATIONS  | Subtotal: 6  |
| <i>Required course</i>   |              |
| Police Science 207. The Investigative Function                           |              |
| <i>Select one</i>  |              |
| Fire Science 101. Introduction to Fire Science                           |              |
| Fire Science 106. Safety Engineering                                     |              |
| <br>   |              |
| PART THREE. SECURITY-RELATED COURSES                                     | Subtotal: 9  |
| <i>Select three courses</i>  |              |
| Economics 250. Introduction to Accounting                                |              |
| English 235. Writing for Management, Business, and Public Administration |              |
| Sociology 203. Criminology   |              |
| Sociology 360/Economics 360. Corporate and White Collar Crime            |              |
| <br>   |              |
| 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 specialization, 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 advisors in the specializations.

## GENERAL EDUCATION REQUIREMENTS

### I. Skills

English 101 or 095<sup>1</sup> (English 101 is the prerequisite for all courses at the 200-level.)

Subtotal: 12

3

|   |              |
|---|--------------|
| English 102 (English 102 is the prerequisite for all courses at the 300-level or above.)    | 3            |
| Speech 113 or SPE-S 115 <sup>2</sup>  | 3            |
| Mathematics 103–104, or 105 <sup>3</sup>  | 3            |
| <b>II. Core Requirements</b>  | Subtotal: 6  |
| History 231   | 3            |
| Literature 230 or 231 or 232 or 233   | 3            |
| <b>III. Distribution Requirements</b>   | Subtotal: 17 |
| A. Select one course from two of the following four Areas:                                  | 6            |
| <i>Area 1—Ethnic Studies</i>  |              |
| Ethnic Studies 123. Race and American Society: The African American Experience <sup>4</sup> |              |
| Ethnic Studies 124. Puerto Ricans and other Hispanics in American Society <sup>5</sup>      |              |
| Ethnic Studies 125. Race and Ethnicity in America <sup>6</sup>                              |              |
| <i>Area 2—Fine Arts</i>   |              |
| Select any course in Art or Music or 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>B. Social Sciences</b>   |              |
| Select two of the following:  | 6            |
| Anthropology 101  |              |
| Economics 101 or 102  |              |
| Government 101  |              |
| Psychology 101  |              |
| Sociology 101   |              |
| <b>C. Both of the following are required:</b>   | 5            |
| 1. Natural Science 107 or exemption <sup>7</sup>  |              |
| 2. Physical Education or exemption <sup>8</sup>   |              |
|   | 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 103–104 or 105  
 Speech 113 or SPE–S 115

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.

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, Theatre, and Media Studies on the basis of extensive job-related public or small group speaking experience. Apply at the Department of Speech, Theatre and Media Studies 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, Theatre and Media Studies. Speech–S 115 are offered by the SEEK Department.

3. Exemption from the Mathematics 103–104, or 105 requirement is determined by the Department of Mathematics and Computer Science 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.

4 For the description of this course, see the Department of African-American Studies, page 107–109.

5. For the description of this course, the Department of Puerto Rican/Latin American Studies, pages 142–144.

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.

8. For the exemption policy, please see page 61.

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 and Computer Science Departments respectively. For information about the CUNY Skills Assessment Tests, see pages 10–11.

### ■ 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 two 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 Lior Gideon (212–237–8991)

*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 Dean for Undergraduate Studies, Room 634, Tenth Avenue Building.

### 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

Sociology 203. Criminology

Subtotal: 18

#### PART TWO

*Select one course*

Corrections 202. The Administration of Correctional Programs for Juveniles

Corrections 282. Principles of Correctional Operations

Sociology 236. Victimology

Subtotal: 3

## 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 advisor, a student can work out a plan to earn this degree and then go on to a bachelor's degree in most of the College's majors without having to take any extra courses.

*Credits required. 24*

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

*Adviser.* Professor James Cauthen (212-484-1109).

### 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

Puerto Rican/Latin American Studies Sociology 241. The Puerto Rican Experience in Urban United States

Settings

Total: 24

## ■ 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 Dean for Undergraduate Studies, Room 634, Tenth Avenue Building. 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<br><i>Core courses; all are required</i><br>Law 203. Constitutional Law<br>Police Science 201. Police Organization and Administration   | Subtotal: 6 |
| PART TWO. Police Studies<br><i>Select two of the following courses</i><br>Police Science 202. Police and Community Relations<br>Police Science 204. The Patrol Function<br>Police Science 207. The Investigative Function<br>Police Science 210. Colloquium on Criminal Justice Literature<br>Police Science 223. Personnel Administration and Supervision<br>Police Science 245. Community Policing   | Subtotal: 6 |
| PART THREE. Law<br><i>Select two of the following courses</i><br>Law 202. Law and Evidence<br>Law 204. Criminal Law of New York<br>Law 206. The American Judiciary<br>Law 209. Criminal Law<br>Law 211. Civil Disobedience, Urban Violence and Dissent<br>Law 212. The Criminal Process and Code of Criminal Procedures  | Subtotal: 6 |
| Part Four. Interdisciplinary Skills and Foundations<br><i>Select two of the following courses</i><br>African-American Studies Sociology 121/Sociology 121. Problems of the Black Ghetto<br>African-American Studies Sociology 215/Sociology 215. The Police and the Ghetto<br>Anthropology 208. Cities and Culture<br>Computer Literacy 101. Computer Literacy<br>English 235. Writing for Management, Business and Public Administration<br>English 238. Investigative Report Writing<br>Forensic Science 213. Survey of Criminalistics<br>History 267/Puerto Rican/Latin American Studies History 267. History of Caribbean Migrations to the United States<br>Public Administration 240. Introduction to Public Administration<br>Philosophy 102. Introduction to Ethics<br>Psychology 213/Sociology 213. Race and Ethnic Relations<br>Psychology 271/Police Science 271. Psychological Foundations of Police Work<br>Puerto Rican/Latin American Studies Sociology 241. The Puerto Rican Experience in Urban United States Settings<br>Sociology 203. Criminology<br>Speech 204. Group Discussion and Conference Techniques<br>Speech 285. Courtroom Communication | Subtotal: 6 |
|  | Total: 24   |

## ■ 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 Tom Sunderland (212–237–8392)

*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 Dean for Undergraduate Studies, Room 634 Tenth Avenue Building.

### Credits

|   |               |
|---|---------------|
| PART ONE  | Subtotal: 9   |
| <i>All courses are required</i>   |               |
| Security 101. Introduction to Security  |               |
| Security 210. Methods of Security   |               |
| Security 211. Security Management   |               |
| PART TWO  | Subtotal: 12  |
| <i>All courses are required</i>   |               |
| 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  |               |
| PART THREE  | Subtotal: 0–3 |
| <i>Recommended strongly for students without a background in Law Enforcement or Security Management</i> |               |
| Security 3XX. Security Internship   |               |
|   | Total: 21–24  |

# 11

## 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 Kwando Kinshasa, Room 3219, North Hall (212-237-8759).

#### ■ 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 advisor in their major.

For additional information, please contact Professor Daniel Yalisove, Department of Psychology, Room 2429, North Hall, 212-237-8794, email: [daniel.yalisove@jjay.cuny.edu](mailto: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 Baccalaureate/Master's Degree (BA/MA) Program provides academically advanced students the opportunity to simultaneously pursue the baccalaureate and master's degrees. It is available to students studying criminal justice, forensic psychology, and public administration. The number of undergraduate electives and courses in the major are reduced for BA/MA candidates, thus enabling them to begin graduate courses once they have fulfilled the college general education requirements and some of the requirements of their major. Graduate courses then fulfill certain undergraduate requirements.

Students receive both the bachelor's and master's degrees upon completion of the requirements of their program. The BA/MA Program in Criminal Justice requires either 128 credits and a master's thesis, or 134 credits and the passing of a comprehensive examination. The BA/MA Programs in Forensic Psychology and Public Administration each require the completion of 134 credits. For each of these programs, the entire graduate course of study must be completed (see program requirements below). Students who are interested in the BA/MA Program are encouraged to meet with the BA/MA Director early in their academic career.

To be eligible for admission, students must complete 60 credits (including the college general education requirements) and have earned a 3.5 or better grade point average (GPA). This is the **minimum** requirement for eligibility and does not guarantee acceptance into the program. Students are required to maintain the 3.5 GPA to remain in the BA/MA Program. Students whose GPAs fall below the 3.5 level will not be able to receive the graduate degree even if they have completed sufficient credits. Applicants must also submit a personal statement indicating why they are seeking admission, a recommendation from a faculty member, and a writing sample that is representative of their research/writing skills. Applications are reviewed each fall for spring admission and each spring for fall admission. Further application instructions are available through the BA/MA website accessed through the John Jay College Home Page ([www.jjay.cuny.edu](http://www.jjay.cuny.edu)).

Transfer students must first establish the 3.5 GPA, for one semester (12 credits) at

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

■ **Combined degree program requirements**

| Baccalaureate/Master's Programs   | <b>Credits</b> |
|---|----------------|
| 1. M.A. in Criminal Justice<br>B.A. in Criminal Justice<br>B.S. in Criminal Justice<br>B.S. in Criminal Justice Administration and Planning<br>B.S. in Police Studies | 30–36 credits  |
| 2. M.A. (Forensic Psychology)<br>B.A. in Forensic Psychology  | 39 credits     |
| 3. M.P.A. (Public Administration)<br>B.S. in Criminal Justice Administration and Planning<br>B.A. in Public Administration  | 42 credits     |

For additional information, contact Professor Matthew B. Johnson, Director of the BA/MA Program, Room 2125, North Hall (212–237–8772) or [mjohnson@jjay.cuny.edu](mailto: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 Dr. Lawrence Kobilinsky, Science Advisor to the President, Room 3263A, North Hall, (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, one of the nation's pioneer academic programs in dispute resolution, 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. Internships are available at a wide range of agencies in New York City.

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. Students can receive both the certificate and their degree simultaneously.

For further information, contact Professor Maria Volpe, Program Coordinator, Room 520, Tenth Avenue Building (212-237-8692), or by e-mail at [dispute@jjay.cuny.edu](mailto:dispute@jjay.cuny.edu).

The Dispute Resolution Certificate Program shares offices with The City University of New York Dispute Resolution Consortium, a premier academic center committed to furthering dispute resolution research, scholarship, innovative programming, and practice at the City University of New York and with dispute resolution colleagues in New York City. For more information, go to <http://johnjay.jjay.cuny.edudispute>.

*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.

## ■ Course Offerings

|   | <b>Credits</b> |
|---|----------------|
| 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 Dr. Lawrence Kobilinsky, Science Advisor to the President, Room 3263A, North Hall, (212) 237-8884.

## INTERDISCIPLINARY STUDIES PROGRAM

The Interdisciplinary Studies Program offers students an opportunity to explore issues of contemporary significance from many points of view. Students in Interdisciplinary Studies enroll in a theme, which is examined through a group of related courses. Classes are small 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 Interdisciplinary Studies Program is open to any full-time or part-time student who has been accepted for admission to the College. Students may complete as many as 60 credits in Interdisciplinary Studies. Credits earned in the program may be used to fulfill the College's general education requirements and certain requirements in most majors, and they also count as electives.

Descriptions of the courses offered in the Interdisciplinary Studies Program are on pages 124-125 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 Interdisciplinary 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.

## 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, advisors, and agency supervisors meet on Internship Day early each semester for a general meeting and the signing of contracts and other required forms. During the semester, students meet with faculty advisors in the required seminars and classes. 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 (Room 3235, North Hall) 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, 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 106.

Students interested in the Cooperative Education Program should apply to Ms. Premwati Sukhan, Administrative Associate for the Office of Internships and Cooperative Education, Room 3235, North Hall (212) 237-8437. 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

Puerto Rican/Latin American Studies  
Science

Sociology

Speech and Theatre

Women's Studies Committee

Economics; Fire Science;

Public Administration

Puerto Rican/Latin American Studies  
Science

Criminology; Sociology

Speech; Theatre; Speech and Theatre

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, program, and honors minor that includes courses in the areas of history, culture, law, psychology, sociology, politics, and literature relating to the experience of 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.*

All students enrolled in the minor may participate in the Department's Honors Minor Program. The requirements for completion of the Honors Minor in Puerto Rican/Latin American Studies (PR/LAS) are as follows:

1. Completion of a minimum of 18 credits in Puerto Rican/Latin American Studies with a grade point average (GPA) of at least 3.3 (B+) in the Puerto Rican/Latin American Studies courses;
2. Participation in and completion of at least one of the research and writing skills workshops conducted by the Department of Puerto Rican/Latin American Studies;
3. Participation in and completion of at least one of the graduate school/law school career development workshops conducted by the Department of Puerto Rican/Latin American Studies; and
4. Completion of an honors thesis written under the supervision of a member of the Puerto Rican/Latin American Studies faculty. The thesis must be a minimum of 10 pages, using APA citation form, and of B+ quality or better.

For additional information about the Department's minor, program, and honors minor, contact Professor José Luis Morín, Room 1554, North Hall (212-237-8751).

### ■ Course Offerings

#### Credits

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

Subtotal: 6

PART TWO. Distribution Requirements

*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

Subtotal: 12

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 Drama  
 Puerto Rican/Latin American Studies Literature 108. Criminal Justice Themes in the Puerto Rican Essay, Short Story, and Novel  
 Puerto Rican/Latin American Studies Sociology 241. The Puerto Rican/Latina/o Experience in Urban United States Settings  
 Puerto Rican/Latin American Studies Literature 217. Latina/o Theatre in the U.S.A.  
 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 489. Independent Study and Research (Formerly Puerto Rican/Latin American Studies Seminar 410)

Total: 24–27

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

SEEK is a major program established in the senior colleges of The City University of New York by the New York State Legislature 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, additional instruction, tutorial services, and financial aid. Students who utilize such assistance can achieve a quality college education and expand their social and career capabilities.

■ **Eligibility**

Under the provisions of the New York State Education Law, students must meet certain residence, academic, and financial criteria for admission to the program.

***Residency***

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, which are incorporated in the City University Application, are available at all New York City high schools and at John Jay College. Individuals seeking admission to the program must complete the City University Application form, including the section entitled “SEEK/CD”. 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, APTS/SEEK Financial Aid Coordinator, 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.

## ■ **WEEKEND STUDY PROGRAM**

The Weekend Study Program is designed primarily for part-time study, with most students taking 3 to 9 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 Ms. Litna McNickle, Director of Educational Support Services, (212) 237-8553.

## ■ **WOMEN’S AND GENDER STUDIES**

John Jay College offers an interdisciplinary minor in Gender Studies. Students must accumulate 18 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 Interdisciplinary 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 Katie Gentile, (212) 237-8111.

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 some courses are offered in day/evening sessions, most 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:

|            |  |            |  |
|------------|--|------------|--|
| <b>AAD</b> | African-American Studies Drama                               | <b>ITA</b> | Italian  |
| <b>AAE</b> | African-American Studies Economics                           | <b>ISC</b> | Basic Skills Immersion: College Orientation                        |
| <b>AAG</b> | African-American Studies Government                          | <b>ISM</b> | Basic Skills Immersion: Mathematics                                |
| <b>AAH</b> | African-American Studies History                             | <b>ISR</b> | Basic Skills Immersion: Reading                                    |
| <b>AAI</b> | African-American Studies Independent Research and Internship | <b>ISW</b> | Law  |
| <b>AAJ</b> | African-American Studies Law                                 | <b>LGS</b> | Legal Studies  |
| <b>AAL</b> | African-American Studies Literature                          | <b>LIT</b> | Literature   |
| <b>AAP</b> | African-American Studies Psychology                          | <b>MAT</b> | Mathematics  |
| <b>AAR</b> | African-American Studies Research Seminar                    | <b>MUS</b> | Music  |
| <b>AAS</b> | African-American Studies Sociology                           | <b>NSC</b> | Natural Science  |
| <b>ANT</b> | Anthropology   | <b>PAD</b> | Public Administration  |
| <b>ART</b> | Art History and Studio Art                                   | <b>PED</b> | Physical Education   |
| <b>BIO</b> | Biology  | <b>PHI</b> | Philosophy   |
| <b>CEP</b> | Cooperative Education Program                                | <b>PHY</b> | Physics  |
| <b>CHE</b> | Chemistry  | <b>PLA</b> | Puerto Rican/Latin American Studies Anthropology                   |
| <b>CHI</b> | Chinese  | <b>PLC</b> | Puerto Rican/Latin American Studies Corrections                    |
| <b>CLT</b> | Computer Literacy  | <b>PLE</b> | Puerto Rican/Latin American Studies Economics                      |
| <b>COM</b> | Communication Skills   | <b>PLG</b> | Puerto Rican/Latin American Studies Government                     |
| <b>COR</b> | Corrections  | <b>PLH</b> | Puerto Rican/Latin American Studies History                        |
| <b>CRJ</b> | Criminal Justice   | <b>PLI</b> | Puerto Rican/Latin American Studies Independent Study and Research |
| <b>CSL</b> | Counseling   | <b>PLJ</b> | Puerto Rican/Latin American Studies Law                            |
| <b>DRA</b> | Drama  | <b>PLL</b> | Puerto Rican/Latin American Studies Literature                     |
| <b>ECO</b> | Economics  | <b>PLM</b> | Puerto Rican/Latin American Studies Music                          |
| <b>EAP</b> | English for Academic Purposes                                | <b>PLS</b> | Puerto Rican/Latin American Studies Sociology                      |
| <b>ENG</b> | English  | <b>PLW</b> | Puerto Rican/Latin American Studies Spanish                        |
| <b>ENV</b> | Environmental Science  | <b>PSC</b> | Police Science   |
| <b>ETH</b> | Ethnic Studies   | <b>PSY</b> | Psychology   |
| <b>FIS</b> | Fire Science   | <b>REL</b> | Religion   |
| <b>FOS</b> | Forensic Science   | <b>RUS</b> | Russian  |
| <b>FRC</b> | Freshman Colloquium (SEEK)                                   | <b>SEC</b> | Security   |
| <b>FRE</b> | French   | <b>SOC</b> | Sociology  |
| <b>GOV</b> | Government   | <b>SPA</b> | Spanish  |
| <b>HIS</b> | History  | <b>SPE</b> | Speech   |
| <b>HJS</b> | Humanities and Justice Studies                               | <b>SSC</b> | Social Science Research  |
| <b>HON</b> | Honors Reading   | <b>STA</b> | Statistics   |
| <b>ICJ</b> | International Criminal Justice                               | <b>TOX</b> | Toxicology   |

## COLLEGE COURSES

The following courses are expected to be offered during the 2005–2007 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 100.)

### 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 109 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 142 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 109 and 142 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 require-

ments in each of history, literature, and philosophy. Corequisite: completion of or enrollment in HJS 250. 3 hours, 3 credits. (Offered Spring 2006.)

### 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 advisor. 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. (Offered Fall 2005.)

### 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 advisor. Prerequisites: English 102 and HJS 410. 3 hours, 3 credits. (Offered Spring 2006.)

