Proposal for an Associate in Science Degree in Police Science (A.S.)

The Department of Behavioral and Social Science
Eugenio María de Hostos Community College
Dr. Linda Anderson, Chairperson
Felix Cardona, Esq., Discipline Coordinator

Proposal Approved by
Hostos Community College Curriculum, March 22, 2011
Hostos Community College Senate, April 28, 2011
Proposal Cover Page

Use this application for any new program below the doctoral level that does not lead to licensure or preliminary or advanced study in one of the areas licensed by the State Education Department. Any institution considering a new doctoral program should contact the Office of College and University Evaluation at (518) 474-1551 for the application, "Steps in the Review of Doctoral Program Proposals". Public institutions should use the appropriate SUNY/CUNY proposal submission forms in lieu of this document and submit the proposal to the Central Administration of SUNY/CUNY.

If the program will lead to certification as a classroom teacher, use the Application Form for Registration of a Teacher Education Program instead of this document, available at www.highered.nysed.gov/ocue/tetappl.htm. If an already registered program will be offered in a distance education format use the application at http://web1.nysed.gov/ocue/distance/ and select “To Register a Distance Education Program.”

A. Name of institution: Eugenio María de Hostos Community College/CUNY
   Specify campus where program will be offered, if other than the main campus:

B. CEO or designee* Carmen Coballes-Vega
   Name and title: Provost and Vice President
   Signature and date: 04/28/2011

THE SIGNATURE OF THE INSTITUTIONAL REPRESENTATIVE INDICATES THE INSTITUTION’S COMMITMENT TO SUPPORT THE PROPOSED PROGRAM.

C. Contact person, if different
   Name and title:
   Telephone:
   Fax:
   E-mail:

D. Proposed program title Police Science

E. Proposed degree or other award: Associate in Science (A.S.)

F. Proposed HEGIS code 5505.00
   G. Total program credits: 60

H. If the program will be offered jointly with another institution, name and address of the institution/branch below:

IF THE OTHER INSTITUTION IS DEGREE-GRANTING, ATTACH A CONTRACT OR LETTER OF AGREEMENT SIGNED BY THAT INSTITUTION’S CEO. IF IT IS NON-DEGREE-GRANTING, REFER TO MEMORANDUM TO CHIEF EXECUTIVE OFFICERS NO. 94-04. CONTACT THIS OFFICE IF YOU WOULD LIKE TO RECEIVE A COPY.

*For CUNY, the Chancellor or designee; for SUNY, the Provost or designee. The CEO/CHANCELLOR/PROVOST SHOULD INFORM THIS DEPARTMENT IN WRITING WHEN THERE IS A CHANGE IN THE DESIGNATED PERSON.
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Purpose and Goals

The purpose of Police Science is to develop and prepare students interested in the professional law enforcement/protective services community and to provide the first two years of an academic foundation for transfer into a four-year program in the discipline. In addition, our mission is to prepare students to work in a technological, global and diverse society. The curriculum will facilitate the acquisition of substantive knowledge coupled with the development of skills to address the broad variety of basic law enforcement situations.

Police science is an area distinct from criminal justice, a program currently at the College. Many students enter the college knowing that they want to become a law enforcement officer and this program will meet this specific demand. While criminal justice is broad and inclusive with careers running the gamut from policy to practice, police science focuses primarily on law enforcement.

Students who major in police science desire preparation for acceptance into a professional police force, whether on the local, state or federal level as Police Officer, Sheriff, FBI Special Agent, Corrections Officer, Private Investigator, U.S. Marshall, Park Ranger, Border Patrol Agent or Transportation Safety Administration Agent. Agencies such as these require a minimum of 60-120 college credits as a requirement for entry. NYPD, for example, requires a minimum of 60 credits. Our Police Science Associate degree program would allow the students to complete 60 academic credits and would equip them with the knowledge needed to excel in the police academy.

The tasks that police officers in all jurisdictions perform include: investigate crimes; gather evidence; make arrests; accompany suspects through booking processes; interact with the public and prosecutors; write reports and affidavits; patrol on foot and in vehicles.

