PRIOR LEARNING PRACTICES AT JOHN JAY COLLEGE
LOOK TOWARD THE FUTURE
REPORT PREPARED FOR DEAN ANNE LOPES

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PRIOR LEARNING PRACTICES AT JOHN JAY COLLEGE
A LOOK TOWARD THE FUTURE

History is littered with examples of industries that, at their peril, failed to respond to or even see changes in purchaser behavior: from the railroad industry to the computer hard disk industry to the music industry.

When it comes to the adult learner community--those 92 million Americans--our institutions of higher education face similar risks of having their market share substantially reduced and their services increasingly characterized by obsolescence.

For higher education institutions to effectively mobilize to meet our real education needs, it will be necessary first to recognize the diverse faces of higher education--and that means recognizing the extent to which adult learners are the future of higher education.

If we accomplish that we can focus on educating our increasingly diverse populations so that they can prosper and enrich their lives in ways that ultimately serve the economic, cultural, and competitive interests of us all (Peter J. Stokes, 2007).
I. Background

A recent report released by the Center on Education and the Workforce at Georgetown University states that the U.S. is on a collision course with the future; by 2018 our economy will hold jobs for 22 million people with college degrees but we will have a shortage of 8 million college graduates. The youth pipeline of traditional aged college students is not enough to meet the national goals. More adults are returning to school to retrain for new careers, but the path to a degree can be daunting—both long and costly. Starting after the Vietnam War, colleges in the United States began expanding adult degree programming and currently serve thriving adult populations. Based on the example of these institutions, colleges that were slower to address adult students' needs have started to welcome them by acknowledging the learning that they bring to the academy through prior learning assessment. In the United States today, adult students make up more than 50% of college enrollees. To respond to this new population, planners at higher education institutions are being required to rethink, and where necessary, restructure adult program offerings (Tannehill, et al, 2008).

This aim of this study is to provide information to help John Jay College attract and educate adult undergraduates. Workforce projections and the enrollment realities described above coupled with the demography of New York City and recent changes at John Jay, specifically the elimination of associate degree programs, point to the need for intentional and strategic adult program development. In addition, John Jay has made a commitment as embedded in its current mission statement to attract targeted communities of practice that relate to the institution’s current offerings. In prior decades, this population accounted for up to 30% of the college’s student body.

There are many advantages to attracting older students. Adults come to our campuses with their backpacks or briefcases full of experiences, challenges and responsibilities in ways that set them apart from the traditional-aged students (Peck and Varney, 2009). Their experience would provide particular advantages to the John Jay undergraduate classroom, enriching it with their life-long and professional learning and providing windows into the experiential world of adults with life experiences that differ from their own. Indeed adults would diversify the classroom in many ways, ways that assist the faculty in facilitating student learning. The newer outcomes-based curriculum in conjunction with the newly minted/created program goals, for instance, would resonate with their experience. In addition, the College would benefit by being able to more optimally utilize space in the evenings and weekends.

The administration of quality programming and a consistent and accurate method of awarding credit for prior learning are deemed essential for a competitive program in adult education. John Jay needs to develop a system to better serve existing students and attract more adult students in concert with its institutional culture and mission.

In the fall of 2011 Dean Anne Lopes commissioned a project/study on prior learning assessment.

The overall project had two main goals.

1. To identify current campus practices with regard to prior learning assessment
2. To establish recommendations for Prior Learning Assessment (PLA) that are in line with national best practices and consistent with the culture of the institution
To accomplish the goals, the work was apportioned into three phases:

**Phase 1-September to December 2011**
Identify what John Jay is currently and specifically doing with regard to PLA. What is accepted and why? What are the mechanisms and decision making processes that are in place? How do students find out about these? How interested is the larger college community in PLA?

**Phase 2-January to May 2012**
Assess what John Jay is doing by comparing it to best practices. Create recommendations in line with the institutional culture and processes. Given the public service mission, what should be done to expand the current offerings? What policies are necessary to insure a rigorous and consistent review of PLA? How should the policies and practices be best marketed?

**Phase 3-September to December 2012**
Design a model PLA course for faculty development purposes.

**II. The Consultant**

Dr. Kesiah E. Scully was retained by Dean Lopes to complete all three phases of the project. Dr. Scully has twenty-five years of experience in the area of PLA. She has held PLA faculty and administrative positions in both public and private colleges, including SUNY’s Empire State College and New York University. She is frequently called upon to present at conferences and to train faculty, administrators and evaluators in the field. Her doctoral work in Organizational Development spawned her consulting practice as an organizational change agent. She worked closely with Malcolm Knowles, the father of Adult Learning, for many years.

**III. The Process**

Current practices and policies were researched through review of printed material (See Appendix A) and interviews with administrators and faculty.

Interviews were conducted in the fall with the following administrators.

- Anne Lopes, Dean of Undergraduate Studies
- Kathleen Killoran, Executive Academic Director of Undergraduate Studies
- Richard Saulnier, Vice President of Enrollment Management
- Cheuk Lee, Interim Registrar

As part of the research during the spring 2012, the following six faculty identified by Dean Lopes were interviewed about Prior Learning Assessment.

Ned Benton, Professor and Chair Person, Department of Public Management
Gail Garfield, Associate Professor, Department of Sociology
William Gottdiener, Professor, Department of Psychology
Maki Haberfeld, Professor, Department of Law and Police Science
PRIOR LEARNING PRACTICES AT JOHN JAY COLLEGE
A LOOK TOWARD THE FUTURE

Karen Kaplowitz, Professor, Department of English and Chair, Faculty Senate
Charles Nemeth, Professor and Chair, Department of Security, Fire and Emergency Management

Additionally, PLA presentations were made to the Faculty Senate Task Force on Students in the Military and the Academic Standards Sub Committee of the Undergraduate Curriculum and Academic Standards Committee.

All those interviewed voiced a strong commitment to PLA as an offering for students. Many spoke about a previous time in the history of the College when more adults made up the student body. There was a lack of clarity about what happened to change this. Speculation included the growth of additional options at other colleges that are marketed more aggressively, loss of faculty with specific connections to groups like FDNY and NYPD, and frustration with a process which is not centrally administered, among other possible explanations.