### 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**

*Acting Chairperson:* Kwando Kinshasa

*Professor:* Basil W. Wilson

*Associate Professors:* Yahya H. Affinnih, Jannette O. Domingo, Kwando M. Kinshasa

*Assistant Professors:* C. Jama Adams, Teresa A. Booker, Maqsood-Uddin Kadir

*Adjunct Faculty:* Myrna Bain, Errol Houlder, Kewulay Kamara, Naikyemi Odedefaa, Larry Seabrook, Rhonda Tonlinson

*Department Secretary:* Steven Lopez

### The following courses are expected to be offered during the 2005-2007 academic year:

#### AAD. 230. African-American Theatre

A study of the development of the African-American theatre considering selected works of such playwrights as Langston Hughes, Lorraine Hansberry, James Baldwin, Imamu Amiri Baraka (LeRoi Jones), Ed Bullins, Charles Gordone, Douglas Turner Ward, Adrienne Kennedy, Ron Milner, Ben Caldwell, Philip Hayes Dean, Richard Wesley, and Joseph A. Walker, as well as such production companies as the Spirit House Players and movers, the Negro Ensemble Company, and the Afro-American Studio Theatre. Plays focusing on such areas as ethnic identity and lifestyles and nationalism will be examined. (*Same course as Drama 230.*) Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (Contact department course frequency.)

#### 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 2007.)

#### AAG 275. Comparative African Politics

Contemporary patterns of sub-Saharan African politics. The goals, ideologies, political systems, institutions, and political processes of representative countries. Analysis of single-party and multi-party political systems, as well as military regimes, and the pattern of relationships among the African states. Prerequisite: African-American Studies History 195; or permission of the section instructor. 3 hours, 3 credits. (Offered Spring 2007.)

#### 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 Fall 2006)

#### 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 Fall 2005.)

#### AAH 290. African-American Military History and Social Justice

This course examines the experiences of African Americans in U.S. military history and the social justice issues that shaped their lives from the American revolutionary period through current conflicts. Discussions will examine social justice issues that influence the actions of non-citizen black soldiers during the revolutionary period; as "fugitives" and insurrectionists; and as citizen soldiers in the Civil War, up to more recent military operations including Iraq. Critical social justice issues such as biased comeback assignments, segregated units, conflicts with civilians, sexual exploitation, combat post-traumatic stress syndrome, inequities associated with the G.I. Bill, etc., will be discussed in their relationship to larger societal issues, such as, institutional racism and poverty. In this regard, the emergence of the "Double V" social philosophy for African American military personnel during World War II will be analyzed for its current relevancy. Prerequisites: English 101. In addition: Ethnic Studies 123 or History 202. 3 hours, 3 credits. (Offered spring semesters.)

#### AAI 410. Independent Study

An intensive individualized reading course in which a significant topic, issue, or area of interest in African-American Studies is pur-

sued 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 semesters.)

#### **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. *This course can be taken to satisfy requirements for the international criminal justice major.* Prerequisite: English 101. 3 hours, 3 credits. (Same course as Puerto Rican/Latin American Studies Law 230.) (Offered Spring 2007.)

#### **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 pre-colonial African societies. The enforcement of laws by the traditional community and traditional courts, and community involvement in the prevention of crime. African laws under colonialism and in contemporary independent nations. Prerequisites: English 101. In addition: African-American Studies History 195 or permission of the section instructor. 3 hours, 3 credits. (Offered Spring 2007.)

#### **AAJ 295. Police and Law in Africa**

This course will study the role of the police as the law enforcement arm of government and as a peace keeping force. The study will focus on the role of the police in the pre-colonial period of Africa, the colonial period, and the period after independence. In each of these periods, the study will highlight the type of laws that were used to govern the populace. The body of laws include:

- African customary law, as used during the pre-colonial period
- Colonial laws during the colonial era
- Modern African law, being a combination of African customary law, and the recent laws inundated by the national legislation.

Prerequisites: English 101. In addition: African-American Studies History 195 or permission of the section instructor. 3 hours, 3 credits. (Offered Spring 2006.)

#### **AAJ 297. Making Peace and Resolving Conflict**

Unlike the traditional justice system found in the U.S., and in other parts of the Western world that focuses on punishing criminal behavior, restorative justice mirrors the way that disputes are settled in tribes—offenders make amends not only to victims but to their communities. Although examples of restorative justice are often cited for Western countries like the U.S., Canada, and New Zealand, this course will focus on examples from Africa and the Pacific Islands, a seldom considered part of the African Diaspora. To that end, this course will explore how an African philosophy of “ubuntu” (or “humanity towards others”) influences Africa’s notions of justice, community and suffering. Comparisons will be

drawn to Western views of restorative justice. Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (Offered fall semesters.)

#### **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.) (Contact department for course frequency.)

#### **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, Morrison and Styron will be read. Prerequisite: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Same course as Literature 340.) (Offered fall semesters.)

#### **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 patterns of adaptation to abuses of power and authority. Prerequisites: English 101. In addition: African-American Studies Psychology 129 or Psychology 101 or 129. 3 hours, 3 credits. (Same course as Psychology 240.) (Offered spring semesters.)

#### **AAP 290. Psychology of the African American Family**

This course will examine the structure and psychological functioning of various forms of the African-American family. There will be an overview of the political and economic factors that have contributed to both the forms and functions of the African-American family over the past 400 years.

Students will also closely examine current family forms such as extended family, single parent families and nuclear families. We will also discuss the role that both resident and non-resident fathers play, the challenges of gender and also the role of education. Students will utilize material from diverse data sets including census data, various theoretical approaches and personal experiences to develop an appreciation of the psychological dynamics of various forms of African-American family life. Prerequisites: English 101. In addition: Ethnic Studies 123 or Ethnic Studies 125. 3 hours, 3 credits. (Offered fall 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 2006.)

#### **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 Fall 2006.)

### 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 2005 and Spring 2007.)

### 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 semesters.)

### 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 2006.)

### AAS 296. Social Stratification and Social Hierarchies

The dynamics of social inequality will be examined from the point of view of social stratification and social hierarchies, with particular attention being given to their origins and meaning in modern society, and how they impact on the status of black Americans. Theoretical and practical explanations will be offered to clarify their roles in the social structure. Prerequisites: English 101. In addition: Sociology 101 or Anthropology 101, or permission of the section instructor. 3 hours, 3 credits. (Offered Fall 2006.)

### 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.*) (Offered every semester.)

### Not offered 2005–2007:

- AAH 141. Introduction to Early African History
- AAG 270. African Politics
- AAG 322. Revolutionary Thought In Contemporary Africa
- AAH 211. African-American History I
- AAH 212. African-American History II
- AAH 270. The History of African-American Social and Intellectual Thought

## 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, Kirk Dombrowski, Alisse Waterston

*Assistant Professors:* Geraldine Casey, Kojo Dei, 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 2005–2007 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 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 every semester.)

#### ANT 210. Sex and Culture

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

#### **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 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. Prerequisites: 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 445. Culture, Psychopathology, and Healing (Formerly Anthropology 345)**

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 445*.) (Offered Fall 2006.)

#### **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 2005–2007:**

ANT 201. Culture Contact  
ANT 214. Spiritualism, Religion, and Magic  
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:* Peter Manuel

*Professors:* Peter Manuel, Daniel Paget, Laurie Schneider, Timothy Stroup

*Associate Professors:* Enrique Chavez-Arviso, Laura Greenberg, Amie Macdonald, John P. Pittman, Helen Ramsaran

*Assistant Professors:* Carrie-Ann Biondi Khan, Mary Ann McClure, Roberto Visano, Thalia Vrachopoulos

*Adjunct Faculty:* Bana Bashour, Paul Brown, Orlanda Brugnola, Gerard Dapena, James DiGiovanna, Frank Gimpaya, Herb Hartel, Yvonne Hatchett, Sarah Haviland, Jennifer Jensen, Howard Matthews, Kevin Murtagh, Karsten Struhl, Chris Trogan, Michael Von Stange

*Administrative Assistant:* Myrna Allen

**The following courses are expected to be offered during the 2005–2007 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 fall semesters.)

### 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 112. Design and Composition

Continuation of Art 111. Study of the fundamental principles of structure in the visual arts with application to two- and three-dimensional problems. Use of various mediums and materials (pastel, charcoal, plastic, color). Advanced figure drawing. Prerequisite: Art 111. 3 hours, 3 credits. (Contact department for course frequency.)

### 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.)

## 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 every semester.)

### 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.)

## PHILOSOPHY

**Note: Equivalent philosophy courses are offered by the Department of Interdisciplinary 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. (Contact department for course frequency.)

#### **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 302. Philosophical Issues of Rights**

This course will explore a number of philosophical issues regarding the nature, justification, content, and scope of rights. Fundamental issues include what is meant by the notion of a right, how rights are justified, and what sorts of rights we have (negative and/or positive). Other issues will also be explored, including whether rights are universal or culturally determined, whether all humans have rights, whether the scope of rights encompasses animals and ecosystems in addition to humans, and whether rights exist for groups as well as individuals. Prerequisites: English 102 and Philosophy 231. 3 hours, 3 credits. (Offered Spring 2006.)

#### **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. Prerequisites: English 102. In addition: Philosophy 231, or permission of the section instructor. 3 hours, 3 credits. (Offered Fall 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. (Offered Fall 2006.)

#### **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 2006.)

#### **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 section instructor. 3 hours, 3 credits. (Same course as *Government 423*.) (Contact department for course frequency.)

## **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 2005–2007:**

ART 103. Art of the Italian Renaissance  
ART112. Design and Composition  
ART 116. Advanced Sculpture  
ART 117. Portrait Sculpture for Beginners  
ART 204. Art and Religion in the Western Tradition  
MUS 131. John Jay Chorus II  
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

### **CHEMISTRY – See Department of Sciences**

### **CHINESE – See Department of Foreign Languages and Literatures**

### **CORRECTIONS – See Department of Law and Police Science**

## **DEPARTMENT OF COUNSELING AND COMMUNICATION SKILLS**

*Professors Emeriti:* Sheldon E. Waxenberg, Roger L. Witherspoon  
*Professors:* Robert DeLucia, James A. Malone, Carolyn Tricomi  
*Associate Professors:* John Donaruma, Louis Guinta, Suzanne Iasenza, Ronald McVey  
*Assistant Professors:* Katie Gentile, Ma-at Erica Lewis, Sandra Lanzone, Cary Sanchez-Leguelinel  
*Lecturers:* Kathy Stavrianopoulos, Bettina Murray

**The following courses are expected to be offered during the 2005–2007 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 every semester.)

#### **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 every semester.)

#### **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 every semester.)

### **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. (Contact department for course frequency.)

### **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.)

## **CRIMINAL JUSTICE — See Department of Law and Police Science**

## **DRAMA — See Department of Speech, Theatre and Media Studies**

# **DEPARTMENT OF ENGLISH**

**1257 North Hall**

**212-237-8909**

*Chairperson:* Jon-Christian Suggs

*Deputy Chairpersons:* Valerie Allen, Effie Papatzikou Cochran

*Professors Emeriti:* Robert E. Crozier, Denis Lane, Marvin Magalner, Alan Margolies, Frederik Rusch, Anya Taylor

*Professors:* Michael Blitz, William E. Coleman, Edward A. Davenport, Elisabeth Gitter, Lee Jenkins, Eric E. Larsen, Jon-Christian Suggs, Margaret Mikesell Tabb

*Associate Professors:* Valerie Allen, Ira L. Bloomgarden, Effie Papatzikou Cochran, Marc Dolan, Patricia J. (P.J.) Gibson, Karen Kaplowitz, Patricia M. Licklider, Barbara Odabashian, Allison Pease, Charles N. Piltch, Charles Stickney, Marie L. Umeh, Richard Zeikowitz

*Assistant Professors:* Adam Berlin, Richard Haw, Ann Huse, Kelly Yoojeong Jeong, Helen Kapstein, John Matteson, Mark McBeth, Adam McKible, Alexander Schlutz, Timothy Stevens, Elizabeth Yukins

*Lecturer:* Livia Katz

*Adjunct Faculty:* Judith Bronfman, Florence Calman, Justin Catz, Mark Chaffie, Barbara Coppus, Gregory Darling, Margaret Escher, Paula Goldstein, 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, et al.

*Director of the ESL Resource Center:* Katie Szur

*Director of the Writing Center:* Livia Katz

*Department Secretary:* Erica Class

**The following courses are expected to be offered during the 2005-2007 academic year:**

## **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 at the 200-level or above..

## **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" English as a Second Language (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 English Writing Center. 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 Fall 2005.)

### **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 Fall 2005 and Spring 2006.)

### **ENG 100w. Literacy Inquiries**

This course introduces students to the literacy skills, habits, and conventions necessary to succeed at college-level work. While offering students techniques and practices of invention and revision, the course also teaches the students the historical, educational, or literary aspects of literacy as a scholarly topic. For example, students may study issues prison literacy, educational policies of literacy, or representations of literacy in literature. Practice ACT exams are also given throughout the course. 3 credits, 6 contact hours per week, 9 lab hours per semester. (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 fiction. 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.)

### **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 2006.)

### **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 semesters.)

### **ENG 250. Writing for Legal Studies**

The course entails intensive study of and practice in writing in a variety of argument templates, using the principal rhetorical forms, with an eye toward developing effective techniques of proofreading and editing. Intensive grammar and style instruction enable students to offer global and sentence level responses to the writing of peers. One hourly weekly practicum required. Prerequisites: Grade of B+ or higher in each course of the English 101-102 sequence. 3 hours, 3 credits. (Offered every semester.)

### **ENG 255. Argument Writing**

Intensive study of and practice in writing in a variety of argument templates, using the principal rhetorical forms, with emphasis on developing effective techniques of proofreading and editing. Intensive grammar and style instruction enable students to offer global and sentence level responses to the writing of peers. A weekly practicum required. Prerequisite: A grade of B+ or higher in each course of the English 101-102 sequence. 3 hours, 3 credits. (Offered every semester.)

### **ENG 316. Advanced Argument Writing and Response: Theory and Practice**

Sequel to English 255 that combines composition practice with exposure to theories and paradigms of responses to writing. Intensive reading and discussion of theoretical texts that reflect a variety of reader-response theories and techniques as well as responses to writing in the disciplines enable students to sharpen their critical skills and become expert judges of the composition process, their own writing, and of writing across the curriculum. Weekly practicum required. Prerequisite: English 255. 3 hours, 3 credits. (Offered every semester.)

### **ENG 328. Forensic Linguistics: Language as Evidence in the Courts**

Forensic linguistics explores the complex relationship between linguistics and the law. The course will consider critically the role of language and its power in the legal process. It will also examine how oral and written argumentation can be used or misused to the disadvantage of social groups and thus to detriment of minorities, including women, children, and nonnative speakers of English. The involvement of linguists as expert witnesses in the legal process will also be explored. One court visit is required. This course is especially helpful for forensic psychology majors. Prerequisites: English 102, any 200-level English or literature course, and Psychology 101 or Sociology 101 or Criminal Justice 101. 3 hours, 3 credits. (Contact department for course frequency.)

### **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 practices. Prerequisites: English 102 and 235. 3 hours, 3 credits. (Offered spring semesters.)

### **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. Prerequisites: English 101 and English 102. 3 hours, 3 credits. (Offered Spring 2006 and Fall 2007.)

### 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 English 102. 3 hours, 3 credits. (Offered spring semesters.)

### 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 101 and English 102. In addition: Literature 121 or 122. 3 hours, 3 credits. (Offered Spring 2006 and Fall 2006.)

### 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 English 102. 3 hours, 3 credits. (Same course as *African-American Studies Literature 223*.) (Offered spring semesters.)

**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, divinity, sacrifice, duty, and justice. Prerequisites: English 101 and English 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 English 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 English 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 English 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 English 102. 3 hours, 3 credits. (Offered Fall 2006.)

### LIT 290. Special Topics

A single-semester course dealing with an announced topic, theme, or author. Prerequisites: English 101 and English 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 Marquez, Roth, Amis, Rushdie, Mishima, Oe, Mailer, Allende, Morrison. Prerequisite: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered Spring 2007.)

### LIT 313. Shakespeare

A study of representative plays typifying each period of Shakespeare's development. Prerequisite: 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. Prerequisite: 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. Prerequisite: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered Spring 2006 and Fall 2006.)

### 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, Burgess, Capote. Prerequisite: 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 Du Bois, Melville, Wright, Baldwin, Twain, Faulkner, Ellison, Welty, Morrison and Styron may be read. Prerequisite: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (*Same course as African-American Studies Literature 340.*) (Offered fall semesters.)

#### **LIT 352. New Fiction**

World literature from the closing decades of the 20th Century and the onset of the 21st. Readings can include Pamuk, Smith, Whitehead, Phillips, Roy, Ishiguro, Kingsolver. Prerequisite: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered Spring 2006.)

#### **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. Prerequisite: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered spring semesters.)

#### **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. Prerequisite: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered fall semesters.)

#### **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 2006.)

#### **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 semesters.)

## **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 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 semesters.)

#### **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 2007.)

#### **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 2007.)

## **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 2006.)

#### **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 con-

cerns that identify the work of an important cinematic author. Prerequisite: Literature 230 or 231 or 232 or 233. 3 hours, 3 credits. (Offered fall semesters.)

### 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 2007.)

### Not offered 2005–2007:

- ENG 333. Journalism Workshop
- 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 285. The Rebel in Film
- LIT 304. Major American Writers
- LIT 305. Modern Fiction

### ECONOMICS – See Department of Public Management

### ENVIRONMENTAL SCIENCE – See Department of Sciences

### ETHNIC STUDIES – See Departments of African-American Studies and Puerto Rican/Latin American Studies

### FIRE SCIENCE – See Department of Public Management

## 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, Edgardo Diaz, Evelyn Maldonado, Gary Milgrom, Suad Mohamed, Olga Muratova, Claretta Robbins, Sue E. Rothberger, Nilsa Ruiz

*Department Secretary:* Zoraida Gonzalez

**NOTE:** Some language courses may require testing for placement. For additional information, contact the Department of Foreign Languages and Literatures at (212) 237-8721.

**The following courses are expected to be offered during the 2005–2007 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. Required: 10 lab hours. 3 hours, 3 credits. (Offered Fall 2005.)

### CHI 192. 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. Required: 10 lab hours. 3 hours, 3 credits. (Offered Spring 2006.)

## 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. Required: 10 lab hours. 3 hours, 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. Required: 10 lab hours. 3 hours, 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 2005; French 202: offered Spring 2006.)

## 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. Required: 10 lab hours. 3 hours, 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. Required: 10 lab hours. 3 hours, 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 2005; Italian 202: offered Spring 2006.)

## 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. Required: 10 lab hours. 3 hours, 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. Required: 10 lab hours. 3 hours, 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 Fall 2005.)

### 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 sociopolitical 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 231 or 232. 3 hours, 3 credits. (Offered Spring 2006.)

## 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. Required: 10 hours laboratory. 3 hours, 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. Required: 10 hours laboratory. 3 hours, 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 Fall 2006.)

### 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 Spring 2007.)

### 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 course: 3 hours, 3 credits. (Spanish 201: offered Fall 2005; Spanish 202: offered Spring 2006.)

### 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 course: 3 hours, 3 credits. (Spanish 211: offered Fall 2006; Spanish 212: offered Fall 2005.)

### SPA 217. Latina/o Theatre in the USA

This course exposes students to the major acting techniques and styles from the wide spectrum of Latina/o dramaturgy in the United States. Special attention is given to how the creative and literary components of each text contribute to typically Latina/o forms of acting and how these reflect the unique social and political experience of being Latina/o in the United States. The course combines discussion of the specific texts and acting styles with an examination of both the creative and literary components. Course requirements include reading of selected plays in English, performance of scenes in class, and students will also perform their own works to be showcased at the end of the semester. Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (Same course as Puerto Rican/Latin American Studies Literature 217 and Drama 217.) (Offered Spring 2006.)

### **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 2006.)

### **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 2006.)

### **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: two years of college Spanish or the equivalent. Each course: 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 2006.)