In order to prepare students in police science, we will offer specialized courses such as introduction to police science, the role of police introduction to criminal justice, evidentiary law and procedure, the constitution, criminal law; penal law; issues in law
enforcement; and criminal justice workshop. Several of these classes are concurrently required for the criminal justice major.

This academic program is not training as students would receive in the police academy; we require that students take courses outside their major in the humanities and social sciences, including history and cultural studies, English literature, and science, so that they develop into well-rounded individuals who can work well with the public.

The curriculum provides students with academic and interpersonal skills needed to succeed in the law enforcement community. This includes: critical thinking skills, skills in reading comprehension, speaking and writing; computer skills; ability to understand their position and the other players with whom they interact in the criminal justice system and in the arrest/case process; and an ability to understand different people whether of different cultures, languages, ages or genders.

**Need and Justification**

The Public Administration program, a unit in the Behavioral and Social Science Department of Eugenio María de Hostos Community College proposes to offer an Associate in Science (AS) degree in Police Science articulated with the Bachelor in Science degree in Police Science offered at John Jay College of Criminal Justice.

Building on the Criminal Justice concentration, the Police Science degree is designed to provide HCC students a focused academic degree with opportunities for employment in various law enforcement agencies at the state, city and federal levels, particularly the NYPD. The NYPD requires that applicants complete 60 college credits. Federal and many state positions require a Bachelors degree. The program will offer increased educational opportunities for Hispanics, African Americans and other underrepresented minorities through a specialized and articulated concentration of study that will facilitate access to entry level positions and career advancement in the law enforcement field.

While the NYPD has made enormous strides in integrating its ranks and enhancing diversity, the progress in the rank and file are not reflected in the career command ranks of the department. The multicultural nature of New York City requires constant access to a diverse and academically prepared pool of applicants for law enforcement.
Effective law enforcement is essential for an economically vibrant and democratic global city. Policing in a democratic society cannot be insular, self-contained, or detached from the communities from which their authority derives.\(^1\) The proposed program at HCC with its broadly diverse multiethnic and bilingual student body can enhance these efforts. Applicants with both college training in police science and bilingual skills are expected to have the best opportunities for employment at multiple levels of government.\(^2\)

**Police Science Workforce and Related Occupations**

Police Science is the study of systems, policies and practices of law enforcement in a democratic society. The major function of a law enforcement organization is to enforce existing laws fairly, protect life and property and investigate and apprehend those who break the law. Police officers and detectives pursue and apprehend individuals, issue citations or give warnings. Police officers must use a proportion of their time to write reports and maintain records of incidents they encounter. Officers are assigned to patrol specific jurisdictions and investigate suspicious activity. They respond to calls from individuals. Detectives or special agents perform investigative duties including fact finding and evidence collection. Students who complete the curriculum in Police Science will gain an understanding of the law enforcement process, organizations, criminal law, policing theories and practice, and the relationship between policing organizations and the institutions charged with post arrest processing, including the judiciary and the corrections system. Individuals with academic credentials in Police Science are qualified for employment in a variety of law enforcement capacities.\(^3\) These include:

- Police officers (NYPD or other local government police departments)
- Detectives
- Game Warden
- Peace Officers
- Sheriffs and deputy sheriffs
- State Troopers

Federal Bureau of Investigation (FBI) Agents
Drug, Enforcement Administration Agents (DEA)
U.S. Marshalls and deputy Marshalls
Bureau of Alcohol, Tobacco, Firearms, and Explosives Agents
Bureau of Diplomatic Security
Department of Homeland Security
- Customs and Border Protection Agent
- Immigration and Customs Enforcement Agent
- U.S Secret Service Agent
- U.S. Border Patrol Agents
Forrest Service Special Agent
National Park Service Special Agent
Postal Service Special Agent
Corrections Officer
Probation & Parole Officer