What each person clearly validated was that the program is consistent with the mission of the college. PLA was described as “part of the character of who we are at John Jay.”

All responses to the development of a more intentional and comprehensive PLA program were positive and very supportive. Many of those interviewed spoke of the positive experiences of having adults in the classroom. They felt that the adults asked more focused questions, evoked more lively discussions, and brought more richness through their experience into the classroom. Those who had prior experience with PLA, both at John Jay and at other institutions, described it as an affirming and academically sound experience. All were concerned that the quality of education be upheld. All requested that the students focus on the critical knowledge gleaned from the experiences. Many expressed a wish to attract more FDNY and NYPD students. All felt a strong commitment to veterans. All those interviewed think that timing is right for the College to now design a contemporary program of prior learning assessment with expanded options to meet the needs of an ever-changing world.

All asked for a clear policy with specific guidelines coupled with coordination to insure consistency across the college.

IV. WHY PLA

What is Prior Learning Assessment?

With the continued influx of adults returning to school, most colleges and universities have designed undergraduate programs that are more accommodating to the adult, non-traditional learner (Whelan, 2004). PLA is an integral part of most of those programs.

Prior Learning Assessment (PLA) is the process by which an individual’s experiential learning is evaluated in order to grant college credit. The Council for Adult and Experiential Learning (CAEL) is considered the leading organization for the study of PLA. Initially a subsidiary of the Educational Testing Service, CAEL has now evolved into a separate non-profit organization that conducts research on PLA practices and training outcomes.
CAEL has published ten quality standards for PLA (Fiddler, et al., 2006) to ensure that the learning is college-level and upholds quality educational practices. These standards are recognized as critical for best practices and are endorsed by accrediting bodies such as the Middle States Commission on Higher Education (Standard 13-Related Educational Activities in the Characteristics of Excellence in Higher Education). These ten standards address both process and administrative context.

CAEL Standards of Quality Assurance in the Assessment of Prior Learning

1. Credit or its equivalent should be awarded only for learning, and not for experience.
2. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
3. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of the learning process.
4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
7. Policies, procedures and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
8. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
9. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
10. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and the state of the assessment arts.

Prior learning assessment has been shown to aid retention efforts (Hoffman and Michael, 2010). Additionally, research indicates that it motivates learners in other academic work (Brinke et al., 2009). Students who have earned credit through PLA have higher graduation rates than those who do not pursue PLA (Council for Adult and Experiential Learning, 2010). CAEL identifies four generally accepted approaches to PLA which when properly conducted ensure academic quality. Those four are: (1) national standardized exams (CLEP, for example); (2) challenge exams for local courses; (3) evaluated non-college programs, e.g., American Council on Education (ACE) evaluations of military training; and (4) individualized, portfolio-based assessment.

Portfolio assessment has become a well-recognized form for evaluating learning in adult education. The portfolio is a written document through which a student analyzes learning from prior experiences and demonstrates that this learning meets the learning objectives of a college-level course (Fiddler, et al., 2006). Most institutions offer the portfolio process as part of a seminar designed to help students learn to identify college-level learning while setting realistic expectations for credits. Part of the seminar is the development of a degree plan that incorporates the student’s prior learning into a viable degree. By its very nature, PLA requires self-reflection, in-depth writing, and a significant time investment (Leiste and
Jensen, 2011). Miller and Morgaine (2009) posit that the process of creating a portfolio for assessment can build learners' identities as academics. Michelson and Mandell (2004) provide several examples to illustrate how creating a PLA portfolio may be a real challenge for students. In the process students must “focus critically on how they have come to be where they are” (Conrad, 2008). Students are asked to provide documentation whenever available. The portfolio is then evaluated by qualified faculty members who are content experts and have been trained to assess learning through appropriate criteria (Dagavarian, 2003).

The benefits of prior learning assessment are many. It acknowledges the value of learning outside of a formal setting and validates the worth of the learning students have achieved. This in turn reinforces the students’ perception of learning as a lifelong process. It motivates students to enroll and persevere because it shortens time and cost to degree completion. It also facilitates college access for non-traditional students. And it is a better use of public and private monies because it eliminates unnecessary duplication of learning.

V. FINDINGS

John Jay's policies state that up to 90 credits can be “transferred” into the College. Thirty credits must be completed in-house including 50% of the major or specialization. The bulletin lists equivalent credit as an option, describing it as non-college learning that can serve as a valid substitute for the content of a course. In researching the policies, all four of the CAEL options are accepted at John Jay. However, a coordinated system is not in place, the information is not available to students and the college is not marketing these options for an adult population.

John Jay has policies which allow for all four of the PLA options spelled out by CAEL. However, the application of these policies is not consistent.

CLEP

Policies on acceptance of College Level Examination Program (CLEP) exams, for example, are unclear and there is little information in the bulletin. CLEP is a nationally recognized standardized set of exams that assess prior learning. These exams are administered by the College Board.

CASAC

Policies on acceptance of courses like CASAC are not delineated in an accessible place although there is a standardized state exam that students must pass in order to be awarded this state credential.

ACE

Policies on acceptance of ACE equivalency recommendations are not clear. American Council on Education (ACE) credit recommendations are based on learning outcomes from formal and well documented training programs conducted by non-collegiate sponsors like the military. A rigorous process of evaluation is employed, with guest faculty from various institutions of higher education making decisions about the appropriate award of credit.
Although these options have been approved for credit by John Jay, they are not utilized frequently or consistently at this point.

Portfolio
While those interviewed expressed a strong commitment to portfolio PLA for students, there are many problems with the portfolio program as it is currently constructed. As best as can be pieced together, students who are able to find that PLA is an option fill out a form available online, take it along with documentation to the department sponsoring the course to be challenged and then wait to be contacted about further steps. Those steps might include scheduling an interview or a test. If the credit is granted by the department, students then take the signed form to the Office of the Registrar along with a recording fee and credits are then entered on the transcript.