### **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. The beginnings (11th Century) to 1700. Prerequisite: Spanish 202 or 212 or permission of the instructor. 3 hours, 3 credits. (Offered Fall 2005.)

### **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 Spring 2006.)

### **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 2006.)

### **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 2007.)

### **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 transla-

tion 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 2005.)

### **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 2006.)

## **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 2006.)

### **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 Laforêt, 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 2005–2007:\***

FRE 205. The French Experience

FRE 301–302. Contemporary Topics in French Literature

SPA 205. The Spanish Experience I

SPA 206. The Spanish Experience II, Mid 17th–20th Centuries

SPA 207. The Spanish-American Experience

SPA 401–402. Contemporary Issues in Hispanic Literature

\* Courses above may be taken as Independent Study

## **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, Dannette 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 2005-2007 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 every semester.)

### 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 2006.)

### 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 spring 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 fall 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 Century. 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 2006.)

### 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 every semester.)

### 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 fall 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 semesters.)

### **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 Fall 2006.)

### **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 Spring 2006.)

### **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 spring semesters.)

### **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 318. The Law and Politics of Sexual Orientation**

This course examines the law and politics affecting lesbians and gay men in the United States and investigates issues like same-sex marriage; the constitutionality of consensual-sodomy laws; sexual-orientation discrimination in public accommodations, housing, and the workplace; antigay ballot initiatives; child custody, visitation, adoption, and foster care by lesbian and gay parents and their domestic partners; health-insurance and other benefits for domestic partners; and gays in the military. These issues will be considered through an examination of case law. Prerequisites: Government 101, English 102, and junior standing or above. 3 hours, 3 credits. (Offered spring semesters.)

### **GOV 319. Gender and the Law**

This course examines the constraints and limitations of law to achieve equality, justice, and freedom in matters related to gender. It will examine how individuals use, challenge, and resist law and legal institutions to define problems and create social change. Drawing on an image of social science research, class readings pose important and persistent questions about whether and how law can adequately address gender-related concerns, such as those related to violence, work, family, reproduction, and education. Prerequisites: English 102. In addition: Government 101 and junior standing or above. 3 hours, 3 credits. (Offered Fall 2006.)

### **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 2006.)

### **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 the 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 2006.)

### **GOV 409. Colloquium for Research in Government and Politics**

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

final research paper will demonstrate the student's familiarity with relevant literature in the subfield, competence in research, research methods, writing and analysis, and the mastery of basic concepts in the discipline. In addition, the course will integrate the various subfields of the discipline through the examination of current research. Prerequisites: English 102, a 300-level government course, the government major, and senior standing. 3 hours, 3 credits. (Offered Spring 2007.)

#### 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*.) (Contact department for course frequency.)

#### 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 2005-2007:

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, James R. Jacob, Jesse Lemisch, Altargracia Ortiz, William Preston

*Distinguished Professors:* Blanche Wiesen Cook, Gerald E. Markowitz, Mike Wallace

*Professors:* Eli Faber, Daniel Gasman, Mary Gibson, Carol Grone-man, Gavin Lewis, Joseph O'Brien, Israel Rosenfield, Dennis M. Sherman, Charles B. Strozier

*Assistant Professors:* Barbara Josiah, Edward Paulino, Itai Sneh, Gregory Umbach

*Department Secretary:* Melania Clavell

### The following courses are expected to be offered during the 2005-2007 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 Fall 2006.)

#### 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 2005.)

#### 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 every semester.)

#### HIS 202. From 1865 to the Present

Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (Offered Fall 2005.)

#### 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 2006.)

#### 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 every semester.)

#### 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 2005.)

#### 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 2006.)

### **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 2006.)

### **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 Spring 2007.)

### **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. 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 267*.) (Offered Fall 2006.)

### **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 Fall 2006 and Spring 2007.)

### **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 Fall 2006 and Spring 2007.)

### **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 2006 and Fall 2006.)

### **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 every semester.)

### **Not offered 2005–2007:**

- 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

## **ITALIAN – See Department of Foreign Languages and Literatures**

# **DEPARTMENT OF INTERDISCIPLINARY STUDIES**

**Room 432 Tenth Ave. Bldg. 212-237-8460**

*Chairperson:* Michael Blitz

*Program Counselor and Coordinator:* Darryl Westcott-Marshall

*Department Secretary:* Priscilla Acuna

*Distinguished Professor:* Gerald E. Markowitz

*Faculty:* Michael Blitz (English), Elisabeth Gitter (English), Donald Goodman (Sociology), Amy Green (Speech and Theatre), Carol Groneman (History), Richard Haw (English) Sondra Leftoff (Psychology), Gerald E. Markowitz (History), Mary Ann McClure

(Philosophy), Dennis Sherman (History), Karen Terry (Law and Police Science)

*Adjunct Faculty:* Michael Aman (Speech and Theatre), Andrea Balis (History), Arthur Brown (Law and Police Science), James Curran (Criminal Justice), Sarah Havilland (Art), Nadine Johnson (Law), Mahayana Landowne (Speech and Theatre), Shirley Sarna (Law), Chris Schmidt (English), Kofi Scott (Law), Abby Stein (Criminal Justice and Sociology), Karstein Struhl (Philosophy)

For a description of the Interdisciplinary Studies Program, an interdisciplinary course of study, see page 100.

### **The following courses are expected to be offered during the 2005–2007 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? What is the social contract? Why do some people affirm society’s values and norms, and others rebel, whether by fighting against injustice or by behaving criminally? During the second semester, the theme focuses on how people in our society experience and attempt to deal with situations of conflict. Among the topics covered are domestic violence, dispute mediation, 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, law, 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.

## **DEPARTMENT OF LAW, POLICE SCIENCE, AND CRIMINAL JUSTICE ADMINISTRATION**

**422 Tenth Ave. Bldg. 212-237-8032**

*Chairperson:* Maria (Maki) Haberfeld

*Deputy Chairpersons:* Heath Grant, Evan Mandery, Christopher Morse

*Distinguished Professor Emeritus:* Donal E.J. MacNamara

*Professors Emeriti:* Charles Lindner, Barbara Raffel Price, Eli B. Silverman

*Distinguished Professors:* Todd Clear, James Fyfe, James Lynch

*Professors:* James T. Curran, William Heffernan, Zelma Henriques, Stanley Ingber, Michael Jacobson, Dennis Kenney, John Kleinig, Robert D. McCrie, Robert Panzarella, Dorothy Moses Schulz, Jeremy Travis

*Associate Professors:* Vincent Del Castillo, Maria (Maki) Haberfeld, Robert A. Hair, Delores Jones-Brown, Joseph King, Evan Mandery, Jeffrey Mellow, Christopher Morse, Norman A. Olch, Adina Schwartz, Lydia Segal, Karen Terry, Daniel O’Neal Vona

*Assistant Professors:* Gloria Browne-Marshall, Lior Gideon, Heath Grant, Yue Ma, Brian MacNamara, Peter Moskos, Anders Walker, Michael White

*Adjunct Faculty:* Robert Abraham, Michael Alperstein, Manford Ayers, Johanna Bjorken, Victoria Brown-Douglas, Peter Casamento, Peter Carrozzo, Robert Castelli, Fabiola Ceballos, Claudio Collins, Dennis Consumano, Michael Croce, Joseph Darr, Brandon Del Pozo, Michael DiScioarro, James Durkin, Thomas Eich, Kristin Englander, Michelle Filippo, Thomas Flanagan, William Fraher, Edwin (Ted) Frauman, Arlene Garcia, Anthony Gentile, Brian Gorman, Charles Gunther, Kirk Hanson, Terrence Harris, Ian Heller, James Henry, David Humen, Keith Haymes, Paul Issacs, Deniese Kennedy-Kollar, Kimora, Steven Kline, Rainer Kroll, Ahmet Kule (GTF), Sandra Langston, Louis LaPietra, William LaRaia, Suzanne Leacock-Singleton, Richard Levy, Michael Liddie, Evelyn Maldonado, Frank Marousek, James Mavrisikos, Kevin McCarthy, William McDonald, Mark Moodie, John O’Connor, Donald O’Donnell, Eugene O’Donnell, John O’Donnell, Brian Onieal, Joseph Pollini, Cathy Potler, Andres Rengifo (GTF), Thomas Ridges, Mark Rosen, Roger Rubin, Nilsa Santiago, Danielle Sapse, Paul Sarabando, Suzanne Sherbell, Michael Scherz, Martin Schiff, David Schroder, Michael Schwartz, Walter Signorelli, Margaret Smith, James Stothers, Staci Strobl, Joseph Suarez, Thomas Sunderland, Joemy Tam, Patrick Timmins, Christopher Thomson, Frank Valuzzi, Sheila Vaughan, Agostino Von Hassell, John Waldron, John Walsh, Hermann Walz, William Wasserman, Joseph Williams, Richard Wolf, Edwin Young

*Administrative Assistant:* Esperanza Lopez-Herrera

*Department Secretary:* Jacqueline Pica

### **The following courses are expected to be offered during the 2005–2007 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. Prerequisites: 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 every semester.)

#### **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 every semester.)

#### **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. Prerequisite: English 102. 3 hours, 3 credits. (Offered Fall 2006.)

#### **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**

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 301. 3 hours, 3 credits. (Offered Fall 2006.)

## **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 prerequisite 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 ideologies, 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 every semester.)

#### **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. Prerequisite: English 101. 3 hours, 3 credits. (Same course as *Government 259*.) (Offered every semester.)

#### **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 every semester.)

#### **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 101 or Law 203. 3 hours, credits. (Offered every semester.)

#### **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. Prerequisites: 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. 3 hours, 3 credits. (*Same course as Forensic Science 213.*) (Offered spring semesters.)

### **PSC 216. Crime Mapping**

The course covers both the theory and practice of Geographic Information Systems ("GIS") for law enforcement and public safety purposes, a technique known as "crime mapping." The class introduces the theoretical framework for the study of the ecology of public safety, or "crime and place," the descriptive and analytic procedures of crime mapping, and how spatial analysis is used in designing and implementing effective programs of crime prevention, problem solving and community policing. Prerequisites: English 102 and Criminal Justice 101. Knowledge of Windows software is required. 3 hours, 3 credits. (Offered every semester.)

### **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 sex 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 every semester.)

### **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, sexual 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 Spring 2006.)

### **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 every semester.)

### **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. Prerequisites: 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. Prerequisites: 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. Prerequisites: English 101. In addition: Security 101. 3 hours, 3 credits. (Offered every semester.)

### **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 every semester.)

### **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 every semester.)

### **Not offered 2005-2007:**

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

## **LITERATURE – See Department of English**

# DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

**4237 North Hall      212-237-8920**

*Chairperson:* Peter Shenkin

*Professors Emeriti:* Haig Bohigian, Lily E. Christ, Ruth S. Lefkowitz, Arthur Schlissel

*Professors:* Samuel M. Graff, Alan Hoenig, Sydney Samuel, Marvin Yablon

*Associate Professors:* Konstantinos Georgatos, Bilal Khan, Douglas E. Salane, Peter Shenkin, Antoinette Trembinska, Agnes Wieschenberg

*Assistant Professors:* Leslie Chandrakantha, Pingsi Ji, Jinwoo Kim, Thurai Kugan, Mythili Mantharam

*Lecturers:* Emerson Miller, James Noboa, Maurice Vodounou

*Adjunct Faculty:* Emmanuel Adepo, Adontin Agyen-Frempong, Akin Adubifa, Edelmire Andreu, Wladina Antoine, Alan Aronoff, Roberta Aronoff, Kenneth Binns, Sandra Borowich, Om Chugh, Ernest Gilde, Justin Giordano, Edward Green, Hadassah Hersh, Shavani Kola, Roderick MacGregor, Preethi Mahadev, Daniel Martinez, Michael McGill, Ahmad Melhem, Lawrence Nartey, Patrick Okobi, Froso Paidoussis, Meyer Peikes, Daniel Pollak, Lisette Stern, Ebrahim Tamari, Keith Thomas, Trevor Thomas, Shirley Toplan, Norman Younis, Lindsey VanWagenen, Gary Welz, Anthony Williams

*Adjunct Laboratory Technicians:* Kiafan Deng, Liankui Li

*Department Secretary:* Barbara A. Goodman-Donovan

## The following courses are expected to be offered during the 2005-2007 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 every semester.)

### **MAT 490. Selected Topics in Mathematics**

Specific study of topics chosen by the instructor and students. Prerequisites: 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 CalculusII

## **MUSIC – See Department of Art, Music, and Philosophy**

## **PHILOSOPHY – See Department of Art, Music, and Philosophy**

# 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

*Assistant Professor:* Amy Rowland

*Lecturer:* Vincent Maiorino

*Adjunct Faculty:* Alan Carena, Marlene Goldstein, Alberto Gotay, Ted Hurwitz, Ted Lewis, Michele Lent, Erin McKeever, Coline Morse, Norman Ringel

*Assistant Athletics Director:* Charles Jackson

*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:* Christina Swaby

*Assistant to Fitness Center Director:* Tizita Ayele

*Equipment Manager:* Ron Goss

*Sports Information Director:* Amy Rowland

*Department Secretary:* Marianne Kahn

**The following courses are expected to be offered during the 2005-2007 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 172. The Development of Weapons: An Historical Perspective

This course provides an introduction to the historical development of weapons. The sociological, political, and ethical issues associated with weapons' development are examined. Emphasis is placed on the use of weapons and their relationship to law enforcement. *Note: This course does not satisfy the physical education requirement of the College's general education requirements. (Same course as History 172.)* 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.)

## 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 spring 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 fall 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 2005–2007:

- 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
- PED 250. Psychology of Sport

## PHYSICS — See Department of Sciences

## POLICE SCIENCE — See Department of Law and Police Science

# DEPARTMENT OF PSYCHOLOGY

2115 North Hall      212-237-8771

*Chairperson:* Maureen O'Connor

*Deputy Chairperson for Advising:* Angela Grossman

*Professors Emeriti:* Charles Bahn, Alan Goldstein, Irving Guller, Gerald W. Lynch, Susan Oyama, Robert W. Rieber, Ruth Shapiro, Carl Wiedemann, Fred Wright, Jack Zlotnick

*Distinguished Professor:* Steven Penrod

*Professors:* Philip Bonifacio, Abe Fenster, Gwendolyn Gerber, Margaret Bull Kovera, Thomas R. Litwack, Louis Schlesinger, Barbara Stanley, James S. Wulach

*Associate Professors:* José Arcaya, David Brandt, Roslyn Caldwell, Matthew B. Johnson, Daniel Juda, Stuart Kirschner, Sondra Leftoff, James Levin, Keith Markus, Maureen O'Connor, Daniel Yalisove, Patricia Zapf

*Assistant Professors:* Angela Crossman, Diana Falkenbach, Michele Galiotta, William Gottdiener, Jenifer Groscup, Elizabeth Jeglic, L. Thomas Kucharski, Maureen O'Connor, Chitra Raghavan, Nancy Ryba, C. Gabrielle Salfati

*Adjunct Faculty:* Raphael Alford, Jim Beers, Naftali Berrill, Susan Blumenson, Aphrodite Clamar-Cohen, B.J. Cling, Joseph Cohen, Barbara Cowen, Mary Cox, Janet DiGiorio-Miller, Daniel Dunn, Miriam Ehrenberg, Lawrence Fantl, Alan Flexer, Michael Flynn, Lisette Garcia, Christopher Gibson, Edward Kagen, Richard Kempter, Michael Kramer, Robert Litchman, Gregory Mack, Martin McElhiney, Peter Meiland, Nancy Nicholos-Goldstein, Nancy O'Donohue, Elaine Olaoye, David Otis, Daniel Patanella, Thanos Patelis, Julien Pessier, Charles Reid, Esther Rister, Cynthia Scheuer, Terri Schwartz, Jennifer Sontz, Neal Vorus, Erica Weissman, Mindi Wapner, Cheryl Williams, Ann Winton

*Department Secretary:* Diana Paltoo

## The following courses are expected to be offered during the 2005–2007 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 130. Effective Parenting**

An examination of the psychological approaches to parenting, organized by age periods through the span of life from conception through the high school years. Topics studied include how caregivers help the child to develop major personality dimensions; adjusting to the demands of parenting; establishing healthy patterns; discipline; encouraging self-sufficiency; instilling moral values; play and education; single parenting; the effects of separation; divorce, death and child abuse; and the management of aggression in children. 3 hours, 3 credits. (Contact department for course frequency.)

### **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**

The course provides an examination of the principal theories and experiments concerning the application of psychological science to work organizations. Industrial psychology typically covers individual-level phenomena such as employee selection, compensation, performance appraisal, job satisfaction, absenteeism, job commitment, work motivation, career development, and job training. Organizational psychology typically covers group-level phenomena such as organizational development, organizational design, organizational culture and change, team building and group performance, leadership and power, work design, organizational communication, work stress, and work group conflict. Prerequisite: Psychology 101. 3 hours, 3 credits. (Offered Spring 2007.)

### **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 every semester.)



### **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 or Psychology 101 or 129. 3 hours, 3 credits. (*Same course as African-American Studies Psychology 240.*) (Offered every semester.)

### **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 are 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 every semester.)

### **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 272. Correctional Psychology**

Explores the major psychological themes and problems in rehabilitating the offender. Issues investigated will include the functions of the correctional psychologist; the efficacy of behavior modification and other treatment modalities; training and supervision of paraprofessionals in correctional settings; sexuality in prison; community-based corrections; prisoner classifications and assessment; prison violence; and the future of correctional psychology. Prerequisites: English 101 and Psychology 101. 3 hours, 3 credits. (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.*) (Contact department for course frequency.)

### **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 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 major-

ing in forensic psychology. Hours to be arranged. Each course: 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 Fall 2006.)

### **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 445. Culture, Psychopathology, and Healing (Formerly Psychology 345)**

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 445.*) (Offered Fall 2006.)

### **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 psychological 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 every semester.)

### 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 2005–2007:

- PSY 130. Effective Parenting
- PSY 229. Psychology of Communication
- PSY 250. Psychology of Sports
- PSY 272. Correctional Psychology

### PUBLIC ADMINISTRATION — See Department of Public Management

## 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, Marilyn Rubin

*Associate Professors:* James K. Cohen, Jeanne Marie Col, Jannette Domingo, Norman Groner, Diane Hartmus, Joan Hoffman, Patrick O'Hara

*Assistant Professors:* Roddick Colvin, Glenn Corbett, Richard Culp, Judy-Lynn Peters, Lisa Tilis

*Adjunct Faculty:* Holly Clarke, Timothy Flannery, Arlene Gieger, Mabel Gomes, Evan Grill, Robert Hong, Sonny Nzeako, France Owarish, Fred Palm, Flora Rothman, Andrew Rudyk, Robert Sermier, Frank Straub, Paul Wyatt

*Academic Program Director:* Robert Sermier

*Departmental Office Assistant:* Caroline McMahon

The following courses are expected to be offered during the 2005–2007 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 semesters.)

### 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 every semester.)

### ECO 250. Introduction to Accounting (Formerly Accounting I)

This course will consider topics that are basic to the accounting process while giving attention to criminal accounting manipulations. Students completing this course will have a broad understanding of the accounting cycle. Students will gain knowledge of the basic accounts found in an accounting system including: revenues, expenses, assets, liabilities, and equity accounts. Students will learn how to prepare basic financial statements and analyze

them to determine the fiscal viability of an organization. Attention will be given to cases involving accounting scandals and frauds. This course prepares students for Economics 307: Introduction to Forensic Accounting. Prerequisite: English 101. 3 hours, 3 credits. (Offered every semester.)