Police and sheriff’s patrol officers had median annual wages of $51,410 in May 2008. The middle 50 percent earned between $38,850 and $64,940. The lowest 10 percent earned less than $30,070, and the highest 10 percent earned more than $79,680. Median annual wages were $46,620 in Federal Government, $57,270 in State government, $51,020 in local government and $43,350 in educational services.\(^4\) According to the U.S. Bureau of Justice Statistics, police and detectives held about 883,600 jobs in 2008. About 79 percent were employed by local governments. State police agencies employed about 11 percent. Various Federal agencies also employ police and detectives. Employment of police and detectives is expected to grow 10 percent over the 2008–18 decade, about as fast as the average for all occupations.\(^5\)

**Alternative Occupational Opportunities - Investigators**

According to the Bureau of Labor Statistics, “courses in criminal justice and police science are helpful to aspiring private detectives and investigators.” Detectives and investigators assist individuals, businesses, and attorneys by analyzing information. They also provide assistance in criminal and civil liability cases, insurance claims, fraud cases, child custody, loss protection and missing persons cases.\(^6\) Individuals with academic


\(^5\) Ibid.

credentials in Police Science are qualified for employment in a variety of private sector and public sector investigative service positions, including:

Private Investigator
Forensics Investigator
Legal Investigator
Corporate Investigator
Financial Investigator
Loss Prevention Agents
Hotel Detectives
Claims Investigators
Civil Rights Investigator
Postal Service Investigator

Median annual wages of salaried private detectives and investigators were $41,760 in May 2008. The middle 50 percent earned between $30,870 and $59,060. The lowest 10 percent earned less than $23,500, and the highest 10 percent earned more than $76,640. Wages of private detectives and investigators vary greatly by employer, specialty, and geographic area. Detectives and investigators held about 45,500 jobs in 2008. Employment of private detectives and investigators is expected to grow 22 percent over the 2008–18 decade, much faster than the average for all occupations.7

The Local Environment: Crime and Justice in Bronx County

We anticipate that most students will opt for employment in local law enforcement, particularly the NYPD, surrounding counties and state police. The current relationship between the NYPD and the Public Administration Unit at Hostos Community College serves as a potential source of recruitment for prospective graduates. Despite the decline in the size of the NYPD since 2001, retirements and a need to maintain policing strategies at optimum levels will require additional hires in the next several years.8 The NYPD has made significant strides in reducing violent crime in New York City, and Bronx County has experienced substantial declines in the major crime indexes.9

According to the Bronx District Attorney’s Office, even with the remarkable decreases in violent crime over the past decade, there are still serious social problems in The Bronx. In

7 Ibid.
8 New York City Police Department
2006, the 153 murders in the Bronx constituted 26% of the citywide total. Bronx shooting incidents represented 26% of such incidents citywide. More than one in four of the City's felony assaults and one in five of its rapes and robberies occurred in The Bronx, giving the county its highest incidence in New York City per 100,000 population of the major crime indices for murder, rape, robbery and felonious assault. While impressive, the progress still relegates parts of the county to levels of crime greater than its proportion of the City’s population.

Police – Community Relations: Diversity and Underrepresented Minorities

The NYPD will need to recruit additional officers in the next five years, but it must continue to expand on prior initiatives to maintain and enhance the diversity of its members. While much improved, the NYPD’s relationship with minority communities has been strained on occasion by the perception of aggressive police tactics aimed at minority youth.11 These perceptions have been substantiated by external reviewers.12 A better trained and diverse police force would permit the NYPD to deploy officers that instill greater confidence in the communities they patrol. The proposed curriculum of the Hostos Police Science program would provide prospective NYPD recruits with in depth knowledge about social, urban and cultural forces that impact the various communities of New York City and its surrounding counties.

Students graduating from the Police Science program provide a pool of academically prepared recruits that would enhance the hiring and diversity efforts of the NYPD. The NYPD was recently the subject of a review by the United States Justice Department for a perceived lack of sensitivity in its interactions with various communities in New York City. A primary contributor to the strained perceptions is the linguistic limitations of its officers, particularly its local commanders.13 The language and cultural deficiencies aggravate the distrust engendered in certain communities by the Department’s aggressive stop and frisk policy. In response to criticism, the NYPD has actively sought to expand the diversity of its ranks.