No materials are available to guide students through this process of self-exploration. No samples are available. No one is trained or charged with facilitating the process for students. This must often result in poorly constructed requests for prior learning assessment.

The Office of the Registrar gives the student the name of someone in the department whenever possible, but there is no formal list of department personnel responsible for PLA. In some departments, the chair handles it, in others someone has been named by the chair, and in still others there is a committee set up to respond to requests. Research indicates that there are no centralized agreements as to what criteria to use to evaluate prior learning. While evaluators may be doing an excellent job, there is no oversight to ensure consistency within and across departments.

Additionally, there is no centralized tracking of applications. Students can download the form and approach a department for credit without alerting anyone else. Request packages may well be of uneven quality and require additional work on the part of already taxed departments to aid students in crafting viable requests. Since no timelines are in place, the student must wait for a response. With most faculty members overworked and no true tracking system, how is the student’s request prioritized? How do students who attempt to advocate for themselves avoid angering faculty? Since no fees are charged for the evaluation, the department does not profit from the time spent on evaluations. Faculty members perform this service as an add-on, not as part of their standard responsibilities.

VI. SUMMARY

The following strengths were identified.

1. Strong support for the concept
2. Organizational policy and experience in existence
3. Elements of an infrastructure in place

A wide range of challenges will need to be addressed. Current weaknesses in prior learning assessment include the following.

1. No overall coordinated effort
2. No specific department coordinators—different procedure from department to department
3. No criteria for evaluation in place
4. No oversight to ensure consistency within and across departments
5. No centralized tracking of applications
6. No training for faculty evaluators
7. No training materials for students
8. No guidance for students in developing PLA requests
9. No or little flexibility—a course match system is currently in place
10. No solid marketing of this option

There is a PLA program in place at John Jay College. It is on the books as an offering of the College. However, the program needs to be strengthened and updated in order for it to meet the needs of potential adult students and to function as a solid retention tool and viable marketing option.

The next logical step would be to take what is an existing program and build on this foundation a structure that supports the goals of the College in the 21st century.

VII. Recommendations Based on CAEL Standards of Quality Assurance in the Assessment of Prior Learning

1. Reaffirm the institution’s commitment to PLA. Reevaluate the conventions that now exist in order to expand them to keep current with the field of adult education.
2. Develop clear and transparent policies that are carefully monitored with fees based on services, not on the number of credits.
3. Award credit for balanced college-level learning with attention to non-duplication by academic experts trained in PLA.
4. Create a step process that is accessible and transparent to students (See Appendix B).
5. Develop efficient and clear paths of communication among faculty and administrators.
6. Train all invested participants—faculty evaluators, advisors, administrators, and admission liaisons
7. Employ an open-minded perspective when considering substitute knowledge and skill for required courses. Utilize the outcomes-based philosophy in awarding credit.
8. Design a solid infrastructure with regular reviews to strengthen the existing program. Recommendations include the development and implementation of the following.
   • a centralized PLA program with an administrator/director who has experience in PLA and adult learning
   • a fee schedule that reflects the administrative costs associated with the program
   • a seminar to guide students through the process, to insure quality and non-duplication
PRIOR LEARNING PRACTICES AT JOHN JAY COLLEGE
A LOOK TOWARD THE FUTURE

- broader degree fulfillment options for the adult population, building on adult learning
- a pilot program to facilitate the adoption of updated processes

9. Establish an assessment plan with clear metrics, program and student learning goals as you build the program.

VIII. The PILOT

John Jay was an early pioneer in adult education with its accommodations for NYPD and FDNY. For many reasons, not all of which have been identified, this population of students has declined at the College. While the PLA program is by established current policy available to students, it has not been widely used. Extensive revision would result in better utilization and should attract an adult student population. John Jay also has the highest veteran population of all CUNY schools (350-400 students). It is an existing and available adult population that would immediately benefit from a systematic PLA program. The veteran population provides a unique opportunity to revise these policies for the benefit of the students and the College. As stated previously, research indicates that PLA serves as an excellent tool for retention as well as recruitment.

To this end, the College should consider initiating a pilot program with a small cohort (8-15) of matriculated veterans in one department. Enroll them in a course designed to help them develop a solid degree plan, which maximizes their prior learning while preserving the integrity of their degree. Monitor the progress to insure that standards are being upheld.

The pilot might also draw on best practice models of neighboring competitor institutions.

Examples of vigorous and different prior learning assessment programs include two different models from area well established, potential competitor adult degree programs. New York University’s (NYU) McGhee Program was designed for adults returning to school. Students opting for Prior Learning Assessment enroll in the Seminar in Experiential Learning, a semester long course. In the seminar, the students develop a degree plan and a series of PLA portfolios. NYU allows for up to 64 credits of Advanced Standing including PLA and transfer credits. It is a course-based system whereby students can only petition for credit for courses offered at NYU.

The Seminar is facilitated by trained faculty. Students first develop a degree plan which fulfills requirements with the inclusion of PLA. Next portfolios are developed, detailing college-level learning. Portfolios then go to a coordinator who assigns faculty reviewers. These reviewers are NYU faculty, subject matter experts with PLA training. Evaluators have three choices: recommend credit, request a revision, or deny credit. Students do not meet with evaluators. All decisions are based on how well the essay matches the syllabus included in the portfolio. Once the evaluator has awarded credit, the coordinator sends a letter to the registrar requesting credit be posted to the transcript.
SUNY Empire State College (ESC) requires all students to enroll in "a study" of Academic Planning. In this study, students develop a degree plan and a series of PLA essays. ESC allows students advanced standing of up to 96 credits, including transfer credits and PLA. ESC requires that the PLA essay be of college-level learning, but does not use a course based system.

Students conduct academic planning individually or in a classroom setting. After a degree plan is developed, essays are crafted. Portfolios are submitted electronically to a centralized assessment office where they are then assigned to a subject matter evaluator. Students are then notified and schedule a phone appointment with the evaluator. After the interview, evaluators write a credit recommendation brief. Once the degree plan is approved, the PLA credits become part of the student's record.