### **ECO 251. Introduction to Managerial Accounting (Formerly Accounting II)**

This course introduces financial and managerial accounting, with an emphasis on managerial reporting. This course provides students with the necessary skills to interpret, analyze, and research financial statement information. Students will acquire a basic understanding of how financial accounting affects the managerial accounting processes and how to use financial statements to monitor budgets. Students will apply these skills to supervise daily operations, plan future operations, and develop overall organizational strategies. This course prepares students for Economics 307, Introduction to Forensic Accounting. Prerequisites: English 101 and Economics 250. 3 hours, 3 credits. (Contact department for course frequency.)

### **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 every semester.)

### **ECO 307. Introduction to Forensic Accounting**

This course provides students with an overview of forensic accounting. It will examine methods and approaches used to uncover fraud, fraud theories, fraud patterns and schemes, fraud concealment strategies, evidence collection and legal elements of fraud. Case studies will be used to make distinctions between international deceptions and negligent misrepresentations or omissions. Income statements and balance sheets will be used for risk analysis. Students will learn to detect concealment in financial statement notes and analytical methods to infer income concealment. Prerequisites: English 102 and Economics 250 or Economics 251. 3 hours, 3 credits. (Contact department for course frequency.)

### **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 semesters.)

### **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. Prerequisites: 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 every semester.)

### **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 spring 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 fall semesters.)

### **FIS 207. Water-Based Fire Suppression Systems**

This course is a review of the design, operation and maintenance of water-based fire protection equipment such as automatic sprinkler, standpipe, and water-spray systems. Students will perform basic system designs and mathematical calculations. The relationship of water-based suppression systems to specific hazards, model codes and firefighting will be discussed. Prerequisites: English 101 and Fire Science 205. 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 spring 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 spring 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 fall semesters.)

### **FIS 257. Fire Dynamics**

This course provides an introduction to the science of ignition, spread and development of fire. The theories of heat transfer, flame spread, flashover, and smoke development will be studied. Computer models of fire and smoke development/migration will be utilized. Prerequisites: English 101 and Fire Science 101. 3 hours, 3 credits. (Offered fall 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 semesters.)

### **FIS 319. Hazard Identification and Mitigation**

This course is a review of two basic concepts in emergency management: hazard identification and hazard mitigation. Students will explore the range of natural hazards such as hurricanes and earthquakes as well as human or unnatural disasters such as terrorist attacks and building collapses. The frequency and severity of hazards are quantified. The course will also include discussions of a variety of mitigation techniques such as hazard abatement and structural hardening as well as risk/benefit analysis. Prerequisites: English 102 and Fire Science 101. 3 hours, 3 credits. (Offered spring semesters.)

### **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 spring semesters.)

### **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 Spring 2007.)

### **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 stand-

ing; 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 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 spring semesters.)

#### **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 the 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. (Offered every semester.)

#### **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 spring semesters.)

#### **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 spring semesters.)

#### **Not offered 2005–2007:**

ECO 102. Economics for Public Administrators  
ECO 265. Public Sector Economics and Policy  
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 358. Comparative Public Administration  
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 Professors:* Luis Barrios, Francisco Chapman, José Luis Morín

*Assistant Professors:* Luis Alvarez, Marcia Esparza, Jodie Roure

*Adjunct Faculty:* Victor Bernace, Adrian Bordoni, Eduardo Casares, Maria DeJesus Galvan, Jorge Irizarry, Emily Lopez

*Departmental Office Assistant:* Christopher Aviles

### **The following courses are expected to be offered during the 2005–2007 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.*) (Offered every semester.)

#### **PLA 145. Puerto Rican Culture and Folklore**

A study of the emergence of a national culture and folklore. The Taíno, 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 2007.)

#### **PLC 201. Latinas/os and the Correctional System**

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 2007.)

#### **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 2005.)

#### **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 2006.)

#### **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 Fall 2006.)

#### **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 2005.)

#### **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 2006.)

#### **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 2007.)

#### **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 2005.)

#### **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 Spring 2007.)

#### **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 Fall 2006.)

#### **PLI 489. Independent Study and Research (Formerly PLI 410)**

Independent investigations by students whose topics have been approved. Students have regular conferences with their advisors. 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 2005.)

#### **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 Spring 2007.)

#### **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 Fall 2006.)

**PLJ 322. Civil Rights and Civil Liberties in the Urban Latina/o 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 2006.)

**PLJ 325. The Latina/o 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 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 2005.)

**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 2006.)

**PLL 217. Latina/o Theatre in the USA**

This course exposes students to the major acting techniques and styles from the wide spectrum of Latina/o dramaturgy in the United States. Special attention is given to how the creative and literary components of each text contribute to typically Latina/o forms of acting and how these reflect the unique social and political experience of being Latina/o in the United States. The course combines discussion of the specific texts and acting styles with an examination of both the creative and literary components. Course requirements include reading of selected plays in English, performance of scenes in class, and students will also perform their own works to be showcased at the end of the semester. Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (Same course as Spanish 217 and Drama 217.) (Offered Spring 2006.)

**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**

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 Spring 2007.)

**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. Prerequisites: English 101. In addition: sophomore standing or above; or permission of the section instructor. 3 hours, 3 credits. (Offered Spring 2006.)

**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 2006.)

**PLS 321. 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 2006.)

**PLS 401. Seminar in Latina/o 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 Spring 2007.)

**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 2005–2007:**

PLL 101. Poetry and Drama from Mid-Nineteenth Century to Date  
PLL 102. Puerto Rican Narrative from the 1940s to the Present

**RELIGION – See Department of Art, Music and Philosophy**

**RUSSIAN – See Department of Foreign Languages and Literatures**



## DEPARTMENT OF SCIENCES

4510 North Hall 212-237-8892

*Chairperson:* Selman A. Berger

*Professors Emeriti:* Charles R. Kingston, Robert Rothchild

*Professors:* Selman A. Berger, Peter De Forest, Lawrence Kobilinsky, Anne-Marie Sapse

*Associate Professors:* Anthony Carpi, Thomas Kubic

*Assistant Professors:* Diana Friedland, Yi He, Jennifer Jackiw, Henrietta Margolis Nunno, Noicholas Petraco, Gloria Proni, Richard Stripp, Margaret Wallace

*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, Natalya Kotsek

*Adjunct Faculty:* Wanda Bailey, Donald Hoffman, Ronald Pripp

*Department Chemical Hygiene, Security, and Safety Officer:* Francis X. Sheehan

*Department Secretary:* Catherine Goins

**The following courses are expected to be offered during the 2005–2007 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.)

#### BIO 315. Genetics

Genetics is an introduction to the field of modern genetics. Topics are drawn from classical, molecular, and population genetics and include the nature of genetic variation, genetic disorders, genomics, recombinant DNA and genetic engineering techniques. Emphasis is placed on quantitative analysis and problem solving. Prerequisites: English 102, Biology 103–104. Statistics is highly recommended but not required. 3 hours, 3 credits. (Offered spring semesters.)

*Note:* This course is part of a planned third track for the forensic science major, the molecular biology track, which is awaiting final approval. For additional information on this track, contact the Department of Sciences at (212) 237–8892.

#### BIO 412. Molecular Biology I

Molecular Biology I provides an overview of the current concepts and techniques in molecular biology. Lecture topics include the molecular structure of cells, basic genetic mechanisms, control of gene expression in prokaryotes and eukaryotes, DNA replication, repair and recombination, and protein structure and function. The laboratory experiments introduce basic experimental techniques and research methodology including cell culture, recombinant DNA techniques, transformation, DNA extraction, electrophoresis, Southern and Western blotting, and DNA sequencing and analysis. Prerequisites: English 102, Biology 315, and Chemistry 315. 3 hours lecture, 6 hours laboratory; 4 credits. (Offered fall semesters.)

*Note:* This course is part of a planned third track for the forensic science major, the molecular biology track, which is awaiting final approval. For additional information on this track, contact the Department of Sciences at (212) 237–8892.

#### BIO 413. Molecular Biology II

Building on the knowledge and skills acquired in Molecular Biology I (BIO 412), this course provides an in depth treatment of special topics and techniques. Lecture topics include the regulation of the cell cycle, signal transduction, cancer, genetic control of development, and bioinformatics. Special emphasis is placed on forensic DNA analysis. Laboratory experiments introduce advanced experimental techniques including expression vectors, RNA isolation, Northern blotting, PCR-STR analysis of simulated “crime scene samples”, and DNA database construction. Prerequisites: English 102 and Biology 412. 3 hours lecture, 6 hours laboratory; 4 credits. (Offered spring semesters)

*Note:* This course is part of a planned third track for the forensic science major, the molecular biology track, which is awaiting final approval. For additional information on this track, contact the Department of Sciences at (212) 237–8892.

### 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 every semester.)

#### 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 every semester; 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 every semester.)

#### 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. 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. Schrodinger equation; molecular orbital and valence bond theory; electrical and magnetic prop-



erties of matter; theoretical and applied spectroscopy; introductory ligand field theory. Prerequisites: English 102, Chemistry 103-104, Physics 203-204. Corequisite: Mathematics 241. 6 hours: 3 hours lecture, 2 hours laboratory; 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 every semester.)

#### **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 diffractometry, 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 course: 1 1/2 hours lecture, 8 hours laboratory; 4 credits. (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**

#### **ENV 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 princi-

ples 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; 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; 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 2005–2007:**

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

## **SECURITY – See Department of Law and Police Science**

## SEEK DEPARTMENT

3100 North Hall      212-237-8171

*Chairperson:* Schevaletta M. Alford

*Professor:* Edward A. Davenport

*Associate Professors:* Rubie Malone, Maria Rodriguez, Schevaletta M. Alford

*Assistant Professors:* Erica King-Toller, Carmen Solis

*Instructor:* Carl Williams

*Lecturers:* Virginia Diaz, Monica Echavarría-Son, James N. Noboa

*Adjunct Faculty:* Kathy Gibson, Wendy Johnny, Alan Winson, Conrad Wynter

*Coordinator of Tutoring:* Esther Owens

*Coordinator of SEEK Financial Aid:* Fay Williams

*Department Secretary:* Sandra Lewis

**Note: The courses listed here are open only to SEEK students.**

**The following courses are expected to be offered during the 2005-2007 academic year:**

### SEEK/COMMUNICATION SKILLS

#### 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 Fall 2005.)

#### 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 2005.)

### SEEK/SPEECH

#### SPE-S 115. Patterns of Communication

This course offers an intensive exploration of methods used to present ideas in interpersonal communication; students develop organizational skills, logic, and self-confidence, while improving verbal performance and understanding the use of cultural gestures. Students will develop articulation skills through the practice of voice and proper diction. There will also be an in-depth study of speech organization as it relates to the improvement of language skills. Students will be introduced to public speaking theory and practices. 3 hours lecture, 1 hour laboratory; 3 credits. (Offered every semester.)

**Not offered 2005-2007:**

COM-S 101. Basic Communication Skills I

## DEPARTMENT OF SOCIOLOGY

520 Tenth Ave. Bldg.      212-237-8666

*Chairperson:* David Brotherton

*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, Joshua Freilich, Donald Goodman, Richard Lovely, Jayne Mooney, Patricia M. Nash, Mangai Natarajan, Lydia Rosner, Barry Spunt

*Assistant Professors:* Leona Lee, Valli Rajah, Justin Ready, Susan Will

*Visiting Distinguished Professor:* Jock Young

*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 Wetzal, Steve Wood

Department Secretary: Theresa Rockett

### **The following courses are expected to be offered during the 2005–2007 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. 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 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 Fall 2005.)

#### **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 Spring 2006.)

#### **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 every semester.)

#### **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 Fall 2006.)

#### **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 Fall 2006.)

### **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 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 every semester.)

### **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 Fall 2006.)

### **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 concerning 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 every semester.)

### 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 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 every semester.)

### Not offered 2005–2007:

SOC 209. Sociology of Work and Jobs

SOC 278. Political Sociology

SOC 290. Selected Topics in Sociology

SOC 430–431. Criminology Research Internship

SOC 435. Current Controversies in Alcoholism and Substance Abuse

SOC 480. Dispute Resolution and the Legal System

### SPANISH — See Department of Foreign Languages and Literatures

## 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, Gregory Donaldson, Lorraine Moller

*Adjunct Faculty:* Elton Beckett, Ross Berger, Daniel Browning, Tim Cavale, Christine Hegarty, Amina Henry, Patricia Iacobazzo, Jeffrey Kern, Maria Mollinedo, Mark Moodie, Ellen Moore, Sharon Morrison, James Reed, Arthur Sherman, Jennifer Stock, Dana Tarantino, Antonia Thompson, Frances Weiner, Alan Winson

*Executive Assistant:* Eleanor Dean

**The following courses are expected to be offered during the 2005–2007 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 semesters.)

### **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 semesters.)

### **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. Prerequisite: English 101. 3 hours, 23 credits. (Offered fall semesters.)

### **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. Latina/o Theatre in the USA**

This course exposes students to the major acting techniques and styles from the wide spectrum of Latina/o dramaturgy in the United States. Special attention is given to how the creative and literary components of each text contribute to typically Latina/o forms of acting and how these reflect the unique social and political experience of being Latina/o in the United States. The course combines discussion of the specific texts and acting styles with an examination of both the creative and literary components. Course requirements include reading of selected plays in English, performance of scenes in class, and students will also perform their own works to be showcased at the end of the semester. Prerequisites: English 101 and sophomore standing or above. 3 hours, 3 credits. (*Same course as Spanish 217 and Puerto Rican Latin American Studies Literature 217.*) (Offered spring semesters.)

### **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,

### **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 newspaper" and of TV in the courtroom. Is impartial justice possible? The British approach. Problems of free speech and press; "contempt by publication" rule; constitutional protections. Suggested guidelines for the media. The psychological basis of audience response. Prerequisites: 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**

**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 Board of Trustees.

With respect to enforcement of these rules and regulations, we note that the Bylaws of the Board provide that:

THE PRESIDENT, with respect to his educational unit, shall:

- a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;
- b. Be the adviser and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of the several faculties;
- c. Exercise general superintendence over the concerns, officers, employees, and students of his or her educational unit.

### 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 instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the

grounds of the University/college without 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 non-tenured faculty member, or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct pro-

hibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

3. Any visitor, licensee, or invitee engaging in any manner in conduct prohibited under substantive Rules 1 to 11 shall be subject to ejection and/or arrest by the civil authorities.

4. Any organization which authorizes the conduct prohibited under substantive Rules 1 to 11 shall have its permission to operate on campus rescinded.

Penalties 1 to 4 shall be in addition to any other penalty provided by law or by The City University Trustees.

### Sanctions Defined

A. *Admonition.* An oral statement to the offender that he has violated University rules.

B. *Warning.* Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may cause far more severe disciplinary action.

C. *Censure.* Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

D. *Disciplinary Probation.* Exclusion from participation in privileges or extra-curricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

E. *Restitution.* Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

F. *Suspension.* Exclusion from classes and other privileges as set forth in the notice of suspension for a definite period of time.

G. *Expulsion.* Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

H. *Complaint to Civil Authorities.*

I. *Ejection.*

A true copy of resolution adopted by the Board of Trustees of The City University of New York on June 23, 1969, as amended on October 27, 1980, May 22, 1989, and June 25, 1990.

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## NEW YORK STATE EDUCATION LAW, Article 5 Section 224-a

Students unable because of religious beliefs to attend classes on certain days:

1. No person shall be expelled or be refused admission as a student to an institution of higher education for the reason

that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

6-a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.

7. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the Regents of the University of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training minis-

ters or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 505 of the United States Code.

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## RECORDS POLICY

### Notification Under FERPA of Student Rights Concerning Education Records and Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See Section "6" below on your rights to prevent the disclosure of directory information. The FERPA rights of students are:

1) The right to inspect and review your education records.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official should advise the student of the correct official to whom the request should be addressed.

All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, you will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, you may appeal to the college's FERPA appeals officer. Additional information regarding the appeal procedures will be provided to you if a request is denied.

2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

You may ask the college to amend a record that you believe is inaccurate or misleading. You should write to the college official responsible for the record, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading.

If the college decides not to amend the record as requested by you, the college will notify you of the decision and advise you of your right to a hearing before the college's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of your right to a hearing.

3) The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the university in an administrative, supervisory, academic or research, or sup-

port staff position; a person or company with whom the university has contracted; a person serving on the Board of Trustees; or a student serving on an educational committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks.

A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional research, administrative or other duties and responsibilities.

Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

4) You may appeal the alleged denial of FERPA rights to the:

General Counsel and Vice Chancellor  
for Legal Affairs  
The City University of New York  
535 East 80th Street  
New York, NY 10021

5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, D.C. 20202-4605.

6) The college will make the following "directory information" concerning current and former students available to those parties having a legitimate interest in the information: name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, photograph, e-mail address, full or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits completed, major field of study, degree enrolled for, participation in officially recognized activities and sports, height and weight of athletic team members, previous school attended, and degrees, honors, and awards received). By filing a form with the Registrar's Office, you may request that any or all of this directory information not be released without your prior written consent. This form is available in the Registrar's Office (Room 4113, North Hall) and may be filed, withdrawn or modified at any time.

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## FREEDOM OF INFORMATION LAW NOTICE

Requests to inspect public records at the College should be made to the Records Access Officer Designee, Robert Dempsey who is located at Room 4113, North Hall, (212) 237-8881. Public records are available for inspection and copying by appointment only at a location to be designated. You have a right to appeal a denial of a request for access to records to the CUNY General Counsel and Vice Chancellor for Legal Affairs. Copies of the CUNY Procedures for Public Access to Public Records Pursuant to Article 6 of the Public Officers Law and the appeal form are available at the reference desk of the library and on the college website.

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## STATEMENT OF NON-DISCRIMINATION

John Jay College of Criminal Justice is an Equal Opportunity and Affirmative Action Institution. The College does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, transgender, marital status, disability, genetic predisposition or carrier status, alienage or citizenship, military or veteran status, or status as victim of domestic violence its student admissions, employment, access to programs, and administration of educational policies.

Ms. Farris Forsythe is the College Affirmative Action Officer and Coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, and Coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs.

Ms. Forsythe is also the College Coordinator for the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination on the basis of disability. Her office is located at Room 3110 North Hall and her telephone number is (212) 237-8122.

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## DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURES

John Jay College of Criminal Justice encourages prompt and equitable resolution of all complaints and grievances alleging discrimination.

The College has adopted informal and formal procedures available to all members of the college community, who allege action(s) relating to discrimination on the basis of race/color, religion, national origin, disability, sex, sexual orientation, alienage, veteran, marital status, military status or age. The complaint procedure is initiated by filing a written complaint. Complaints should be addressed to:

Farris Forsythe  
Affirmative Action Officer  
445 West 59th Street, 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 a hearing. The hearing shall be conducted at John Jay College, and the date of the hearing shall not be less than ten (10), nor more than thirty (30) days after the Notice of Hearing is mailed.

The burden of proof shall be on the complainant to prove the claim of discrimination by a preponderance of the evidence. Once the panel has rendered its decision, the Affirmative Action Officer shall notify the Vice President for Student Development and the President of the College of the panel's recommendations, which shall set forth the conclusion(s) reached by the panel, the reasons for the decision(s), and recommendation of any corrective action deemed necessary and appropriate.

The President and the Vice President shall review the panel's findings, and shall have five (5) working days to amend any of the panel's recommendations. Upon presidential approval, the Affirmative Action Officer shall send, in writing, notification of the panel's decision and all actions to be taken with respect to the complaint.