Based on 2006 figures from the Census Bureau, the ethnic composition of New York City was 34.7 percent non-Hispanic white, 23.7 percent black, 27.6 percent Hispanic and 11.6 percent Asian-American. The current Police Department force of 36,000-members is 54.3 percent non-Hispanic white, 16.4 percent black, 25.7 percent Hispanic and 4.2 percent Asian-American. Women represent approximately 17 percent of the NYPD,

representing an increase of 2 percent since 1997.\textsuperscript{14} However, the diversity at the patrol officer rank is not reflected in the managerial ranks of the department.\textsuperscript{15} The management ranks are comprised of 4\% African-American, 6\% Hispanic and 1\% Asian-American.\textsuperscript{16} With a student population comprised of 60\% Hispanic, 28\% African American and/or Afro Caribbean, 4\% Asian, and 69\% female, Hostos Community College is a valuable source of future policing personnel for an increasingly diverse City. The bilingual capability of many of our students and their cultural sensitivities will be an asset to any urban police organization. The AS degree curriculum combined with advanced coursework from senior colleges or John Jay College’s BS program will also enhance promotion opportunities for minorities within the department.

\textsuperscript{14} Bureau of Justice Statistics, Law Enforcement Management and Administrative Statistics 1997-2008 (June 2010).
\textsuperscript{16} New York City Police Department
Enrollment

It is expected that the police science program will begin with 30 students and expand as awareness of the program becomes more widespread. The table below shows the estimated enrollment projection for the first five (5) years of the program.

<table>
<thead>
<tr>
<th></th>
<th>Year 1 New</th>
<th>Year 2 New/Continuing</th>
<th>Year 3 New/Continuing</th>
<th>Year 4 New/Continuing</th>
<th>Year 5 New/Continuing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>30</td>
<td>50/21</td>
<td>70/35</td>
<td>115/49</td>
<td>160/80</td>
</tr>
<tr>
<td>Part Time</td>
<td>20</td>
<td>25/14</td>
<td>30/17</td>
<td>35/21</td>
<td>40/24</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>110</td>
<td>152</td>
<td>220</td>
<td>304</td>
</tr>
</tbody>
</table>

Curriculum

The proposed curriculum is designed to provide Hostos students with a foundation in the liberal arts, including courses in literature, history, political science, mathematics and natural sciences. The major requirements combine offerings in criminal justice, law, history, natural science, sociology, ethnic studies and police science in a concentration that offers students a broad theoretical understanding of the relevant concepts impacting police science along with their practical application in a pluralistic democratic society. The curriculum is designed to permit effective articulation with the BS in Police Science at John Jay College (CUNY). The proposed Police Science A.S. degree requirements are as follows:
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 110 Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>English 111 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Ethnic Studies:</td>
<td>3</td>
</tr>
<tr>
<td>BLS 114 or LAC 101</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Elective:</td>
<td>3</td>
</tr>
<tr>
<td>Choose one course from the following:</td>
<td></td>
</tr>
<tr>
<td>English Literature 200, 210, 211, 212, 213, 214, 223, 225, 226 or History 201, 202, 210, 211 or Philosophy 100</td>
<td></td>
</tr>
<tr>
<td>Sociology 101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 101 American Government</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 100 Intro to College Math</td>
<td>3</td>
</tr>
<tr>
<td>VPA 192 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Major Requirements:</td>
<td>29</td>
</tr>
<tr>
<td>PS 101 Introduction to Police Studies</td>
<td>3*</td>
</tr>
<tr>
<td>PS 201 Police Organization</td>
<td>3*</td>
</tr>
<tr>
<td>CJ 150 Role of Police in the Community</td>
<td>3</td>
</tr>
<tr>
<td>CJ 250 Criminal Justice Workshop</td>
<td>2</td>
</tr>
<tr>
<td>CJ 202 Corrections and Sentencing</td>
<td>3</td>
</tr>
<tr>
<td>Law 101 Law and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>Law 202 Law &amp; Evidence</td>
<td>3</td>
</tr>
<tr>
<td>Law 203 Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>Soc 150 Criminology</td>
<td>3</td>
</tr>
<tr>
<td>Major Elective:</td>
<td>3</td>
</tr>
<tr>
<td>Law 120 Penal Law or</td>
<td></td>
</tr>
<tr>
<td>Law 150 Criminal Law</td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