The new CUNY Master Plan specifically targets veterans in Mission Three-Expanding Access. Retired Lt. Colonel Jack Amberg, Senior Director of Veterans Programs at the Robert R. McCormick Foundation, is a strong proponent of PLA. But he is not suggesting that the quality of education be compromised in order to reach out to veterans. He says:

"...don't think of veterans as victims. I have yet to meet one that will say, 'I lost my leg.' They gave it. They served you. Hold them to the same standards as everyone else. They aren't asking for anything to be given to them. They will work their tails off to succeed. Make sure they know what success looks like at your college or university. But they are not looking for a handout. What they want is a chance." (Klein-Collins 2010)

Both Penn State and the University of Maryland University College have extensive military populations. They characterize the relationship as win-win. Veterans understand the value of education and are motivated to succeed. They tend to follow instructions and respect the authority in the classroom. Additionally, their life experience enriches classroom discussions.

Visualize a transitional seminar for vets returning to school that welcomes these students to the academy, gives them peers to bond with, and specialized information about how to acclimate for success. Provide sessions that help create realistic expectations around prior learning credit. Teach them to identify learning as it differs from experience, to abstract ideas and demonstrate college-level learning. Validate their learning and motivate them to continue their studies. Is this not a win-win solution?

IX. CONCLUSION

John Jay has long been a leader in educating for justice. Building on the current PLA foundation a program that supports the goals of the college in the 21st Century underscores this mission. Prior Learning Assessment has been shown to be a solid recruitment and retention tool. CAEL has provided foundational standards which most institutions utilize. It does require that the institution reaffirm its approach to learning in a way that welcomes knowledge gained through multiple means. Now is the time to move forward with a revised, comprehensive Prior Learning Assessment program.
Appendix A

1. Website Information for Students
2. Registrar Equivalent/Life Experience Credit Form
3. Equivalent Credit Student Manual Information
4. American Council of Education (ACE) Credit Recommendations
5. National College Credit Recommendation Service (Formerly PONSI—part of the State of New York, Regents Research Fund)

Appendix B

Sample Student Path for Portfolio Based Prior Learning Assessment at John Jay

- Attend an information session that explains the PLA process.
- Schedule an interview with PLA director before enrolling in the course.
- Enroll in the seminar.
- Develop a degree plan which will be signed off on by appropriate advisor.
- Create narratives demonstrating knowledge.
- Seminar leader forward narratives to PLA coordinator.
- PLA coordinator reviews and assigns an approved faculty evaluator.
- Evaluator assesses within timelines and returns to coordinator.
- Coordinator forwards assessment credits to registrar.
- Registrar posts credits on transcript
PRIOR LEARNING PRACTICES AT JOHN JAY COLLEGE
A LOOK TOWARD THE FUTURE

REFERENCES


APPENDIX 1
Apply as a Transfer Student

Contact Us!!
Undergraduate Admissions
504 West 59th Street
New York, NY 10019
Phone: 212.564.8829
Fax: 212.227.5777
Email: admissions@jay.cuny.edu

Hours
Mon: 8AM - 5PM
Tues: 8AM - 5PM
Wed: CLOSED
Thur: 8AM - 5PM
Fri: 8AM - 3PM

To apply to John Jay College, click here.

As a college within the City University of New York, John Jay College of Criminal Justice welcomes many transfer students every year—students who have already earned college credits.

As part of your application, you'll need to submit your college transcripts so that we may identify which credits will transfer. To receive a degree from John Jay College, you must take a minimum of 30 credits at the College, including at least 50% of an approved major or specialization.

To get started with your application, please see our "Applying To John Jay College of Criminal Justice" guide.

Questions or comments with respect to the information presented on this webpage should be directed to Christopher Lascari.

John Jay College of Criminal Justice
892 Tenth Avenue New York, NY, 10018
P: 212.227.4000
Website Policies Text Only

http://www.jjay.cuny.edu/396.php
1/18/2012
FAQs

Contact Us
Room 3134 North Hall
440 West 59th St
Phone: 212-220-8071
E-mail: oscar_Marque@jci.cuny.edu

HOURS:
Mon, Thur and Fri:
9:30 AM - 5:00 PM
Tues and Wed:
9:00 AM - 7:00 PM

CUNY PORTAL & E-SIMS
What is the difference between e-Sims and Degree Audit?
What is the CUNY Portal?
What if I don't remember my CUNY Portal information?
Why does eSims tell me that I have a hold on my registration? What is a hold?

CREDITS
What are External/Life Experience Credits?
What are Equivalent Credits?

DEGREE
How long is Academic Probation?

EDUCATION REQUIREMENTS & GRADUATION
What are the requirements for graduation?
Other than taking the required classes, is there anything else I have to do in order to graduate from John Jay College?

E-MAIL
I do not have a John Jay e-mail address
Do I always have to check my John Jay e-mail address?
How can I forward my e-mails?

MAJOR & MINOR
How can I find out which classes I need to take and how many credits I have?
What's the difference between a BS and BA in Criminal Justice?
How do I declare a Major and/or a Minor?
Can I create my own major?
How do I change my major?

MISCELLANEOUS
How do I meet people at John Jay College of Criminal Justice?
How do I obtain New York State residency?
What is a normal course load or workload at John Jay?
How many weeks are in a semester?
Where do I obtain a letter that proves that I am full-time student?
How can I become a Peer Counselor?

TABLE EVENTS
Where can I find information if I missed a tabling event?

TESTING, PLACEMENT EXAM, FOREIGN LANGUAGE
How do I know if I need to take a placement exam?
How can I tell if my foreign language requirement has been fulfilled?

How do I prove that I took 3 years of a language in high school and passed the
Regent's?  
is there an exam i can take to be exempt from a certain course?  

TRANSFER STUDENTS  
What do I have to do to transfer in to John Jay?  
How can I find out what classes and credits have transferred from my previous school?  
Why was I placed in/required to take a class I have already taken in my previous school?  
How many credits can I transfer in?  