The Affirmative Action Officer shall maintain the files and records of all complaints leading to discrimination.

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While the College cannot offer a promise of confidentiality, every effort will be made to conduct the review in a manner that is confidential as possible under the circumstances.

The complainant's right to a prompt and equitable resolution of the complaint filed in accordance with this grievance procedure shall not be impaired by that person's pursuit of other remedies available from city, state, or federal agencies.

A complainant shall not be reprimanded nor discriminated against in any way for initiating a complaint or grievance.

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## SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT OF 1990

In accordance with Section 504 of the Rehabilitation Act of 1973, "The Civil Rights Act" for the people with disabilities and the Americans with Disabilities Act of

1990, the College adheres to the law that states in part that:

“No otherwise qualified individual . . . shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance.”

John Jay College offers programs and services to students and employees to ensure that individuals with disabilities are not excluded from academic programs, support services, and any other activities sponsored by the College, solely on the basis of disability.

Ms. Farris Forsythe is the College Section 504/ADA Compliance Officer. Her office is located at Room 3110 North Hall and her telephone number is (212) 237-8122.

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## 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.

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## JOHN JAY COLLEGE POLICY ON ACADEMIC INTEGRITY

*Final Version with suggested changes relating to turnitin.com*

### A. Summary of the CUNY Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein. The following text is excerpted from *The CUNY Policy on Academic Integrity*.

### Definitions and Examples of Academic Dishonesty

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.

- Using notes during a closed book examination.

- Taking an examination for another student, or asking or allowing another student to take an examination for you.

- Changing a graded exam and returning it for more credit.

- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.

- Preparing answers or writing notes in a blue book (exam booklet) before an examination.

- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.

- Giving assistance to acts of academic misconduct/ dishonesty.

- Fabricating data (all or in part).

- Submitting someone else's work as your own.

- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

**Plagiarism** is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.

- Presenting another person's ideas or theories in your own words without acknowledging the source.

- Using information that is not common knowledge without acknowledging the source.

- Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

**Obtaining Unfair Advantage** is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means it is an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.

- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.

- Retaining, using or circulating examination materials which clearly indicate that

they should be returned at the end of the exam.

- Intentionally obstructing or interfering with another student's work.

**Falsification of Records and Official Documents.** The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.

- Falsifying information on an official academic record.

- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

## B. John Jay College Policies and Procedures: Academic Integrity

### 1. College Policy

John Jay College of Criminal Justice, as a campus of the City University of New York, is subject to CUNY policy. Therefore, the CUNY Policy on Academic Integrity applies to the College and its faculty, students and administration.

### 2. Responsibility for Implementation

The primary academic governance committee for undergraduate implementation of the policy is the Committee on Standards. The primary academic governance committee for graduate implementation of the policy is the Committee on Graduate Studies. These committees act by initially developing these procedures and submitting them to the College Council for approval, and by proposing modifications to the procedures as may become necessary. The committees will also develop and the College Council will approve the associated documents and statements, such as statements in the College Bulletins.

This procedure also assigns or recognizes support responsibilities to the following academic and administrative offices:

- Maintenance of electronic plagiarism prevention services: Director of Educational Technology

- Academic Integrity Official: Academic Integrity Officer (AIO), Division of Student Services

- Faculty/Student Disciplinary Process: Dean of Students, Division of Student Services

- Undergraduate Academic Sanction Appeals: Academic Departments

- Graduate Academic Sanction Appeals: Committee on Graduate Studies

- Faculty Orientation: The Office of the Provost

- Student Orientation: The Dean of Students and the Dean of Graduate Studies

The committees should coordinate with academic and administrative units to ensure that the assigned responsibilities are carried out.

The College will establish and maintain membership in the Center for Academic Integrity. Liaisons to the Center shall be

designated from the membership of the Standards Committee and the Committee on Graduate Studies.

### 3. Informal Resolution by the Faculty Member

When a faculty member suspects or determines that a student has committed a violation of the CUNY and/or the College Academic Integrity Policy, the faculty member shall review with the student the facts and circumstances of the suspected violation whenever possible. The faculty member and the student may arrive at an informal resolution appropriate to the facts and circumstances.

### 4. Faculty Report of Alleged Violation of Academic Integrity Policies

*The Faculty Report of Alleged Violation of Academic Integrity Policies* is a form to be completed by a faculty member. The form shall be completed when the faculty member suspects that a violation of academic integrity policy has taken place that warrants formal intervention.<sup>2</sup> The filing of the form is at the discretion of the faculty member, except that in all cases of major violations, the faculty member is strongly urged to file the form. The form is submitted to the Academic Integrity Officer (AIO). Upon receipt of the form, the AIO...

- sends a copy of the form to the Registrar, so that the Registrar can enter a PEN grade, as explained below;
- sends a copy to the student by mail and by official college email, along with a written explanation of the student's opportunities to appeal the allegation;
- files the report in a confidential academic integrity file;
- reviews the AIO's records of such forms for prior instances of academic integrity violations by the student;
- sends a receipt to the faculty member; and informs the faculty member if the AIO's records include reports of prior instances;
- makes any records of prior violations available for review by the faculty member at the office of the AIO; and
- resolves PEN grades, when not otherwise resolved through regular adjudication and appeal processes by the deadline applicable for INC grades, by contacting the faculty member who shall determine the final grade, and by notifying the Registrar of the faculty member's determination.

If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file.

<sup>2</sup>During Fall 2004, a paper version of this form is available from AIO, and an Acrobat version is available on the College's website. During Spring 2005 and thereafter, a version of this form shall be available that permits online completion and submission.

The AIO will prepare an annual report, distributed to the College Council, Committee on Academic Standards, Committee on Graduate Studies and the Department Chairs. The report shall include statistics on numbers of cases and their dispositions.

### 5. PEN Grade

The PEN (Pending) grade shall be assigned by the faculty member when there is an unresolved integrity issue for a student in the faculty member's course. A PEN grade is defined as follows:

The PEN grade is recorded when a faculty member suspects or determines that an academic integrity violation has taken place that warrants formal intervention. The grade is recorded by the Registrar based on receipt, from the AIO, of a *Faculty Report of Alleged Violation of Academic Integrity Policies*. The PEN grade is recorded, based on the report, under four circumstances.

- The faculty member suspects a violation, but the assessment and faculty/student consultation is not complete. The effect of the PEN grade is to bar withdrawal from the course pending resolution of the suspected violation.
- The faculty member and the student agree on a resolution of the situation, and the faculty member elects to invoke the PEN grade to preserve the agreement by barring withdrawal from the course.
- The faculty member finds that a violation has occurred and the faculty member imposes an academic sanction, and the student appeals the sanction.
- The faculty member suspects an integrity violation and decides to refer the case to the Student Discipline process, and the case is pending before that process.

A PEN grade is removed or changed when the applicable consultation, appeal, and/or adjudication processes are complete. When a PEN grade is not otherwise resolved through regular adjudication and appeal processes by the deadline applicable for INC grades, the AIO contacts the faculty member who shall determine the final grade, and then the AIO notifies the Registrar of the faculty member's determination.

When a faculty member suspects or determines that an academic integrity violation has taken place that warrants formal intervention, the faculty member shall file the designated form with the Academic Integrity Official. Upon receipt of the faculty member's submission, the Official shall notify the Registrar, so that the Registrar can file a PEN grade to prevent withdrawal from the course by a student seeking to evade responsibility for the alleged violation. In the event that the alleged violation is withdrawn in the student's favor, the student will have the right to withdraw based on the time that the violation form was filed.

### 6. Electronic Plagiarism Prevention

The College has contracted with Turnitin.com for electronic plagiarism prevention services. The following is the College's official policy with respect to this service.

John Jay College of Criminal Justice is committed to the fundamental values of preserving academic integrity as defined in CUNY and John Jay College policies. John Jay College has contracted with Turnitin.com, a plagiarism prevention system that uses proprietary search technology to check assignments against Internet resources, proprietary databases, and previously submitted student assignments. Faculty members reserve the right to use this and other electronic means to detect and help prevent plagiarism. By registering for courses offered by the College, students consent that all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com may be included in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism. The faculty member may require students to submit their assignments electronically to Turnitin.com, or the faculty member may submit all or some student assignments to Turnitin. The terms that apply to the College's use of the Turnitin.com service are further described on the Turnitin.com website.

Faculty members are authorized to use this service, and the following procedures apply:

- The Director of Educational Technology is designated as the administrator of the Turnitin.com service for the College.
- Faculty members must apply for accounts through the Director and obtain the College's Turnitin account ID and join password from the Director.
- The College's Turnitin account ID and join password may not be further disclosed or distributed without the written permission of the Director. Should the College's Turnitin Account ID or join password be inadvertently disclosed, the Director must be notified.
- Faculty members must notify students, in their course syllabi, how written assignments may be subjected to review by Turnitin.com. The course syllabus should address the following points:

-Whether the faculty member requires students to submit written assignments directly to Turnitin.com, and/or whether the faculty member may submit all or some written assignments to Turnitin.com.

-The faculty member's decisions relating to other Turnitin options at the faculty member's discretion, such as the opportunity to submit papers to Turnitin for reporting in advance of the final assignment deadline.

- Whether students must be prepared to submit to Turnitin.com or to the faculty member electronic file versions of their written assignments (Word, Wordperfect, RTF, PDF, or HTML format) in addition to any paper version that may be required to be turned in to the faculty member.

-The faculty member's policy for the course with respect to use of the student's original written material that has been or is being used for written assignments in other courses—such as the submission of a paper or report in multiple courses that contain the same or substantially the same text.

If a faculty member suspects plagiarism based on a Turnitin.com originality report,

and the faculty member intends to base a grading decision substantially on the report or file disciplinary charges based on the report, the faculty member will provide the student with access to the Turnitin.com report if the student does not already have such access.

## 7. Notice

The College will publish the CUNY Policy on Academic Integrity, and related appropriate College policies, procedures and forms in the following documents:

Undergraduate Bulletin, Graduate Bulletin, Student Handbook, Faculty Handbook, Orientation Packet for New Full-time Faculty, and Orientation Packet for New Adjunct Faculty.

In addition, the College will maintain a web page that provides the policy summary as well as additional information about student, faculty and administrative responsibilities under the procedure, along with associated forms and documents.

All such notices and associated forms and procedures shall be approved in advance of posting or publication by the undergraduate Committee on Academic Standards and the Committee on Graduate Studies

## C. Procedure for Imposition of Sanctions for Violations

The following procedure is based on the CUNY procedure, adapted to John Jay College based on specific assignments of responsibility to academic and administrative units in this procedure.

### 1. Introduction

These procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an "academic" sanction, that is, a grade reduction, less process is due than if a "disciplinary" sanction, such as suspension or expulsion, is sought.

A faculty member who suspects that a student has committed a violation of the CUNY and/or the College Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance. The college retains the right under extreme or unusual circumstances to bring disciplinary charges against the student, even though neither the student nor the faculty member invoked the process.

Among the factors the college should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances if any.

Every instance of suspected violation should be reported to the Academic Integrity Official on a form provided by the college. Among other things, this reporting will allow the college to determine whether it wishes to seek a disciplinary sanction even where the instructor may not wish to do so.

When the form is submitted, the AIO will provide a copy to the student, along with an explanation of the student's opportunity to provide a written explanation.

### 2. Procedures In Cases Where The Instructor Seeks An Academic Sanction Only

Student Accepts Guilt And Does Not Contest The Academic Sanction: If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade<sup>3</sup> only), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the college decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion.

Student Denies Guilt And/Or Contests The Academic Sanction: If the student denies guilt or contests the particular grade awarded by the faculty member, then the matter shall be handled using the college's grade appeals process, including departmental grading committees for undergraduate courses and the Graduate Studies Committee for Graduate Courses. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.

When a faculty member determines that an academic integrity violation has taken place that warrants formal intervention, the faculty member shall complete the "Faculty Report of Alleged Violation of Academic Integrity Policies" (See 3.b above.) and submit the form to the Academic Integrity Officer, who sends a copy to the student by mail and by official college email, along with a written explanation of the student's opportunities to appeal the allegation. If the form is submitted before the last 4 weeks of the semester, the student may appeal the factual determination (as distinct from any sanction) through the applicable grade appeal process. The departmental or Graduate Studies committee shall resolve with appeal within 30 days. In the event that the factual determination is sustained or not appealed, the student also may appeal the academic sanction after the course is completed, through the normal grade appeal process.

### 3. Procedures In Cases Where A Disciplinary Sanction Is Sought

If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the college's Academic Integrity Official using the Faculty Report form, as described in the third Recommendation for Promoting Academic Integrity above, to be adjudicated by the college's Faculty-Student Disciplinary Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary may, among other things, investigate, conciliate, or hear evidence on cases in which

<sup>3</sup> A reduced grade can be an "F," a "D-," or another grade that is lower than the grade that would have been given but for the violation.

disciplinary charges are brought.<sup>4</sup> Under certain circumstances, college officials other than the Academic Integrity Official may seek disciplinary sanctions following the procedures outlined above.

If a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee's action.

### 4. Procedures In Cases In Which Both A Disciplinary And An Academic Sanction Are Sought

If a faculty member or the college seeks to have both a disciplinary and an academic sanction imposed, the process should begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before addressing the academic sanction. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed. The decision whether to pursue both types of sanctions will ordinarily rest with the faculty member.

### 5. Reporting Requirements

By The Faculty Member To The Academic Integrity Official: In cases where a violation of academic integrity has been found to have occurred (whether by admission or a fact-finding process), the faculty member shall promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form (see 3.b) provided by the college as described above.

The Academic Integrity Official shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported. If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken.

<sup>4</sup> Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations, for example: infraction in ways similar to criminal activity (such as forging a grade form; stealing an examination from a professor or university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student's work through action designed to prevent the student from successfully completing an assignment; dishonesty that affects a major or essential portion of work done to meet course requirements. [These examples have been taken from a list of violations compiled by Rutgers University.]

By the Academic Integrity Official To the Faculty Member: Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.

## CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

### I. DEFINITIONS AND EXAMPLES OF ACADEMIC DISHONESTY

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

**Plagiarism** is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

**Obtaining Unfair Advantage** is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means it is an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

### Falsification of Records and Official Documents

The following are some examples of falsification," but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Adapted with permission from *Baruch College: A Faculty Guide to Student Academic Integrity*. The Baruch College document includes excerpts from University of California's web page entitled "The Academic Dishonesty Question: A Guide to an Answer through Education, Prevention, Adjudication and Obligation" by Prof. Harry Nelson.

## II. METHODS FOR PROMOTING ACADEMIC INTEGRITY

• **Orientation sessions for all new faculty (full and part-time) and students** should incorporate a discussion of academic integrity. Packets containing information explaining the policy, the procedures that are in place, and examples of infractions should be distributed. These packets should be readily available, throughout the academic year, in the appropriate offices of the college and the locations of those

offices should be widely publicized. Colleges using additional resources to detect plagiarism should publicize these resources widely.

• **All college catalogs, student handbooks, and college websites** should include the CUNY and college academic integrity policy and the consequences of not adhering to it. The Policy on Academic Integrity, as adopted by the Board, shall be distributed to all students. **All syllabi and schedules of classes** should make reference to the CUNY and college's academic integrity policy and where they are published in full.

• **A "Faculty Report" form** should be used throughout the University to report incidents of suspected academic dishonesty. (It is strongly recommended that the faculty member should report all such incidents by completing and submitting the form to the chief student affairs officer, the Academic Integrity Committee if the college has established one (see recommendation below), or other appropriate academic integrity official whom the college may designate (collectively referred to hereinafter as the "Academic Integrity Official"). A follow-up form should be submitted to the student's academic integrity file by the adjudicating person or body once the suspected incident has been resolved pursuant to one of the methods described below. Although forms need not be uniform across the University, they need to be uniform within each college. The form should provide at least minimal information such as the name of the instructor and student, course name and number, date of incident, explanation of incident and the instructor's telephone/email contact information; it should be easy to use and process. Except as otherwise provided in the The CUNY Procedures, the Academic Integrity Official of each college should retain the forms for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies.

• **CUNY will develop a website on Academic Integrity.** This website will include suggestions for faculty, students and administrators to reduce cheating or plagiarism, resources on academic integrity and links to relevant sites. Future plans also include the development of an online training program to raise awareness about academic integrity.

• The Committee recommends that this **CUNY Policy on Academic Integrity**, dated Spring 2004, be adopted by the Board of Trustees.

• Colleges should **adopt the "PEN" (Pending) grade** to facilitate the implementation of the Procedures for Imposition of Sanctions. This grade already exists in the University's Glossary of Grades.

• Colleges may wish to consider **issuing a Student Guide to Academic Integrity**. An excellent example is a document that students at Baruch College developed called "Student Guide to Academic Integrity at Baruch College". The Guide is in its final stages of approval.

• Each college should consider joining the **Center for Academic Integrity**.

• Colleges should consider subscribing to an **electronic plagiarism detection service**. Any college that does subscribe must



notify every student each semester of the fact that such a service is available for use by the faculty.

- Colleges should consider establishing an **Academic Integrity Committee**, to serve in lieu of grade appeals committees in cases of academic dishonesty, which would hear and decide contested grade reductions that faculty members award because of students' violations of the Academic Integrity Policy and collect and maintain files of Faculty Report forms of suspected and adjudicated violations of the Academic Integrity Policy.

- Establish a mechanism for preventing students from dropping a class in order to avoid an investigation and/or imposition of a sanction for a violation of academic integrity.

### III. PROCEDURES FOR IMPOSITION OF SANCTIONS FOR VIOLATIONS OF CUNY POLICY ON ACADEMIC INTEGRITY

#### A. Introduction

As a legal matter, in disciplining students for violations of policies of academic integrity, CUNY, as a public institution, must conform to the principles of due process mandated by the Fourteenth Amendment to the United States Constitution—generally speaking, to provide notice of the charges and some opportunity to be heard. In the context of court-litigated violations, questions as to how much and what kind of process was "due" turn on the courts' judgment whether the decision on culpability was "disciplinary" (a question of fact) or "academic" (a question of the instructor's expert judgment). This distinction has proved difficult to apply on campus. Accordingly, these procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an "academic" sanction, that is, a grade reduction, less process is due than if a "disciplinary" sanction, such as suspension or expulsion, is sought.

A faculty member who suspects that a student has committed a violation of the CUNY or the college Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student. Among the factors the college should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances if any. It is strongly recommended that every instance of suspected violation should be reported to the Academic Integrity Official on a form provided by the college as described in the third Recommendation for Promoting Academic Integrity, above. Among other things, this reporting will allow the college to determine whether it wishes to seek a disciplinary sanction even where the instructor may not wish to do so.

#### B. Procedures In Cases Where The Instructor Seeks An Academic Sanction Only

##### 1. Student Accepts Guilt And Does Not Contest The Academic Sanction

If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade<sup>1</sup> only), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the college decides to seek a disciplinary sanction, see Section I above and IV below. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion.

##### 2. Student Denies Guilt And/Or Contests The Academic Sanction

If the student denies guilt or contests the particular grade awarded by the faculty member, then the matter shall be handled using the college's grade appeals process, including departmental grading committees where applicable, or the Academic Integrity Committee. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.

#### C. Procedures In Cases Where A Disciplinary Sanction Is Sought

If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the college's Academic Integrity Official using the Faculty Report form, as described in the third Recommendation for Promoting Academic Integrity above, to be adjudicated by the college's Faculty-Student Disciplinary Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary Committee may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges are brought.<sup>2</sup> Under certain circumstances, college officials other than the Academic Integrity Official may seek disciplinary sanctions following the procedures outlined above. For the reasons discussed in Item IV below, if a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee's action.