* New Course
# Hostos Community College

Program of Study Leading to the A.S. Degree in Police Science

**Semester Sequence**

**First Year – Fall**
- English 110 Expository Writing 3
- VPA 192 Fundamentals of Public Speaking 3
- Police Science 101 Intro to Police Studies 3
- Law 101 Law and Social Change 3
- Free Elective 3

**First Year – Spring**
- English 111 Literature & Composition 3
- Political Science 101 American Government 3
- Sociology 101 Introduction to Sociology 3
- Law 120 Penal Law or 150 Criminal Law 3
- Liberal Arts Elective 3

**Second Year – Fall**
- Criminal Justice 150 Role of Police in the Community 3
- BLS 114 or LAC 101 3
- Police Science 201 Police Organization 3
- Mathematics 100 Intro to College Mathematics 3
- Law 202 Law and Evidence 3

**Second Year – Spring**
- Criminal Justice 202 Corrections & Sentencing 3
- Criminal Justice 250 Criminal Justice Workshop 2
- Law 203 Constitutional Law 3
- Natural Science 4
- Sociology 150 Criminology 3

Total Degree Credits 60
Faculty

No additional faculty will be needed for the proposed program. The current Hostos Community College faculty already teach the courses that represent the general and curriculum requirements in the proposed program as well as the proposed new courses.

III. Cost Assessments and Resources

Acceptable facilities including state-of-the-art classrooms already exist at Hostos Community College. When the major level courses are offered new library acquisitions will be needed to support the program and will be purchased with funds allocated from the operating budget.

The following charts indicate resources required for the proposed program:

<table>
<thead>
<tr>
<th>I. OTHER THAN PERSONNEL SERVICES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. New equipment purchases</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. New library acquisitions</td>
<td>0</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>3. Supplies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Total OTPS Costs</td>
<td>0</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
</tr>
</tbody>
</table>
Appendix

A. 1. Chancellors Report
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### All.17

<table>
<thead>
<tr>
<th>Department</th>
<th>Behavioral and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title and Name</td>
<td>PS 101 Introduction to Police Studies</td>
</tr>
<tr>
<td>Prerequisites</td>
<td></td>
</tr>
<tr>
<td>Pre/Co-requisites</td>
<td>English 091 or ESL 091</td>
</tr>
<tr>
<td>Hours</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Description</td>
<td>This course is designed to provide undergraduate students with an understanding about the development, structure and functions of police organizations, their relationship with members of the community, the business sector and other governmental agencies in the American federal system. The focus of the course will be how the police function in a complex social environment as the agents of formal social control and serve a critical role in the informal control of our society. Evolving methods and approaches will be analyzed in the context of cultural and ethnic diversity, constitutional limitations and the application of new technology to the law enforcement process.</td>
</tr>
<tr>
<td>Rationale</td>
<td>This course is a required course for the Police Science major.</td>
</tr>
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</table>

### All.17

<table>
<thead>
<tr>
<th>Department</th>
<th>Behavioral and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title and Name</td>
<td>PS 201 Police Organization</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>PS 101 &amp; Eng 110</td>
</tr>
<tr>
<td>Co-requisites</td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Description</td>
<td>This course will examine the historical development of police organizations, their current organization and administration and the principles that ensure effective service to the community. The major themes explored include: the effect of organizational structure and administrative procedure on the implementation of police function; assessment of processes of recruitment, career advancement and leadership; administrative problems of staffing, supervision and morale; the utilization of planning and the evaluation of staff and functions.</td>
</tr>
<tr>
<td>Rationale</td>
<td>This course is a required course for the Police Science major.</td>
</tr>
</tbody>
</table>