TUTORING  
Where can I go for free tutoring?  

CUNY PORTAL & E-SIMS  

What is the difference between e-Sims and Degree Audit?  
The E-Sims transcript is the unofficial transcript from the college. Your classes are sorted by semester and it does not show how they apply to your degree. In E-Sims you can register, change, or drop a class.  
The Degree Audit tells you how your classes are applied to your major or what classes you still have left to take for your General Education Requirements or your Major Requirements. It will not tell you what classes you still have to take for your General Education Requirements. When using the Degree Audit it is important to remember that it is an electronic tool and there are some glitches. Because of any glitches it is advisable that you use both the undergraduate bulletin with the Degree Audit to aid in selecting classes.  

What is the CUNY Portal?  
The CUNY Portal is your gateway not only to Blackboard, e-Sims, and the Degree Audit but to much more information such as e-Permit.  

What if I don’t remember my CUNY Portal information?  
You can call the DoIT Helpdesk at (212)-237-8200 and follow the prompts. A technician will ask you for your name and Social Security number in order to check your account. You will be given your username over the phone, however, your password will be sent to your John Jay e-mail address. On the internet your password can be quickly changed by clicking "register now" on the log in screen. Then simply following the prompts given there, you can create a new password.  

Why does eSims tell me that I have a hold on my registration? What is a hold?  
A hold will stop a student from registration until it is cleared with the appropriate office. If a stop has been placed on your record, it will be visible after logging into eSims, and located on the top of the page in red type. To find out the reason for this stop, click on the red type and it will be explained, along with the contact number.  

CREDITS  

What are External/Life Experience Credits?  
External Credit is granted for non-collegiate education programs that the college has judged comparable in content and quality with specific courses or areas taught in its departments. A list of approved programs is available from 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 113, 113, and blanked credit, 3 credits; totaling 28 credits.  

New York City Department of Correction recruit training qualifies for external credit for: Criminal Justice 101, 3 credits; Corrections 101, 3 credits; Corrections 201, 3 credits; Corrections 202, 3 credits; Sociology, blanked credit, 3 credits; Physical Education, blanked credit, 3 credits; totaling 18 credits.  

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

All 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, communicate with the Office of the Registrar, Rm 1280 North Hall (212) 237-8878.

What are Equivalent Credits?
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 substitution for the content of a specific course as outlined in the Undergraduate Bulletin. Students must file a formal application for credit and follow the guidelines established by the Equivalent Credit Committee of the College. All 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, communicate with the Office of the Registrar, Rm 1280 North Hall (212) 237-8878 at http://jstop.jjay.cuny.edu/

DEGREE

How long does Academic Probation last?
Academic Probation is a full academic year. Even if a student's Grade Point Average (GPA) has been brought back above a 2.0, the probation remains for the year. If the student's GPA does not improve to the required 2.0 in the year, the student will be dismissed from the college.

EDUCATION REQUIREMENTS & GRADUATION

What are the requirements for graduation?
You must fulfill all General Education Requirements, the requirements of your major, and electives credits. The total of these three fields must be a minimum of 120 credits. You can find the General Education Requirements by reading John Jay College's Undergraduate Bulletin, which can be obtained as a pdf.

Other than taking the required classes, is there anything else I have to do in order to graduate from John Jay College?
In order to graduate from John Jay all students need to complete the graduation audit. It can be found on the J-stop website. Also a GPA of a 2.0 or higher is required to graduate. See the graduation requirement link.

E-MAIL

I do not have a John Jay e-mail address
Every matriculated student is automatically signed up for an e-mail account. On the John Jay homepage (http://www.jjay.cuny.edu/) you will see on the right hand side a link to the Webmail. Click on “Email”
Your username is: Firstname dot Lastname @jjay.cuny.edu
(firstname.lastname@jjay.cuny.edu)
Your password is: jxxxxx(j) followed by the last 4 digits of your social security number

The password will need to be reset every 90 days, if you have any problems with your John Jay email account contact Do-It at (212) 237-8200, alternatively you can reset your password at http://reset.jjay.cuny.edu/

Do I always have to check my John Jay e-mail address?
It is advisable because your professors may want to get in touch with you to share information. Also any important John Jay college information will be sent to the John Jay email address. You can, however, forward your e-mails to a different account but you have to make sure to go into your John Jay e-mail account and clean it up frequently as your storage space is limited.

How can I forward my e-mails?
Yes! Once you are signed in your e-mail account, you can Create a Rule in MS Outlook:
Go to “Options” -> click on “Rules” -> click on “New Rule” -> “Create a new rule for arriving messages”
A new window will open up -> look on the right side where it says ”Do the following” -> choose “Forward or Redirect” -> click on the option you prefer
a) forward message to people or distribution list
b) redirect message
c) forward message as attachment
    click under "Rule Description" (upper left side) and from there go to the middle of the
    screen where it says "Apply this rule after the message arrives, forward it to people or
    distribution list"
Again, a new window opens up → go to the bottom to "Message recipients" and you'll
see a box
To: ..... [type in your e-mail into the box] → click "OK"
The window closes and brings you back to the prior window
Click "Save" and "OK"

MAJOR & MINOR

How can I find out which classes I need to take and how many credits I have?
You can check on the CUNY Portal under Student Advisement/Degree Audit to check
your credits. If you would like to speak to a peer counselor, you can either go to room
3134N or call at 212-237-8271 to schedule an appointment.

What's the difference between a BS and BA in Criminal Justice?
The emphasis of the Bachelor of Science (BS) degree in Criminal Justice is on the
institutions of criminal justice, particularly the courts, police, and corrections. The
Bachelor of Arts (BA) degree focuses on different aspects of the criminal justice
system, and for those pursuing a career in criminal justice or other forms of public
service. To locate faculty with whom you can speak about these majors, see the
Criminal Justice Department's webpage.

How do I declare a Major and/or a Minor?
To declare a major, go to J-Stop website and to fill out the Declaration of Major Form.
To declare a minor, check with the department in which the minor is sought. The
requirements for a minor is 18 credits. All minors are listed in the undergraduate
bulletin which can be found here.