1 A reduced grade can be an "F," a "D-," or another grade that is lower than the grade that would have been given but for the violation.

2 Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations, for example infraction in ways similar to criminal activity (such as forging a grade form; stealing an examination from a professor or a university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment; dishonesty that affects a major or essential portion of work done to meet course requirements. [These examples have been taken from a list of violations compiled by Rutgers University.]

#### D. Procedures In Cases In Which Both A Disciplinary And An Academic Sanction Are Sought

If a faculty member or the college seeks to have both a disciplinary and an academic sanction imposed, it is not advisable to proceed on both fronts simultaneously lest inconsistent results ensue. Thus, it is best to begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before addressing the academic sanction. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed. The decision whether to pursue both kinds of sanctions will ordinarily rest with the faculty member.

#### E. Reporting Requirements

##### 1. By The Faculty Member To The Academic Integrity Official

In cases where a violation of academic integrity has been found to have occurred (whether by admission or a fact-finding process), the faculty member should promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form provided by the college as described above. The Academic Integrity Official shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported.

If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken.

##### 2. By the Academic Integrity Official To the Faculty Member

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.

*ADOPTED BY THE BOARD OF TRUSTEES ON JUNE 28, 2004.*

## THE CITY UNIVERSITY OF NEW YORK COMPUTER USER RESPONSIBILITIES

NOTE: The City University of New York Computer User Responsibilities is a statement originally prepared by the University's Faculty Senate and the CUNY Office of the Vice Chancellor of Legal Affairs.

The computer resources\*\* of The City University of New York must be used in a manner that is consistent with the University's educational purposes and environment. All users of computer resources are expected to act in a spirit of mutual respect and cooperation, and to adhere to the regulations for their use set forth in this document. As a user of CUNY computer resources:

- You must have a valid authorized account to use computer resources that require one and may use only those computer resources that are specifically authorized. You may use your account only in accordance with its authorized purposes and may not use an unauthorized account for any purpose.

- You are responsible for the safeguarding of your computer account. For a mainframe computer account, you should change your password frequently and should not disclose it to anyone. You should take all necessary precautions in protecting the account, no matter what type of computer resources you are using.

- You may not circumvent system protection facilities.

- You may not knowingly use any system to produce system failure or degraded performance.

- You may not engage in unauthorized duplication, alteration or destruction of data, programs or software. You may not transmit or disclose data, programs or software belonging to others and may not duplicate copyrighted material.

- You may not engage in abusive or improper use of computer hardware. This includes, but is not limited to, tampering with equipment, unauthorized attempts at repairing equipment and unauthorized removal of equipment components.

- You may not use computer resources for private purposes, including, but not limited to, the use of computer resources for profit-making or illegal purposes.

- You may not use computer resources to engage in abuse of computer personnel or other users. Such abuse includes the sending of abusive, anonymous, or unsolicited messages within CUNY or beyond via network facilities.

- The use of computer resources may be subject to college regulations, and you are expected to be familiar with those regulations.

- These regulations and college regulations are subject to revision. You are expected to be familiar with any revisions in regulations.

The University reserves the right to monitor, under appropriate conditions, all data contained in the system to protect the integrity of the system and to insure compliance with regulations.

Any user who is found to be in violation of these rules shall be subject to the following:

- Suspension and/or termination of computer privileges;
- Disciplinary action by appropriate college and/or University officials;
- Referral to law enforcement authorities for criminal prosecution;

- other legal action, including action to recover civil damages and penalties.

\*\* "Computer Resources" is an inclusive term referring to any and all computing/information technology; hardware, software and access. Hardware includes, but is not limited to, terminals, personal computers, workstations, printers, mice, monitors, cabling, peripheral devices. Software includes, but is not limited to, mainframe shared software, networked software, and stand-alone software residing on personal computers. Access includes, but is not limited to, accounts on timesharing systems as well as access to stand-alone personal computing systems and other relevant technology.

Revised 1/95

This statement is also available on CUNYVM as a file: ETHIC POLICY Y. If you have any questions about the statement, please contact the CUNY Help Desk at 212-541-0981 or via e-mail at: [ctrcu@cunyvm.cuny.edu](mailto:ctrcu@cunyvm.cuny.edu).

## THE CITY UNIVERSITY OF NEW YORK WORKPLACE VIOLENCE POLICY AND PROCEDURES

The City University of New York has a long-standing commitment to promoting a safe and secure academic and work environment that promotes the achievement of its mission of teaching, research, scholarship and service. All members of the university community—students, faculty and staff—are expected to maintain a working and learning environment free from violence, threats of harassment, violence, intimidation or coercion. While these behaviors are not prevalent at the University, no organization is immune.

The purpose of this policy is to address the issue of potential workplace violence in our community, prevent workplace violence from occurring to the fullest extent possible, and set forth procedures to be followed when such violence has occurred.

### Policy

The City University of New York prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior towards people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve. Individuals who violate this policy may be removed from University property and are subject to disciplinary action and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution. Complaints of sexual harassment are covered under the University's Policy Against Sexual Harassment.

The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-based business. This policy particularly applies in cases where an employee or student suspects that

an act of violence will result from an encounter with said individual(s).

### Scope

All faculty, staff, students, vendors, contractors, consultants, and others who do business with the University, whether in a University facility or off-campus location where University business is conducted, are covered by this policy. This policy also applies to other persons not affiliated with the University, such as former employees, former students, and visitors. When students have complaints about other students, they should contact the Office of Student Affairs at their campus.

### Definitions

Workplace violence is any behavior that is violent, threatens violence, coerces, harasses or intimidates others, interferes with an individual's rights of movement or expression, or disrupts the workplace, the academic environment, or the University's ability to provide services to the public. Examples of workplace violence include, but are not limited to:

1. Disruptive behavior intended to disturb, interfere with or prevent normal work activities (such as yelling, using profanity, verbally abusing others, or waving arms and fists).

2. Intentional physical contact for the purpose of causing harm (such as slapping, stabbing, punching, striking, shoving, or other physical attack).

3. Menacing or threatening behavior (such as throwing objects, pounding on a desk or door, damaging property, stalking, or otherwise acting aggressively; or making oral or written statement specifically intended to frighten, coerce, or threaten) where a reasonable person would interpret such behavior as constituting evidence or intent to cause harm to individuals or property.

4. Possessing firearms, imitation firearms, knives or other dangerous weapons, instruments or materials. No one within the University community shall have in their possession a firearm or other dangerous weapon, instrument or material that can be used to inflict bodily harm on an individual or damage to University property without specific written authorization from the Chancellor or the college President regardless of whether the individual possesses a valid permit to carry the firearm or weapon.

### Reporting of Incidents

1. *General Reporting Responsibilities.* Incidents of workplace violence, threats of workplace violence, or observations of workplace violence are not to be ignored by any member of the University community. Workplace violence should promptly be reported to the appropriate University official (see below). Additionally, faculty, staff and students are encouraged to report behavior that they reasonably believe poses a potential for workplace violence as defined above. It is important that all members of the University community take this responsibility seriously to effectively maintain a safe working and learning environment.

2. *Imminent or Actual Violence.* Any person experiencing or witnessing imminent danger or actual violence involving weapons or personal injury should call the Campus Public Safety Office immediately, or call 911.

3. *Acts of Violence Not Involving Weapons or Injuries to Persons.* Any person who is the subject of a suspected violation of this policy involving violence without weapons or personal injury, or is a witness to such suspected violation, should report the incident to his or her supervisor, or in lieu thereof, to their respective Campus Public Safety Office. Students should report such incidents to the Office of Student Affairs at their campus or in lieu thereof, their Campus Public Safety Office. The Campus Public Safety Office will work with the Office of Human Resources and the supervisor or the Office of Student Affairs on an appropriate response.

4. *Commission of a Crime.* All individuals who believe a crime has been committed against them have the right, and are encouraged, to report the incident to the appropriate law enforcement agency.

5. *False Reports.* Members of the University community who make false and malicious complaints of workplace violence, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action and/or referral to civil authorities as appropriate.

6. *Incident Reports.* The University will report incidents of workplace violence consistent with the College policies for Incident Reporting Under the Campus Security Policy and Statistical Act (Clear Act).

## Responsibilities

1. *Presidents.* The President of each constituent college of The City University of New York, the Chief Operating Officer at the Central Office, and the Deans of the Law School and Sophie Davis School of Biomedical Education shall be responsible for the implementation of this policy on his or her respective campus. The responsibility includes dissemination of this policy to all members of the college community, ensuring appropriate investigation and follow-up of all alleged incidents of workplace violence, constituting a Workplace Violence Advisory Team (see #7, below), and ensuring that all administrators, managers, and supervisors are aware of their responsibilities under this policy through internal communications and training.

2. *Campus Public Safety Office.* The Campus Public Safety Office is responsible for responding to, intervening, and documenting all incidents of violence in the workplace. The Campus Public Safety Office will immediately log all incidents of workplace violence and will notify the respective supervisor of an incident with his/her employee, or notify the appropriate campus official of an incident with a student. All officers should be knowledgeable of when law enforcement action may be appropriate. Public Safety will maintain an internal tracking system of all threats and incidents of violence. Annual reports will be submitted to the President (at the same time as the report noted below) detailing the number and description of workplace violence incidents, the disposition of the incidents, and recommend policy, training issues, or security procedures that were or should be implemented to maintain a safe working and learning environment. The incidents will be reported in the Annual Report of the College Advisory Committee on Campus Security consistent with the reporting requirements of Article 129A Subsection 6450 of the NYS Education Law (regulation by Colleges of Conduct on Campuses and Other College Property for Educational Purposes).

Officers will be trained in workplace violence awareness and prevention, non-violent crises intervention, conflict management, and dispute resolution.

Officers will work closely with Human Resources when the possibility of workplace violence is heightened, as well as on the appropriate response to workplace violence incidents consistent with CUNY policies, rules, procedures and applicable labor agreements, including appropriate disciplinary action up to and including termination.

When informed, Public Safety will maintain a record of any Orders of Protection for faculty, staff, and students. Public Safety will provide escort service to members of the college community within its geographical confines, when sufficient personnel are available. Such services are to be extended at the discretion of the Campus Public Safety Director or designee. Only the President, or designee, in his/her absence, can authorize escort service outside of the geographical confines of the college.

3. *Supervisors.* Each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility (hereinafter "supervisor") is responsible within his/her area of jurisdiction for the implementation of this policy. Supervisors must report to their respective Campus Public Safety Office any complaint of workplace violence made to him/her and any other incidents of workplace violence of which he/she becomes aware or reasonably believes to exist. Supervisors are expected to inform their immediate supervisor promptly about any complaints, acts, or threats of violence even if the situation has been addressed and resolved. After having reported such complaint or incident to the Campus Public Safety Director and immediate supervisor, the supervisor should keep it confidential and not disclose it further, except as necessary during the investigation process and/or subsequent proceedings.

Supervisors are required to contact the Campus Public Safety Office immediately in the event of imminent or actual violence involving weapons or potential physical injuries.

4. *Faculty and Staff.* Faculty and staff must report workplace violence, as defined above, to their supervisor. Faculty and staff who are advised by a student that a workplace violence incident has occurred or has been observed, must report this to the Campus Public Safety Director immediately. Recurring or persistent workplace violence that an employee reasonably believes is not being addressed satisfactorily, or violence that is, or has been, engaged in by the employee's supervisor should be brought to the attention of the Campus Public Safety Director.

Employees who have obtained Orders of Protection are expected to notify their supervisors and the Campus Public Safety Office of any orders that list CUNY locations as protected areas.

Victims of domestic violence who believe the violence may extend into the workplace, or employees who believe that domestic or other personal matters may result in their being subject to violence extending into the workplace, are encouraged to notify their supervisor, or the Campus Public Safety Office. Confidentiality will be maintained to the extent possible.

Upon hiring, and annually thereafter, faculty and staff will receive copies of this policy. Additionally, the policy will be posted throughout the campus and be placed on the CUNY website and on the college's website, as appropriate.

5. *Office of Human Resources.* The Office of Human Resources at each campus is responsible for assisting the Campus Public Safety Director and supervisors in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; notifying the Campus Public Safety Office of workplace violence incidents reported to that office; and consulting with, as necessary, counseling services to secure professional intervention.

The Office of Human Resources is responsible for providing new employees or employees transferred to the campus with a copy of the Workplace Violence Policy and Procedures and insuring that faculty and staff receive appropriate training. The Office of Human Resources will also be responsible for annually disseminating this policy to all faculty and staff at their campus, as well as posting the policy throughout the campus and on the college's website, as appropriate.

6. *Students.* Students who witness violence, learn of threats, or are victims of violence by employees, students or others should report the incident immediately to the Campus Public Safety Office. If there is no imminent danger, students should report threatening incidents by employees, students or others as soon as possible to the Campus Public Safety Office or the Office of Student Affairs. Students will be provided with workplace violence awareness information (including information regarding available counseling services) upon registration each year.

7. *Workplace Violence Advisory Team.* A college President shall establish a Workplace Violence Advisory Team at his/her college. This Team, working with the College Advisory Committee on Campus Security, will assist the President in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; assessing the potential problem of workplace violence at its site; assessing the college's readiness for dealing with workplace violence; evaluating incidents to prevent future occurrences; and utilizing prevention, intervention, and interviewing techniques in responding to workplace violence. This Team will also develop workplace violence prevention tools (such as pamphlets, guidelines and handbooks) to further assist in recognizing and preventing workplace violence on campus. It is recommended that this Team include representatives from Campus Public Safety, Human Resources, Labor Relations, Counseling Services, Occupational Health and Safety, Legal and others, including faculty, staff and students, as deemed appropriate by the President.

In lieu of establishing the Workplace Violence Advisory Team, a President may opt to expand the College Advisory Committee on Campus Security with representatives from the areas recommended above to address workplace violence issues at the campus and perform the functions outlined above.

8. *University Communications.* All communications to the University community and outside entities regarding incidents of workplace violence will be made through the University Office of University Relations

after consultation with the respective President or his/her designee.

### Education

Colleges are responsible for the dissemination and enforcement of this policy as described herein, as well as for providing for training in the prevention and awareness of workplace violence. The Office of Faculty and Staff Relations will provide assistance to the campuses in identifying available training opportunities, as well as other resources and tools (such as reference materials detailing workplace violence warning signs) that can be incorporated into campus prevention materials for dissemination to the college community. Additionally, the Office of Faculty and Staff Relations will offer periodic training opportunities to supplement the college's training programs.

### Confidentiality

The University shall maintain the confidentiality of investigations of workplace violence to the extent possible. The University will act on the basis of anonymous complaints where it has a reasonable basis to believe that there has been a violation of this policy and that the safety and well being of members of the University community would be served by such action.

### Retaliation

Retaliation against anyone acting in good faith who has made a complaint of workplace violence, who has reported witnessing workplace violence, or who has been involved in reporting, investigating, or responding to workplace violence is a violation of this policy. Those found responsible for retaliatory action will be subject to discipline up to and including termination.

Approved by the Board of Trustees  
June 28, 2004

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## NOTICE OF ACCESS TO CAMPUS CRIME STATISTICS, THE CAMPUS SECURITY REPORT, AND INFORMATION ON REGISTERED SEX OFFENDERS

The College Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report. The campus security report includes: (1) the campus crime statistics for the most recent calendar year and the two preceding calendar years; (2) campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus; (3) policies concerning the security of and access to campus facilities; (4) policies on campus law enforcement; (5) a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others; (6) campus crime prevention programs; (7) policy concerning the monitoring through the police of criminal activity at off-campus locations of student organizations officially recognized by the college; (8) policies on illegal drugs, alcohol, and underage drinking; (9) where information provided by the State on registered sex offenders may be obtained (also, see below); and (10) policies to be fol-

lowed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

The campus crime statistics and the annual campus security report are available at the reference desk of the library and the college website at [www.jjay.cuny.edu](http://www.jjay.cuny.edu). If you wish to be mailed copies of the campus crime statistics and the annual campus security report, you should contact Brian Murphy, Director of Campus Safety and Security at (212) 237-3524 and copies will be mailed to you within 10 days. The U.S. Department of Education's website address for campus crime statistics is: [www.ed.gov/security/InstDetail.asp](http://www.ed.gov/security/InstDetail.asp) (then input the name of the school).

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders are now required to register the name and address of any college at which he or she is a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the college's chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact the college's chief security officer Brian Murphy, Director of Campus Safety and Security, Room xxxx, 899 Tenth Avenue, (212) 237-8524, to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 3 offenders, you may contact the Division's registry website at [www.criminaljustice.state.ny.us/nsor/sor\\_about.htm](http://www.criminaljustice.state.ny.us/nsor/sor_about.htm) and then click on "Search for Level 3 Sex Offenders" or access the directory at the college's public safety department or police department, local police precinct in which the offender resides or attends college, or the Division's sex offender registry at 800-262-3257.

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## ATHLETIC PROGRAM PARTICIPATION NOTICE

The College files an annual report with the U.S. Secretary of Education on intercollegiate athletics which includes information on the participation of males and females on its teams, and the expenditures and revenues of those teams. Copies of the annual report on intercollegiate athletics are available at the reference desk of the library and the college website.

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## NEW YORK STATE DISCLOSURE REQUIREMENTS REGULATIONS OF THE COMMISSIONER OF EDUCATION

Part 53 of the New York State Education Rules and Regulations require that all degree-granting postsecondary institutions make the following information available to currently enrolled and prospective students. Prospective students are defined as persons who have contacted the institution requesting information for the purpose of enrollment.

### I. General Procedures for Dissemination of Information

The following information required by Part 53 shall be included in the catalog or bul-

letin of the institution and the following procedures must be followed:

A. When a catalog or bulletin is published less often than annually, a statement shall warn of the possibility of out-of-date information and provide the name and address or telephone number of the person or office to be contacted for the most recent information.

B. The information required by Part 53 shall be clearly and precisely described and any statistical displays shall be easy to read and understand.

C. Advertisements, brochures, or solicitations to prospective students shall clearly note the availability of more extensive information in the catalog or bulletin.

D. Where more than one catalog or bulletin is published for separate programs or schools, only information required by Part 53 that pertains to the individual programs or schools concerned need to be included. In this case, a statement shall be made to indicate that separate catalogs or bulletins are in use.

### II. Financial Assistance Available to Students

A. The institution must provide the following information for every category of aid:

1. Application procedures, including a description of the forms and preparation instructions;
2. Method of selection of recipients;
3. Allocation of awards;
4. Award schedule; and
5. Rights and responsibilities of recipients.

B. Categories of aid include state, federal and local institutional programs. The institution must provide information to eligible students for each of the following:

#### 1. State Programs

- a. Tuition Assistance Program (TAP);
- b. Regents College Scholarships;
- c. Regents Nursing Scholarships;
- d. Regents Awards for Children of Deceased or Disabled Veterans;
- e. State Assistance for Native Americans;
- f. Guaranteed Student Loans;
- g. Higher Education Opportunity Program (HEOP);
- h. Education Opportunity Program (EOP);
- i. Search for Education and Elevation through Knowledge (SEEK);
- j. College Discovery Program (CD);
- k. Work incentive program (WIN); and

l. Any other state program that accounts for 10 percent or more of the total state student aid administered by the institution.