### 17.1  CJ 202 Corrections and Sentencing (Please fill in the present course number AVI and name)

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>Title</td>
<td>Title</td>
</tr>
<tr>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Prerequisite</td>
</tr>
<tr>
<td>CJ 101</td>
<td>CJ 101 or PS 101</td>
</tr>
<tr>
<td>Pre/Corequisite</td>
<td>Pre/Corequisite</td>
</tr>
<tr>
<td>Hours</td>
<td>Hours</td>
</tr>
<tr>
<td>Credits</td>
<td>Credits</td>
</tr>
<tr>
<td>Description</td>
<td>Description</td>
</tr>
<tr>
<td>Rationale</td>
<td>This course is a required course for the Police Science major.</td>
</tr>
<tr>
<td>From</td>
<td>To</td>
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<td>------</td>
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<tr>
<td>Title</td>
<td>Title</td>
</tr>
<tr>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Law 101</td>
</tr>
<tr>
<td>Pre/Corequisite</td>
<td>Prerequisite</td>
</tr>
<tr>
<td>Hours</td>
<td>Hours</td>
</tr>
<tr>
<td>Credits</td>
<td>Credits</td>
</tr>
<tr>
<td>Description</td>
<td>Description</td>
</tr>
<tr>
<td>Rationale</td>
<td>This course a required course for the Police Science major</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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</thead>
<tbody>
<tr>
<td>Title</td>
<td>Title</td>
</tr>
<tr>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>CJ 101 or Law 101 &amp; English 110</td>
</tr>
<tr>
<td>Pre/Corequisite</td>
<td>Pre/Corequisite</td>
</tr>
<tr>
<td>Hours</td>
<td>Hours</td>
</tr>
<tr>
<td>Credits</td>
<td>Credits</td>
</tr>
<tr>
<td>Description</td>
<td>Description</td>
</tr>
<tr>
<td>Rationale</td>
<td>This course a required course for the Police Science major</td>
</tr>
</tbody>
</table>
PS 101 INTRODUCTION TO POLICE SCIENCE

Credits: 3, Hours: 3
Pre/co-requisite: English 091 or ESL 091

Course Description: This course is designed to provide undergraduate students with an understanding about the development, structure and functions of police organizations, their relationship with members of the community, the business sector and other governmental agencies in the American federal system. The focus of the course will be how the police function in a complex social environment as the agents of formal social control and serve a critical role in the informal control of our society. Evolving methods and approaches will be analyzed in the context of cultural and ethnic diversity, constitutional limitations and the application of new technology to the law enforcement process.

Required Reading:

Recommended Reading:
- Selected Articles from the New York Times
- Selected Articles from the Law Journal
- Articles posted on the course web site.

Course Requirements And Objectives:
During the semester there will be three exams and one paper. Combined, these will account for 75% of your grade. Each student will participate in a group debate at the end of the semester. A topic and side (pro v con) will be selected or assigned. Topics will be determined during the semester, and can be suggested during class discussions. Examples include: When is force excessive? Should a police officer who lies be fired? Should police engage in high-speed pursuits? What is the responsibility of the police to uphold constitutional rights? What are the tensions between criminal justice policy and police discretion?

The behavioral objectives of the course are to provide the student with a critical understanding of the police and their functions in society. Understanding the balance between the government and the individual, and the use of formal versus informal social control are included in the major objectives of this course. By the end of this course, you will be able to discuss these central concerns of policing.

Requirements:
Test # 1 15%
Test # 2 15%
Test # 3 15%
Paper 20%
Debates 10%
Final 25%
Readings and Assignments

- Reading: Each section of the course has reading assignments from the assigned textbook. Each student is responsible for the reading assignments and the materials covered in the class. Outside information will be required from time-to-time, including newspaper articles or research articles.
- Debates: Eight randomly selected teams will be selected for four debates. Each team will be assigned a topic and side by October 1st.
- Final: The final will be an in-class, cumulative exam.

Topics and Reading Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
<td>Police in Society: Police and Citizens</td>
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<td>3</td>
<td>The History of the Police and Crime</td>
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<td>Law enforcement levels and functions</td>
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<td>Crime Prevention Theory and Practice</td>
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<td>Broken Windows: The New York Model</td>
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<td>Community Oriented Policing</td>
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<td>Problem Solving Policing vs. Community Relations</td>
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<td>Evaluating Police Methods</td>
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<td>Criminal Investigations: The science of detection</td>
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<td>10</td>
<td>Extraordinary Problems, technology and law enforcement</td>
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<td>11</td>
<td>The Rule of Law</td>
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<td>12</td>
<td>Ethics, Force, Corruption and Discipline</td>
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<td>13</td>
<td>Civil Liability: Failing the public trust</td>
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<td>14</td>
<td>Politically motivated violence: issues and trends</td>
<td>12</td>
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<td>15</td>
<td>Comparative Perspectives: Policing in other countries</td>
<td>13</td>
</tr>
</tbody>
</table>
PS 201 POLICE ORGANIZATION & ADMINISTRATION