Can I create my own major?
Yes... The CUNY Baccalaureate Program. The Program is offered under the support
of The CUNY Graduate School and University Center. Working one-on-one with
CUNY faculty mentors, students create their own "areas of concentration" (majors),
many of which are interdisciplinary. Examples include Disability Studies, Psychology
of Consumer Behavior, Artistic Traditions in Religion, Afro-Caribbean Urban Studies,
and Environmental Biology. Students may take courses at any CUNY college,
including The CUNY Graduate Center, The CUNY School of Professional Studies,
and the City College Center for Worker Education and are encouraged to pursue
independent research, fieldwork, study abroad, and other academic opportunities. For
further information on this program go to www.cunyba.cuny.edu

How do I change my major?
Fill out a change of major form on the Jstop website.

MISCELLANEOUS

How do I meet people at John Jay College of Criminal Justice?
John Jay offers a variety of activities ranging from social groups to academic
alliances. For a complete listing of such groups, check with Student Life (Rm 1521
North Hall; (212) 663-7867 http://jjay.cuny.edu/957.php)

How do I obtain New York State residency?
A student who wishes to obtain residency must have lived in the State of New York for
12 consecutive months preceding the first day of classes. Documentation must be
shown to the Office of Admissions (Rm. 1100 North Hall; 212-237-8869). Check with
the Office of Admissions for a current list of appropriate documentation.

What is a normal course load or workload at John Jay?
In order to graduate in 6 semesters with a bachelor's degree, a student has to take an
average of 15 credits per semester. As a transfer student, it is recommended that you
take 15 credits or less during your first semester while you are adjusting to your new
school. The classes are run as periods, the schedule for these periods are located
here.

How many weeks are in a semester?
There are 15 weeks in a semester.

Where do I obtain a letter that proves that I am full-time student?
The Registrar's Office (Rm. 1281 North Hall; (212) 663-7867).

How can I become a Peer Counselor?
In order to become a peer counselor at John Jay you must take and pass the CSL
210 class. For more information about becoming a Peer Counselor contact the counseling department at: 212-327-8271

TABLING EVENTS

Where can I find information if I missed a tabling event? Please click here or go to the "Brochures" Link on the right hand side of this screen.

TESTING, PLACEMENT EXAM, FOREIGN LANGUAGE

How do I know if I need to take a placement exam? You will be contacted by the Testing Office and/or a hold will be placed on your registration if you need to take a placement exam. If this is the case, you must contact the Testing Office (Rm. 3514 North Hall) to resolve the matter and schedule a date to take the exam.

How can I tell if my foreign language requirement has been fulfilled?

If you have 005 then you are exempt from a foreign language.

The first semester of a foreign language can be exempted if you have taken the course previously and can prove comprehension of the subject matter. The placement test must be taken before you can register for a foreign language. You can take the test in room 122 West Port.

You may also be exempt from any foreign language requirement if you have taken 3 years of a foreign language in high school and have taken and passed the Level III New York State Regents Exam for that language. This would be noted on your high school transcript.

A third way to become exempt from a foreign language requirement is to take the CLEP exam and the Departmental exam. Check with the Testing Office for locations and subjects of the CLEP exam.

How do I prove that I took 3 years of a language in high school and passed the Regents?

This would be noted on your high school transcript. If the Registrar's Office does not have this on record, contact you high school to have it sent.

Is there an exam I can take to be exempt from a certain course?

The College Level Examination Program (CLEP) is for students who wish to challenge a course by exam. These exams are offered off-campus for a nominal fee. Check with the Testing Office for locations of the CLEP exam.

TRANSFER STUDENTS

What do I have to do to transfer in to John Jay?

Your first step should be to contact our Admissions office:

In Person: Room 1100

By Phone: 212-237-8669 or 212-237-8873

By E-mail: admissions@jjay.cuny.edu

Once you have been accepted and your credits evaluated, we can help you get started, i.e. sign up for classes, familiarize you with the CUNY Portal, go through a degree audit with you in order for you to know what classes you have to take, how your classes transferred in etc.

How can I find out what classes and credits have transferred from my previous school?

You should receive a course evaluation sheet as well as a John Jay Transcript from the Admissions Office (Rm 1100, North Hall, 212-237-8859). This will tell you what classes you have received credit for. You can also check your records through E-Sims then by clicking on "unofficial transcript" or by using the degree audit. This is a great tool for keeping track of what classes you have taken and what remaining requirements you need to fulfill in order to graduate from John Jay.

Why was I placed in/rerequired to take a class I have already taken in my previous school?

The class at your previous school may not have been the equivalent to the required course at John Jay College. If you feel that perhaps there was an oversight in this matter, take a copy of the course description from your other colleges bulletin or from
the syllabus of the class in question to the Office of Admissions for consideration (Rm. 1100 North Hall, 212-237-8869).

How many credits can I transfer in?
A maximum of 68 credits may be transferred from an 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 credits (CLEP, Equivalent Credit, Military Credit, etc)
Please Note: To receive a degree from John Jay College, a student must take a minimum of 30 credits at the College including at least half the credits required in an approved major or specialization.

TUTORING

Where can I go for free tutoring?
Tutoring is available to John Jay College students in a variety of subjects. The Learning Center Website has a complete list of subjects and departments in which tutoring is available, as well as times and locations for tutoring.

John Jay College of Criminal Justice
899 Tenth Avenue New York, NY 10019
P: 212.237.8000
Website Policies Text Only
APPENDIX 2
Equivalent/Life Experience Credit Application

Equivalent/Life experience credits are college credit granted for student’s knowledge attained outside a formal academic setting. Completed application and your most recent transcript must be submitted to the appropriate academic department(s) for approval. If you are requesting equivalent credit from more than one department, you must file an application for each department. After this application is approved by the academic department, the student must submit this application to ONE STOP Services with the appropriate fee in cash, check, or money order made payable to John Jay College.