#### 2. Federal Programs

- a. Educational Opportunity Grants program (EEOG);

b. Supplemental Educational Opportunity Grants (SEOG);

c. National Direct Student Loans (NDSL);

d. College Work Study Programs (CWS);

e. Social Security payments to children of deceased or disabled veterans;

f. Federal aid to Native Americans;

g. Veterans Administration educational benefits; and

h. Any other federal program which accounts for 10 percent or more of the total federal student aid administered by the institution.

### 3. Local Institutional Programs

a. Information on grants, scholarships, waivers, deferrals, loans, including small emergency loans, and work study arrangements administered by the institution shall be provided;

b. Programs involving awards of \$300 or more per year shall be individually listed, including any restrictions; and

c. The number and average value of programs with awards of less than \$300 per year shall be provided, along with the name, address and telephone number of an institutional office from which more detailed information can be obtained.

## III. Costs of Attending the Institution

The institution shall provide the costs of attendance for each of the cost categories listed below. Estimates may be used if exact figures are unavailable or inappropriate. Where only summary information is provided, the institution must identify the name of an institutional office where detailed information can be obtained.

### 1. Tuition and Fees

a. All assessments against students for direct educational and general purposes;

b. Description of the purpose of a mandatory fee, if not apparent from its name;

c. Clearly identified course and lab fees; and

d. Clearly stated condition under which non-mandatory fees need not be paid.

### 2. Books and Supplies

a. Costs of textbooks, books, manuals, consumable supplies and equipment that are corollary to instruction and necessary for the student; and

b. In the case of major program categories for which such costs vary more than 25 percent from the average, separate estimates shall be provided.

### 3. Room, Board, and Other Living Expenses

a. Costs of housing services;

b. Costs of food services;

c. Estimated costs of similar accommodations available in the community; and

d. Estimated cost of personal expenses applicable to students pursuing primarily educational objectives

## IV. Refund Policy

The institution must state its policy concerning refunds due to a student's failure to complete an academic term for any reason. The policy must include the following, which is to be refunded after a specified elapsed period of time:

1. Tuition

2. Fees

3. Room and Board

4. Other Assessments

## V. Instructional Programs

A. A list of degree, certificate and diploma programs shall be provided. The list must be consistent with the inventory of registered degree and certificate programs maintained by the Education Department. The list shall contain at least the following:

1. Official program titles

2. Degree and HEGIS code numbers;

3. A statement that enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards;

4. A description of each degree, certificate and diploma program, including prerequisites and requirements for completion.

5. An indication of which academic year each instructional offering (course) is expected to be taught.

B. A general description of instructional, laboratory and other facilities directly related to the academic program shall be provided. The description shall include:

1. A description of the total physical plant;

2. Narrative and/or statistical information about library collections and facilities, student unions and institution-operated eating facilities; and

3. Hours of operation, including holiday and vacation schedules.

C. The following information about faculty and other instructional personnel must be provided:

1. A listing by rank of regular resident faculty;

2. Identity of each resident faculty member's highest degree held, by which institution that degree was granted, and the department or major program area to which faculty is assigned; and

3. Estimated number of adjunct faculty and teaching assistants in each department or major program area,

D. The institution shall provide information on student retention and graduation rates for at least full-time undergraduates based on a summary of the most recent cohort survival statistics available to the institution.

E. The institution shall provide summaries of job placement and graduate school placement statistics compiled by the institution, along with information about its placement center.

## FEDERAL DISCLOSURE REQUIREMENTS

According to federal law, institutions of higher education must provide the following consumer information to students:

### A. Financial Assistance Information

1. How the eligibility for student financial aid is determined;

2. How the institution distributes aid among students;

3. Rights and responsibilities of students receiving aid;

4. How and when financial aid will be disbursed;

5. The terms and conditions of any employment that is part of the financial aid package;

6. The terms of, the schedules for, and the necessity of loan repayment;

7. Required loan exit counseling; and

8. The criteria for measuring satisfactory academic progress, and how a student who has failed to maintain satisfactory progress may reestablish eligibility for financial aid.

### B. Information about the Institution

1. The names of associations, agencies and/or governmental bodies that accredit, approve or license the school and its programs, and the procedures by which a student may receive a copy for review of the school's accreditation, licensure, or approval;

2. Special facilities and services available to disabled students;

3. A statement of the requirements for the return of Federal Student Aid program funds when a student withdraws from school, information about any refund policy with which the school must comply, and the requirements for officially withdrawing from the school;

4. The availability of a General Equivalency Diploma (GED) program if the school admits students who do not have a high school diploma or equivalent;

5. Who to contact for information on student financial assistance and who for general institutional issues;

6. That a student may be eligible for Federal Student Aid program funds for attending a study abroad program that is approved for credit by the home school; and

7. The terms and conditions under which students receiving federal education loans may obtain deferments while serving (a) in the Peace Corps; (b) under the Domestic Volunteer Service Act; and (c) as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service; and

8. Information regarding the availability of Federal Student Aid program funds for study abroad programs.

## INSTITUTIONAL COMPLAINT PROCESS

Section 494C(j) of the Higher Education Act of 1965, as amended, provides that a student, faculty member, or any other person who believes he or she has been aggrieved by an institution of higher education has the right to file a written complaint.

In New York State, a complaint may be filed by any person with reason to believe that an institution has acted contrary to its published standards or conditions or that conditions at the institution appear to jeopardize the quality of the institution's instructional programs or the general welfare of its students. Any person who believes that he or she has been aggrieved by an institution on or after May 4, 1994, may file a written complaint with the Department within three years of the alleged incident.

### *How to File a Complaint*

1. The person should first try to resolve the complaint directly with the institution by following the internal complaint procedures provided by the institution. An institution of higher education is required to publish its internal complaint procedure in a primary information document such as the catalog or student handbook. (The Department suggests that the complainant keep copies of all correspondence with the institution.)

2. If a person is unable to resolve the complaint with the institution or believes that the institution has not properly addressed the concerns, he or she may send a letter or telephone the Postsecondary Complaint Registry to request a complaint form. Please telephone (212) 951-6493 or write to:

New York State Education  
Department  
Postsecondary Complaint Registry  
One Park Avenue, 6th Floor  
New York, NY 10016

3. The Postsecondary Complaint Registry Form should be completed, signed, and sent to the above address. The completed form should indicate the resolution being sought and any efforts that have been made to resolve the complaint through the institution's internal complaint processes. Copies of all relevant documents should be included.

4. After receiving the completed form, the Department will notify the complainant of its receipt and make any necessary request for further information. When appropriate, the Department will also advise the institution that a complaint has been made and, when appropriate, the nature of the complaint. The complainant will also be notified of the name of the evaluator assigned to address the specific complaint. The evaluator may contact the complainant for additional information.

5. The Department will make every effort to address and resolve complaints within ninety days from receipt of the complaint form.

### **Complaint Resolution**

Some complaints may fall within the jurisdiction of an agency or organization other than the State Education Department.

These complaints will be referred to the entity with appropriate jurisdiction. When a complaint concerns a matter that falls solely within the jurisdiction of the institution of higher education, the complainant will be notified and the Department will refer the complaint to the institution in question and request that the matter receive a review and a response.

Upon conclusion of the Department's complaint review or upon a disposition of the complaint by referral to another agency or organization, or to the institution of higher education, the Department will issue a written notice to the complainant describing the resolution of the complaint. The complainant may contact the Department evaluator directly for follow-up information or for additional assistance.

## THE CONSTITUTION OF THE JOHN JAY COLLEGE OF JUSTICE FACULTY SENATE

### **PREAMBLE**

The Faculty of John Jay College of Criminal Justice, having been entrusted by the bylaws of The City University of New York with responsibility for policy relating to admission and retention of students, health and scholarship standards, attendance, curriculum, awarding of college credit, granting of degrees, and the conduct of educational affairs customarily cared for by a college faculty, hereby establishes the John Jay College of Criminal Justice Faculty Senate in order to provide a formal means of representing faculty concerns to the administration of the College and the University and to provide a democratic forum for the deliberation of such matters and other matters upon which deliberation by the academic community may contribute to the well being of the University and the society which sustains it and looks to it for enlightenment.

### **Article I: Powers of the John Jay College Faculty Senate**

The John Jay College Faculty Senate shall serve as one of the bodies of the College in the shaping of academic and educational policies. The John Jay Faculty Senate shall concern itself with matters of teaching, scholarship, research and any and all other matters related to faculty concerns as part of the educational mission of John Jay College. The Faculty Senate, acting through resolutions voted upon, shall be considered the voice of the faculty when making recommendations to the College Council, to administrative officials, or to other components of the College and the University, consistent with CUNY bylaws, the Professional Staff Congress contract and academic freedom.

### **Article II: Representation of the John Jay College Faculty Senate**

The John Jay College Faculty Senate shall be composed of those faculty members elected to the John Jay College Council, 13 full-time faculty members elected at large, and four adjunct faculty members elected at large. Faculty members may be self nominated or nominated by any other faculty member.

No member of the faculty shall serve simultaneously as an at-large member of the Faculty Senate and as a member of the College Council except for the at-large faculty representatives on the College Council who shall be elected by the Faculty Senate from among the at-large members of the Faculty Senate. This election shall take place in May after elections to the Senate have taken place and the Senate has been convened. The term of office shall be for one year.

Election to the Faculty Senate for at-large positions shall take place in the spring prior to elections for Departmental representatives to the College Council. Only full-time faculty members may vote for full-time faculty nominees. Only adjunct faculty may vote for adjunct nominees. The term of office shall begin in May after the new Senate has been elected and shall be for one year.

The Senate may declare a vacancy in membership or in an office of the Senate by adopting a resolution to that effect if a member resigns, can no longer serve, no longer meets the requirements for membership or for cause. A member may resign from the Senate by submitting notice in writing to the President of the Senate. A motion to declare a vacancy must be passed by a two-thirds vote of members present and voting at a meeting of the Senate. After declaring a vacancy, the Senate shall determine what action, if any, is to be taken to fill the vacancy, except that a vacancy in the office of the President shall be filled by succession of the Vice President to the office of the President.

### **Article III: Voting and Participation**

Each member of the John Jay College Faculty Senate shall have one vote on official matters. Motions shall be deemed to have been passed, or not passed, in accordance with Robert's Rules of Order, Revised.

All meetings shall be open to all members of the teaching faculty. Any member of the teaching faculty may speak at a meeting, although voting is limited to members of the Senate. Other members of the College or University community, as well as any other persons, may attend a meeting of the Senate and participate in discussions only by invitation of the Senate or its Executive Committee.

### **Article IV: Officers of the John Jay College Faculty Senate**

The officers of the John Jay College Faculty Senate shall be as follows:

1. President. The President shall preside at all meetings. In the event that a President is unable to complete a term, the Senate shall determine by vote that the office is vacant and thereupon the Vice President shall succeed automatically to the office of President.

2. Vice President. The Vice President shall assume the duties of the President in presiding over the Senate when the President is not present or when the President yields in order to participate in discussion on a motion. If the Vice President is unable to complete a term or succeeds to the office of the President, the Senate shall elect a new Vice President.

3. Recording Secretary(ies). The Recording Secretary(ies) shall record and

transmit the minutes of all meetings of the Faculty Senate to the Corresponding Secretary for distribution.

4. Corresponding Secretary. The Corresponding Secretary shall distribute minutes of Senate meetings, forward official correspondence of the President and of Senate committees, receive copies of official committee reports from committee secretaries, and maintain archives of minutes, committee records and correspondence.

5. Officers-At-Large. Two (2) Officers-At-Large shall assist the other executive officers in the execution of their responsibilities.

All officers shall be elected in May after the new Senators have been elected and the Senate has been convened. Their terms of office shall be for one year.

#### **Article V: Executive Committee**

The Executive Committee shall consist of the officers of the Senate. The Executive Committee shall determine when meetings of the Senate are to be held in accordance with Article VI. The Executive Committee shall receive agenda items from members of the faculty and shall establish the priority of agenda items. The Executive Committee may recommend limiting discussion, subject to approval by a vote of the Senate. The agenda may be revised at any time upon a motion from the floor and an affirmative vote at a meeting of the Senate.

#### **Article VI: Regular and Special Meetings**

The Faculty Senate shall meet every month of the fall and spring semesters. Additional meetings or any other changes in schedule may take place upon the recommendation of the Executive Committee of the Senate.

#### **Article VII: Committees**

The Faculty Senate shall create committees which are necessary to advance the activities of the Senate. Standing or ad hoc committees may be established, as needed. Members of standing committees shall annually be self-nominated or nominated by a member of the Senate, and the Executive Committee shall then recommend to the Senate membership slates for election by the full Senate. The Executive Committee shall designate Chairs for all committees. Each committee shall elect its own Assistant Chairperson and Recording Secretary, as it deems necessary. All committees shall have members of the Executive Committee as liaisons.

A committee may act upon items referred to it by the Senate as a whole, by the Executive Committee or by any member of the faculty. All committees shall report directly to the Senate as a whole, providing reports and offering motions at meetings of the Senate.

Positions on College or University committees designated for Faculty Senate shall be filled as follows: individuals shall be nominated by the Executive Committee and approved by a majority vote of the Senate.

#### **Article VIII: Agenda**

Any member of the faculty may present items for the Senate agenda by forwarding items in writing to any member of the Executive Committee at least ten school days prior to a regular meeting of the Senate. Items received too late will be held for the next meeting of the Senate. A written agenda shall be available from any member of the Executive Committee five days prior to a regular meeting of the Senate and, wherever feasible, shall be published and distributed prior to the meeting. In emergencies the Executive Committee may call a special meeting of the Senate without prior written agenda.

#### **Article IX: Quorum**

A quorum of the Senate shall consist of a majority of its voting members. The same rule applies for its committees.

#### **Article X: Governance**

The Faculty Senate and its committees shall be governed by Robert's Rules of Order, Revised, unless otherwise specified in this constitution.

#### **Article XI: Amendments**

This constitution can be amended through a motion made and passed by a vote of at least two-thirds of members present and voting at two consecutive regular meetings of the Senate.

Ratified by the Faculty: May 1988

Amended: March 2000

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## **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 meetings 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 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 representation 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 commit-

tees 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, obliga-

tions 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 1—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 signatee 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 |
| 079900     | MS     | Forensic Computing   |
| 1999.20    | BS     | Forensic Science   |
| 1999.20    | MS     | Forensic Science   |
| 2099       | MA     | Forensic Psychology  |
| 2099/2099  | BA/MA  | Forensic Psychology/Forensic Psychology                                    |
| 2099       | BA     | Forensic Psychology  |
| 2101       | MS     | Protection Management  |
| 2101       | BA     | Fire Service Administration  |
| 2101       | BS     | Fire Science   |
| 2102       | BA     | Public Administration  |
| 2102/2102  | BA/MPA | Public Administration/Public Administration                                |
| 2102       | MPA    | Public Administration  |
| 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  |
| 2105       | BA     | International 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    |
| 2099       | Ph.D.  | Forensic Psychology |



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# Index

- Academic advisement, 32–33
  - Counseling, 32
  - Entering Freshmen, 32
  - Faculty and Staff Academic Advisement Program, 33
  - Graduate School Advising, Office of, 33
  - Health Professions Advisor, 32–33
  - Law School Advising, 33
  - Majors and other academic programs, 32
  - Transfer Students, 32
- Academic awards, 50–58
- Academic facilities and services
  - Bookstore, 34
  - ESL Resources Center, 34
  - Instructional Technology Support Services, 33–34
  - Mathematics Resources Center, 34
  - Reading and Study Skills Center, 34–35
  - Writing Center, 35
- Academic honors
  - cum laude, 49
  - Dean's list, 49
  - Honors in the major, 49
  - magna cum laude, 49
  - salutatorian, 49–40
  - summa cum laude, 49
  - valedictorian, 49–50
- Academic Integrity Policy
  - John Jay College, 156–160
  - CUNY, 160–161
  - see also* Cheating; Plagiarism
- Academic probation, 40
- Academic rules and regulations, 39–42
  - appeals from, 39
  - course substitutions, maximum, 40
  - credit limitation, 39–40
  - dismissal, 47
  - good standing, 47
  - maximum courses in term, 39–40
  - official classes, 39
  - reinstatement after dismissal, 47
  - retention, 47
  - probation, 40, 47
- Addiction Studies Program, 96–97
- Address, change of, 39
- Administrative cancellation of courses, 18
- Administrative grade, change of, 46
- Admission
  - alternative credit, 12
  - application forms, 9
  - application procedure, 11–14
    - credit by examination, 12
    - equivalent credit, 13
    - external credit, 12–13
    - foreign students, 12
    - Project SMART, 13
    - proficiency examinations, 10–11
    - readmission, 13
    - requirements for, 9–11
    - senior citizens, 13–14
    - transfer credits, 11–12
- Advanced Placement Program of the College
  - Entrance Examination Board, 12
- Advisement, academic, 32–33
- Affirmative Action Policy, 144
- African-American Studies, Department of, 107–109
- African-American Studies, Program, 96
- Alcoholism and Substance Abuse Counselor, Credentialed, 96
- Alternative credit, 12–13
  - credit by examination, 12
  - equivalent credit, 13
  - external credit, 12–13
- Alumni Association, 8
- Anthropology, Department of, 109–110
- Application procedures
  - foreign students, 12
  - freshmen, 11
  - transfer, 11–12
- APTS (Aid for Part-Time Study), 22
- Art, Music, and Philosophy, Department of, 110–113
- Arts, concerts, and exhibitions, 37
- Associate degree
  - credits applicable toward baccalaureate degree, 90
  - credits required, 90
  - general education requirements, 90–91
  - preparatory skills courses, 92
  - remedial courses, 92
  - skills requirements, 91–92
- Associate in Science degree, majors
  - Criminal Justice, 93
  - Correction Administration, 92–93
  - Police Studies, 94
  - Security Management, 95
- Athletic Program Participation Notice, 164
- Athletics
  - cardiovascular fitness center, 37
  - intercollegiate, 36

- intramural program, 37
- Attendance requirements, 43
- Auditing classes, 1 5
- Awards. *See* Academic awards
- Baccalaureate/Master's Programs, 97–98
- Baccalaureate degree
  - associate degree credits applicable toward, 90
  - credits required, 59
  - developmental courses, 61
  - general education requirements, 59–61
  - preparatory skills courses, 61
  - remedial courses, 61
  - skills requirements, 61
- Baccalaureate degree, majors
  - Bachelor of Arts
    - Criminal Justice, 65–67
    - Criminology, 71–72
    - Deviant Behavior and Social Control, 72–74
    - Fire and Emergency Service, 75
    - Forensic Psychology, 76–77
    - Government, 78–80
    - International Criminal Justice, 80–82
    - Judicial Studies, 82
    - Justice Studies, 83–84
    - Public Administration, 87–88
  - Bachelor of Science
    - Computer Information Systems, 63–64
    - Correctional Studies, 65
    - Criminal Justice, 67–69
    - Criminal Justice Administration and Planning, 69–71
    - Fire Science, 74–75
    - Forensic Science, 77–78
    - Legal Studies, 84–85
    - Police Studies, 85–86
    - Security Management, 88–89
- Biology. *See* Department of Sciences
- Bookstore, 34
- CASAC (Credentialed Alcoholism and Substance Abuse Counselor), 96–97
- Campus crime statistics, 164
- Cancellation, course, 18
- Cardiovascular Fitness Center, 37
- Career Advising, Office of, 30–31
  - See also* COPE (College Opportunity to Prepare for Employment ) Program;
  - Professional Development Program
- Centers, professional. *See also* Institutes
  - Center for International Human Rights, 5
  - Center on Terrorism, 5
  - Criminal Justice Center, 7
  - Criminal Justice Research Center, 5
  - Stephen E. Smith Center for Cyber Crime, 76
- Centers, study skills. *See* Study Skills Centers
- Certificate of Graduation, 20, 48
- Change of address, 39
- Change of final grade, 45–46
- Change of program, 14
  - fee, 21
- Charter, Student Government, 151–156
- Cheating, 42–43
  - see also* John Jay College Policy on Academic Integrity, CUNY Policy on Academic Integrity
- Chemistry. *See* Department of Sciences
- Children's Center, 29
- Chinese. *See* Department of Foreign Languages and Literatures
- City University of New York, 3
  - Dispute Resolution Consortium, 6
- Classes, official, 39
- CLEP (College-Level Examination Program) of Educational Testing Service, 13
- College colloquium. *See* College Courses
- College Courses, 106–107
- College Proficiency Examination Program of New York State, 12
- Commencement, 48
- Communication Skills. *See* Department of Counseling and Communication Skills; SEEK Department
- Complaint Process, 156
- Computer Facilities
  - Instructional Technology Support Services, 33–34
  - Mathematics Resources Center, 34
- Computer Information Systems, major (Bachelor of Science), 63–64
- Computer literacy, 108
- Computer user responsibilities, 161–162
- Computing. *See* Department of Mathematics and Computer Science
- Continued enrollment, grade point average required for, 47
- Continuing Education. *See* Office of Continuing and Professional Studies; *see also* Distance Education Programs
- CO-OP (Cooperative Education Program), 100–101
- COPE (College Opportunity to Prepare for Employment Program), 31
- Correction Administration, major (Associate in Science), 92–93
- Correctional Studies, major (Bachelor of Science), 65
- Corrections. *See* Department of Law, Police Science and Criminal Justice Administration
- Counseling and Communication Skills Department of, 114–115
- Counseling, 29
  - courses, 114–115
- Course offerings,
  - College Courses, 108–109
  - general information, 107
  - prefix designations, 107
- Courses
  - attendance at, 42
  - cancellations, 18

- developmental, 42
- graduate, enrollment in, 47
- independent study, 41
- limitation on repetition of remedial and developmental, 41
- maximum load, 39–40
- permit courses, 41–42
- preparatory, 61, 92
- prerequisites, 40
- prescribed grading, 45
- remedial, 41
- repetition of, 40–41
- Credentialed Alcohol and Substance Abuse Counselor, 96
- Credits
  - alternative, 12–13
  - by examination, 12
  - equivalent, 13
  - external, 12–13
  - limitation of, 40
  - required for academic awards, 54
  - required for associate degree, 90
  - required for baccalaureate degree, 59
  - transfer of, 11–12
- Crime statistics, access to,
- Criminal Justice. *See* Department of Law, Police Science, and Criminal Justice Administration
- Criminal Justice, doctoral program, 4
- Criminal Justice, major (Bachelor of Arts or Bachelor of Science), 65–69
- Criminal Justice Administration and Planning, major (Bachelor of Science), 69–71
- Criminal Justice major (Associate in Science), 93
- Criminal Justice Center, 7
- Criminal Justice Ethics, 6
- Criminal Justice Ethics, Institute for, 6
- Criminal Justice Research Center, 5
- Criminology, major (Bachelor of Arts), 71–72
- CSTEP (Collegiate Science and Technology Entry Program), 98
- CUNY Baccalaureate Program, 98
- CUNY Policy on Academic Integrity, 160–161
- CUNY Policy on Withholding Student Records, 18
- CUNY Proficiency Examination, 11
- CUNY Skills Assessment Tests, 10–11
- Dean's list, 49
- Debts to the College, 18
- Degrees awarded
  - by John Jay College, 173
  - through CUNY Graduate School and John Jay College, 173
- Departments
  - African-American Studies, 107–109
  - Anthropology, 109–110
  - Art, Music, and Philosophy, 110–113
  - Counseling and Communication Skills, 113–114
  - English, 114–118
  - Foreign Languages and Literatures, 118–120
  - Government, 121–123
  - History, 123–124
  - Interdisciplinary Studies, 124–125
  - Law, Police Science, and Criminal Justice Administration, 125–130
  - Mathematics and Computer Science, 130–133
  - Physical Education and Athletics, 133–135
  - Psychology, 135–139
  - Public Management, 139–142
  - Puerto Rican/Latin American Studies, 142–144
  - Sciences, 144–147
  - SEEK, 147–138
  - Sociology, 148–151
  - Speech, Theatre, and Media Studies, 151–143
- Developmental courses, 41–42
- Deviant Behavior and Social Control, major (Bachelor of Arts), 72–74
- Diploma, replacement of. *See* Certificate of Graduation
- Disabilities, services for students with, 30
- Discrimination. *See* Non-Discrimination Policy; Section 504 of Rehabilitation Act of 1973; *See also* Harassment/Complaint Procedures
- Dismissal, 47
  - reinstatement, 47
- Dispute Resolution Certificate Program, 99
- Dispute Resolution Consortium, 6
- Distance Education Programs, 100
- Division of Student Development and Enrollment Management, 29–36
- Doctoral Programs, 4
- Drama. *See* Department of Speech, Theatre, and Media Studies
- Economics. *See* Department of Public Management Education Law
  - article 129A, maintenance of public order, 143–144
  - section 224-a, protection of religious beliefs, 144
- English, Department of, 114–115
- Entering Freshman Scholarship, 51
- Environmental Science. *See* Department of Sciences
- Equal Employment Opportunity, *see* Non-Discrimination Policy
- Equivalent credit, *see* external credit
- ESL (English as a Second Language)Resources Center, 34
- Ethnic Studies. *See* College Courses; Department of African-American Studies; Department of Puerto Rican/Latin American Studies
- External credit, 12–13
- Evening Student Services, 29
- Faculty Senate, Constitution of, 150
- Federal Disclosure Requirements, 165–166
- Federal Pell Grant, 22
- Federal Perkins Loan, 24
- Federal PLUS (Parent Loan for Undergraduate



- Students), 24
- Federal SEOG (Supplemental Educational Opportunity Grant), 23
- Federal Stafford Loan Program, 24
- Federal Work Study, 25
- Fees. *See also* Tuition
  - Accelerated study fee, 20
  - Certificate of Graduation, 20
  - change of program, 21
  - consolidated fee, 19
  - diploma replacement, 20
  - distribution of student activity, 20
  - duplicate I.D., 20
  - duplicate record, 21
  - late registration, 21
  - makeup examination, 21
  - nonpayment service fee, 21
  - program change, 21
  - Student Activity Fee, 20
    - distribution of, 20
  - Student Senate Fee, 20
  - Technology Fee, 19
  - transcripts, 21
- Financial aid, 22-27
  - academic requirements, 25-27
  - application procedures, 25
  - federal financial aid regulations on students who withdraw from all courses, 27
  - readmit students, 27
  - students on academic probation, 27
  - Title IV, 26
  - waiver, 26-27
  - See also* Grants; Loans; CWS
- Fire Science, *See* Department of Public Management
- Fire Science Institute, 7
- Fire Science, major (Bachelor of Science), 74-75
- Fire and Emergency Service major (Bachelor of Arts), 75
- Foreign Languages and Literatures, Department of, 118-120
- Foreign Students, 12
- Forensic Psychology, doctoral program, 4
- Forensic Psychology, major (Bachelor of Arts), 76-77
- Forensic Psychology Research Institute, 5-6
- Forensic Science. *See* Department of Sciences
- Forensic Science, major (Bachelor of Science), 77-78
- Freedom of Information Notice, 156
- French. *See* Department of Foreign Languages and Literatures
- Freshman Orientation, 32
- Freshman Year Scholarship, 51
- FWS (Federal Work Study), 25
- G.E.D. (High School Equivalency Diploma), 9
- General education requirements for baccalaureate degree, 59-61
- Government, Department of, 121-123
- Government, major (Bachelor of Arts), 78-80
- GPA *See* Grade point average
- Grade appeal, 45-46
- Grade point average (GPA)
  - computation of, 46
  - quality points, 46
  - required after reinstatement, 47
  - required for academic awards, 49, 54
  - required for enrollment in graduate courses, 47
  - required for retention, 47
- Grades
  - AUD (Senior Citizen's Audit), 44
  - INC (Incomplete), 44
  - W (Withdrawal), 44
  - WA (Administrative Withdrawal), 44
  - WU (Withdrew Unofficially), 45
  - R (Repeat), 45
    - change of, 45
    - explanation of, 44
    - Pass/Fail Option, 45
    - prescribed grading, 45
- Graduate courses, enrollment in, 47
- Graduate programs, 4
- Graduate School Advising, Office of, 33
- Graduation
  - application for, 48
  - awards, prizes and scholarships, 54-58
  - Certificate of, 20
  - commencement, 48
  - diploma, 48
  - rate of progress toward degree, 47
  - requirements for, 49
- Grants
  - APTS (Aid for Part-Time Study), 22
  - Federal Pell Grant, 22
  - Federal SEOG (Supplemental Educational Opportunity Grant), 23
  - SEEK (Search for Education, Elevation, and Knowledge), 22-23
  - TAP (Tuition Assistance Program), 23
  - Uniformed Services Tuition Waiver Program, 23
  - Veterans Benefits, Active Duty, 23
  - Veterans Benefits, Selective Reserve (Chapter 106), 23
  - Vietnam Veterans and Persian Gulf Veterans, 23
- Guaranteed Student Loan. *See* Federal Stafford Loan Program
- Health. *See* Department of Physical Education and Athletics
- Health professions advisor, 32-33
- Health services, 29-30
  - insurance, 30
- HEGIS codes, 173
- High School Equivalency Diploma (G.E.D.), 9
- History, Department of, 123-124
- Honor societies
  - Nu Gamma Sigma, 50

- Phi Eta Sigma, 50
- Pi Alpha Alpha, 50
- Psi Chi, 50
- Honors. *See* Academic honors; Honor societies
- Honors, graduation with, 49
- Honors in the major, 49
- Honors Reading course. *See* College Courses
- I.D.
  - duplicate fee for, 21
- Immunizations, required for Registration, 14
- Incomplete grade (IN), 44
- Independent study courses, 41
- In-Service Training Programs. *See* Continuing Education and Professional Studies, Office of Institutes. *See also* Centers
  - Fire Science Institute, 7
  - Forensic Psychology Research Institute, 5–6
  - Institute for Criminal Justice Ethics, 6
- Institutional Advancement and Community Services, Office of, 8
- Instructional Technology Support Services, 33–34
- Insurance, accident and health, 30
- Interdisciplinary Studies, Department of, 124–125
- Interdisciplinary Studies Program, 100
- International Criminal Justice, major (Bachelor of Arts), 80–82
- Internship Programs, 100–101
  - CO-OP (Cooperative Education Program), 100–101
- Internships and Cooperative Education Programs, Office of, 100–101
- Italian. *See* Department of Foreign Languages and Literatures
- Job Assistance Office, 31
  - See also* Office of Career Advisement
- John Jay, 2
- John Jay College
  - accreditation, 3
  - history, 2–3
  - mission of, 1
  - student body, 3
- Judicial Studies, major (Bachelor of Arts), 82
- Junior Year Scholarship, 51
- Justice Scholarship, 52
- Justice Studies, major, 83–84
- Law. *See* Department of Law, Police Science, and Criminal Justice Administration
- Law, Police Science, and Criminal Justice Administration, Department of, 125–130
- Law School Advising, 33
- Legal Studies. *See* College Courses,
- Legal Studies, major (Bachelor of Science), 84–85
- Library, Lloyd George Sealy, 4
- Literature. *See* Department of English; Department of Foreign Languages and Literatures; Department of African-American Studies; Department of Puerto Rican/Latin American Studies
- Loans
  - Perkins, 24
  - PLUS (Parents Loans for Undergraduate Students), 24
  - Stafford/Ford Loan Program, 24
- Majors. *See* Baccalaureate degree, majors
- Make-up examinations, 44
  - fee for, 21
- Maria I. Ramirez Memorial Award, 53
- Malcolm/King Leadership Award, 52
- Master's degree programs, 4
- Mathematics and Computer Science, Department of, 130–133
- Mathematics Resources Center, 34
- Maximum number of courses in a term, 39–40
- MBJ Scholarship for Students with Disabilities, 51
- McNair Program, 53–53, 101
- Middle States Association of Colleges and Secondary Schools, 3
- Military, special provisions for students in, 19
- Minors, 101–102
- Mission statement, 1
- Monthly Payment Plan, 25
- National Association of Schools of Public Affairs and Administration (NASPAA), 3
- National Freshman Honor Society (Phi Eta Sigma), 50
- National Honorary Society for Criminal Justice (Nu Gamma Sigma), 50
- National Honorary Society for Psychology (Psi Chi), 50
- National Honorary Society for Public Affairs and Administration (Pi Alpha Alpha), 50
- Natural Science. *See* Department of Sciences
- New York City Department of Correction, 12
- New York City Fire Department, 12
- New York City Police Department, 12
- New York State Education Laaw,
- New York State Disclosure Requirements,
- New York State Scholarship for Academic Excellence, 24–25
- Non-degree students, 13
- Non-discrimination, 156
- Pell Grant. *See* Federal Pell Grant
- Perkins Loan. *See* Federal Perkins Loan
- Permit courses, 41–42
- Peter F. Vallone Academic Scholarship Award, 25
- Philosophy. *See* Department of Art, Music, and Philosophy
- Physical Education and Athletics, Department of, 133–135
  - Athletic Program, 36
  - Cardiovascular Fitness Center, 37

- recreation and intramurals, 37
- Physics. *See* Department of Sciences
- Placement Testing-CUNYSkills Assessment Tests, 10–11
- Plagiarism, 43
  - See also* John Jay College on Academic Integrity; CUNY Policy on Academic Integrity
- PLUS (Parent Loan for Undergraduate Students), 24
- Police Science. *See* Department of Law, Police Science, and Criminal Justice Administration
- Police Studies, major (Bachelor of Science), 85–86
- Police Studies, major (Associate in Science degree), 94
- Political Science. *See* Government, Department of
- Preparatory skills courses, 61, 92
- Prerequisites, 42
- Press Office, 8
- Prescribed grading courses, 45
- Probation, academic, 47
- Professional Development Program, 31
- Proficiency examinations, 10–11
  - entering freshmen, 10
  - transfer students, 10–11
  - New York State Regents Examinations, 10
- Progress, satisfactory rate toward degree, 47
- Project SMART, 13
- Psychology, Department of, 135–139
- Public Administration, Major (Bachelor of Arts), 87–88
- Public Management, Department of, 139–142
- Public order, maintenance of, 154–155
- Puerto Rican/Latin American Studies, Department of, 142–144
- Puerto Rican/Latin American Studies Program, 102–103
  
- Quality points. *See* Grade point average
  
- Reading and Study Skills Center, 34–35
- Readmission, 13
- Readmit Students, 27
- Records policy, 155–156
- Refunds. *See* Tuition
- Registration
  - change of program, 14
  - immunizations requirements, 14
  - procedures, 14
  - proficiency testing, 10–11
  - resignation, 14–15
- Rehabilitation Act of 1973, 156–157
- Reinstatement after dismissal, 47
- Religion. *See* Department of Art, Music, and Philosophy
- Remedial courses, 42
- Repetition of courses, 40–41
  - limitation in remedial and developmental courses, 41
- Responsibilities, student, 39
- Resignation from courses, 14–15
- Retention, 47
- Returned check policy, 18
- Ronald McNair Program, 101
- Rules and Regulations for Maintenance of Public Order, 154
  
- Salutatorian, 29–50
- Scholarships, 24–25, 50–58
- Schedule of course offerings, 105
- Sciences, Department of, 144–147
- Section 504 of the Rehabilitation Act of 1973, 156–157
- Security. *See* Department of Law, Police Science, and Criminal Justice Administration
- Security Management, major (Bachelor of Science), 88–89
- Security Management, major (Associate in Science degree), 95
- SEEK Department, 147–148
- SEEK Grant, 22–23
- SEEK Program (Search for Education, Elevation and Knowledge), 103–104
  - academic criteria, 104
  - application procedure, 104
  - eligibility, 103
  - financial criteria, 103–104
- Senior citizens, 13–14
- SEOG (Supplemental Educational Opportunity Grant), 23
- Service Scholarships, 51–52
- Skills requirements
  - Associate, 91–92
  - Baccalaureate, 61
- SMART, Project, 13
- Social Science Research. *See* College Courses
- Sociology, Department of, 148–151
- Sophomore Year Scholarship, 51
- Spanish. *See* Department of Foreign Languages and Literatures
- Special Programs, Office of, *See* Continuing and Professional Studies, Office of
- Speech, Theatre, and Media Studies, Department of, 151–153
  - theater program, 37–38
- Stafford Loan Program, 24
- Statistics. *See* College Courses
- Student Activities Corporation, 35
- Student Activities and Campus Life, Office of, 35–36
  - programs, 35–36
  - student clubs, 36
- Student Activity Fee, 20
- Student clubs, 36
- Student Development and Enrollment Management, Division of, 29–36
- Student Enrichment Program, 104
- Student Council, 35

- Student Government  
Charter,  
Judicial Board, 35
- Study Abroad Information, Office of, 32
- Study Skills Centers  
Instructional Technology Support Services,  
33–34  
ESL (English as a Second Language) Resources  
Center, 34  
Mathematics Resources Center, 34  
Reading and Study Skills Center, 34–35  
Writing Center, 35
- Summer Session, 15
- TAP (Tuition Assistance Program), 23  
academic qualifications for, 26
- Theater programs, 37–38
- Thurgood Marshall Scholarship,
- Title IV financial aid, 26
- Title IX, 157
- Toxicology. *See* Department of Sciences
- Transcript of academic records, 21  
records policy,
- Transfer students, 11–12  
transfer of credits, 11–12
- Tuition  
administrative cancellations, 18  
fees, 19–21  
monthly payment plan, 25  
outstanding debts to the college, 18  
refunds, 17–18  
resignations, 18  
returned check policy, 18  
schedule, 17
- TuitionPay Monthly Payment Plan, 25
- Undergraduate Programs, 3–4  
African-American Studies Program, 96  
Addiction Studies Program, 96–97  
Baccalaureate/Master's Program, 97–98  
CSTEP, 98  
CUNY Baccalaureate Program, 98  
Dispute Resolution Certificate Program, 99  
Distance Education, 100  
Interdisciplinary Studies, 100  
Internship Programs, 100–101  
McNair Program, 101  
Minors, 102  
Puerto Rican/Latin American Studies Program,  
102–103  
SEEK (Search for Education, Elevation and  
Knowledge), 103–104  
Student Enrichment Program, 104  
Thematic Studies Program, 104  
Weekend Study, 104  
Women's and Gender Studies, 104
- Undergraduate Service Awards, 53
- Uniformed Services Tuition Waiver Program, 23
- University Student Senate Scholarship, 53–54
- Valedictorian, 49–50
- Veterans Benefits  
Active Duty (Chapter 30), 23  
Selective Reserve (Chapter 106), 23  
Vietnam Veterans and Persian Gulf, 23
- Waiver, financial aid, 26–27
- Weekend Study Program, 104
- William Pace Scholarship, 53
- Withdrawal from a course, 44
- Withholding Student Records, CUNY Policy on, 18
- Women's and Gender Studies, 104
- Workplace Violence, CUNY Policy and Procedures,  
162–164
- Work Study (Federal Work Study), 25
- Writing Center, 35

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### Title page

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