<table>
<thead>
<tr>
<th>Number of Credits Awarded</th>
<th>Fee</th>
<th>Number of Credits Awarded</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>1 to 6 credits</td>
<td>$25.00</td>
<td>7 to 12 credits</td>
<td>$50.00</td>
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<tr>
<td>13 to 18 credits</td>
<td>$75.00</td>
<td>19 or more credits</td>
<td>$100.00</td>
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</table>

Part I, II, III, IV and V Completed By the Student

Part I: Student Information

First Name: ___________________________ Last Name: ___________________________

Student ID: _______ - _______ - _______ Email Address: ___________________________

Address: ________________________________________________________________

City: ___________________________ State: _______ Zip: ___________________________

Telephone: ________________________

Current Occupation: ___________________________ Duties/Assignment: ____________

Part II: Course Information

Please identify from the current College Bulletin all courses for which you are seeking credit(s).

<table>
<thead>
<tr>
<th>Course Number &amp; Title (i.e. PSC 101 – Intro to Law Enf.)</th>
<th>Number of Credits</th>
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<tbody>
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Did you receive transfer credits from another college? □ Yes □ No

If yes, please indicate number of credits ____________________________

1 of 3 10/27/2009
Please complete Part III, Part IV, Part V or all, if applicable.

Part III: Employment/Job-Related With Background Training

Please list all non-credit course work, formal on-the-job training. Include title of course and agency involved.

<table>
<thead>
<tr>
<th>Position</th>
<th>Employer</th>
<th>Dates of Employment</th>
<th>Dates/Nature of Training</th>
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</table>

Please attach an autobiographical essay along with this completed application.

Part IV: Life Experience/Job-Related Without Formal Training

Please list all experience or informal on-the-job training. Include agency involved and duties assigned that is relevant to the credits applied.

<table>
<thead>
<tr>
<th>Position</th>
<th>Employer</th>
<th>Dates of Employment</th>
<th>Description of Duties</th>
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</table>

Please attach an autobiographical essay along with this completed application.

Part V: Personal Skills/Talents

Please list personal skills and talents, such as, community activities, creative work, etc for consideration for Equivalent/Life Experience credit. Attach additional pages if necessary.

Please attach an autobiographical essay along with this completed application.
JOHN JAY COLLEGE
OF CRIMINAL JUSTICE

Applicant Name: ________________

This Page for Office Use Only

Academic Department: ____________________________

Academic Departmental Evaluation: □ Acceptable □ Not Acceptable

Equivalent Credits Awarded for:

<table>
<thead>
<tr>
<th>Course Number (i.e. PSC 101)</th>
<th>Number of Credits</th>
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</tbody>
</table>

Print Name of Evaluator: ____________________________

Signature of Evaluator: ____________________________ Date: ________________

Print Name of Chairperson: ____________________________

Signature of Chairperson: ____________________________ Date: ________________

*Evaluated application and documentation should be returned to the student after a decision is reached.

For Office Use Only

Courses and Credits processed by: ____________________________ Date: ________________

For Office Use Only

Rec’d By: ____________________________ Date: ________________

10/27/2009 3 of 3
EQUIVALENT CREDIT STUDENT MANUAL

What is equivalent credit?

Equivalent credit can be described as college credit granted for a student's knowledge attained outside a formal academic setting. However, this should not be confused with life experience.

Criteria for credit to be awarded

You must be able to demonstrate that the knowledge gained relates to a college course or curriculum. This manual is provided to help you determine if you are eligible to receive Equivalent Credit at John Jay College, and to assist you in applying for these credits. Equivalent Credits are awarded either as specific courses or as blanket (free elective) credits in a department. Equivalent credits, while added to the number of credits completed at the college, bear no grade and will not be calculated in your cumulative grade point average.

It should be noted that, in order to receive a degree from John Jay College, you must complete at least 30 credits in residence as well as at least 50% of your specialization.

Eligibility

1. To be eligible to receive Equivalent Credit, you must be currently enrolled as a matriculated, undergraduate student and have completed 28 credits in residence at John Jay College prior to the official award of Equivalent Credit. (If you have less than 28 credits at the time of application, the Equivalent Credits will be withheld from your transcript until the residency requirement is satisfied.)

2. You must have achieved a cumulative grade point average of 2.00 or better.
3. The total number of Equivalent, External, and/or Qualifying Examination credits may not exceed 30. If you have less than 30 credits in these categories, you may apply for Equivalent Credit. The four credits for military service are included in this total.

Completing the Application

You are required to complete the Application for Equivalent Credit as fully as possible.

Description of Employment/Job-Related Background Training

If you are applying for Equivalent Credit for employment/job-related experience, please fill out the Employment/Job-Related Background Training section. Please indicate place of employment, rank/title, dates of employment, and duties and responsibilities. Be as specific as possible.

You must file documentation for each course for which credit is being sought for employment/job-related experience.

Documentation should include:

1. Evidence of where and how the knowledge was gained.
2. Explanation of the purpose of the course or training.
3. A copy of the course outline, syllabus, or other information showing which books, journals, or articles were used to cover the subject matter.
4. Evidence of total time spent in the course or training session. Dates must be included.

Some examples of documentation are:

   a. job description
   b. letters of corroboration from training unit
   c. promotion evaluations, rating forms
   d. evidence of promotion
   e. samples of work produced (reports, articles, manuals)
   f. licenses and scores on licensing exam(s)

DO NOT ATTACH ORIGINALS OF YOUR DOCUMENTATION: PHOTOCOPIES SHOULD BE SUBMITTED. THE COLLEGE CANNOT BE RESPONSIBLE FOR DAMAGE OR LOSS OF ANY MATERIAL SUPPLIED THE STUDENT.
Description of Life Experience/Job-Related Without Formal Training

For this credit, please indicate name of agency, years of service, duties and skills learned, years studied, and accomplishments.

Be as specific as possible in explaining the duties and skills that you believe are relevant.

Description of Personal Skills/Talents/Hobbies

Examples of documentation include:

a. books published
b. articles written
c. original works of art
d. musical compositions
e. patents obtained
f. speeches given
g. programs from performances
h. proposals written and accepted
i. documents translated
j. demonstration of skills or other appropriate evidence of knowledge

DO NOT ATTACH ORIGINALS OF YOUR DOCUMENTS: PHOTOCOPIES SHOULD BE SUBMITTED. THE COLLEGE CANNOT BE RESPONSIBLE FOR DAMAGE OR LOSS OF ANY MATERIAL SUPPLIED BY THE STUDENT.

Description of Autobiographical Essay

You may begin at whatever point of your life you deem appropriate, but you must include in your essay full descriptions and analyses of the areas in which you believe Equivalent Credit is deserved. Usually it is an elaboration of the areas listed in your outline, but it is up to you decide in how much detail you wish to describe each experience. There is no prescribed length for these descriptions. The important thing is that you communicate fully, effectively, and coherently; an analysis of what you have learned.

Keep in mind that the Evaluator(s) is (are) interested in what you have learned, rather than a catalogue of your experiences. Award of credit is based on the knowledge and skills you have gained from your experiences.
Counseling Procedure

It is strongly recommended that you make an appointment with the Counseling Department (Room 3140N, Phone # 237-8111) for a review of your application. The purpose of this appointment would be to direct you to the appropriate faculty member(s) for evaluation.

You should bring with you to this appointment:

a. the completed Application for Equivalent Credit
b. a copy of your most recent transcript

During this appointment you should be able to:

a. identify and discuss your major
b. identify and discuss the courses for which you are applying for Equivalent Credit
c. discuss how these credits will apply toward the completion of the degree: as elective credits, as part of the general requirements, or as part of the major requirements

Evaluation Procedure

You must bring your completed application and support documentation to the appropriate academic Department. Each academic Department has established a procedure for the review of Equivalent Credit applications. Several Departments have designated a review committee of three faculty members, others have designated one specific faculty member for certain areas of expertise, and others have designated one faculty member to review all applications. The faculty evaluation procedure and the time involved for the review will vary with each department. In all cases, you should be ready to participate in the evaluation procedure conducted by the Department evaluator(s) by:

a. being prepared to take a formal examination in the subject area. The faculty member may notify you that an examination is necessary. You should then contact the faculty member to make a mutually convenient appointment for the examination(s).

b. being prepared to participate in an oral interview with a faculty member. You may be notified that an oral interview is necessary. You should then contact the faculty member to make a mutually convenient appointment for the interview.
c. being prepared to submit additional documentation or samples of your work. Again, the faculty evaluator may notify you that additional documentation or work samples are required. You may submit this material directly to the departmental secretary.

Notification of Credits Awarded

Upon completion of the evaluation, and if necessary, the grading of examinations or reporting of an oral interview, the Department Evaluator(s) will notify you of credits awarded or denied by the Department to which the application has been submitted. The decision of the Evaluator(s) (pending confirmation by the department chairperson) is final.

Upon notification of the Equivalent Credits awarded, bring the approved application with you to the Office of the Registrar, Room 4113N, with a check or money order payable to JOHN JAY COLLEGE for the following fees for credits awarded:

- 1 to 6 credits awarded: $25.00
- 7 to 12 credits awarded: $50.00
- 13 to 18 credits awarded: $75.00
- 19 or more credits awarded: $100.00

When fees have been paid, these credits will be entered on your official record.

(Revised July, 2004)
<table>
<thead>
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<th>U.S. Dept. of Credit</th>
<th>Agency</th>
<th>Agency Name</th>
<th>Agency Time Period</th>
</tr>
</thead>
<tbody>
<tr>
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<td>المجال الفيزيائي</td>
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<td>CNS</td>
<td>Current</td>
<td>Current</td>
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<td>1 Comp Systems/Origionization</td>
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<td>CNS</td>
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<td>CNS</td>
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<td>Current</td>
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<td>Computer Apps 6</td>
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<td>Current</td>
<td>CNS</td>
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<td>Current</td>
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<tr>
<td>Waerner Officer Candidate School/Leadership</td>
<td>100</td>
<td>3</td>
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<td>Current</td>
<td>CNS</td>
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<tr>
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**NCAC Criminal Justice Academy**
- Introduction to Criminal Justice
- Criminal Law
- Criminal Procedure
- Criminal Evidence
- Criminal Procedure
- Criminal Procedure
- Criminal Procedure
- Criminal Procedure
- Criminal Procedure
- Criminal Procedure

**NCAC Criminal Justice Academy**
- Introduction to Criminal Justice
- Criminal Law
- Criminal Procedure
- Criminal Evidence
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**Notes:***
- DSNY-NY Office of Corrections
- DSNY-NY Office of Community Services
- DSNY-NY Office of Public Safety
- DSNY-NY Office of Transportation
- DSNY-NY Office of Utilities

**Additional Information:***
- DSNY-NY Office of Planning and Budgeting
- DSNY-NY Office of Strategic Planning
- DSNY-NY Office of Technology Services

**Contact Information:***
- DSNY-NY Office of Contracting
- DSNY-NY Office of Human Resources
- DSNY-NY Office of Legal Affairs

**Emergency Numbers:***
- 911 Emergency Services
- 311 Non-Emergency Services
- 311 Non-Emergency Services (TTY)
- 311 Non-Emergency Services (Visual Impaired)

**Additional Resources:***
- DSNY-NY Office of Community Services
- DSNY-NY Office of Public Safety
- DSNY-NY Office of Transportation
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**Notes:**
- All courses require a minimum of 120 credits to complete the program.
- The program is designed for professionals in the fields of emergency management, disaster planning, and crisis response.
- Courses are offered in both online and traditional formats, depending on the availability of the instructor and the student's preference.
- Students are encouraged to consult with their academic advisor to ensure that they select courses that align with their career goals and personal interests.
- The program is accredited by the National Academy of Public Administration (NAPA) and the International Association of Emergency Managers (IAEM).
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And Payment of Fee as Stated on Application

123 Equivalent Credit/Experience