Credits: 3, Hours: 3
Prerequisite: PS 101 & Eng 110

Course Description: This course will examine the historical development of police organizations, their current organization and administration and the principles that ensure effective service to the community. The major themes explored include: the effect of organizational structure and administrative procedure on the implementation of police function; assessment of processes of recruitment, career advancement and leadership; administrative problems of staffing, supervision and morale; the utilization of planning and the evaluation of staff and functions.

Student Learning Outcomes:
At the end of the course students will be able to:
- Analyze the structure and organization of a police agency and distinguish between the different police functions such as leadership, recruitment and career advancement.
- Identify police problems such as staffing, supervision and morale.
- Describe the characteristics of the police culture and the challenges administering complex public organizations.
- Understand basic organizational policies that may implicate legal liability.

Required Reading:

Recommended Reading:
- Selected Articles from the New York Times
- Selected Articles from the Law Journal
- Selected Articles from the Journal of Contemporary Criminal Justice
- Articles will be accessible on the course web site.

Attendance:
Regular attendance is the only way to properly satisfy the course requirements. Attendance will be taken throughout the semester. More than 3 absences during the semester may result in a reduced grade or being dropped from the class. Students are expected to arrive for class on time. You are required to make up missing lectures/discussions/class notes by contacting another student in the class and getting his/her notes.

Academic integrity: Students should consult the college catalog regarding their responsibility to comply with the college academic integrity policy. Violations of academic integrity may subject students to disciplinary action, including suspension.
GRADING
Mid Term 30%
Research Paper 25%
Final Exam 30%
Class participation 10%
Quizzes 5%

Course Schedule
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapter</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction</td>
<td>Handout</td>
</tr>
<tr>
<td>2</td>
<td>Policing in America; The role of the police/History of policing</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>History of policing continued</td>
<td>1, 2</td>
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<td>4</td>
<td>Community Policing/Comp stat</td>
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<tr>
<td>5</td>
<td>Politics and Police Administration</td>
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<tr>
<td>6</td>
<td>Politics and Police Administration cont'/ Police culture</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Organizational theories</td>
<td>5</td>
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<tr>
<td>8</td>
<td>Organizational theories cont’ / Midterm exam review</td>
<td>5, 6</td>
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<td>9</td>
<td>Midterm Exam</td>
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<td>10</td>
<td>Legal aspects of police administration</td>
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<td>11</td>
<td>Legal aspects of police administration</td>
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<tr>
<td>12</td>
<td>Federalism and police administration</td>
<td>3, 12</td>
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<tr>
<td>13</td>
<td>Leadership &amp; Decision Making</td>
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<td>14</td>
<td>Police Stress/Police Labor Unions (Paper due)</td>
<td>13, 11</td>
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<tr>
<td>15</td>
<td>Human Resource Management/Final exam review</td>
<td>9, 10</td>
</tr>
</tbody>
</table>

Final Exam

Research Paper:
The assignment is designed to familiarize the student with research in the field of criminal justice. Students should acquire an understanding of special topics in the criminal justice system and communicate their interpretation in a well, thought out written paper.

Assignment: Pick only one of the below topics related to police organizations:
1. Use of force
2. Lawsuits against the police
3. Hiring practices
4. Police corruption
5. Comp stat

Read and summarize the issue you want to write about in your own words. Include important details, factual information, history, findings and suggestions. This is not an opinion paper. You are expected to conduct research and explore the existing literature of a given topic.

Minimum Requirements: Papers shall be double spaced, 12 size font, and Arial or Times Roman style characters using Microsoft Word. Each paper is required to have a reference or bibliography citing your sources (at least three) in the proper APA style format. Sources of information can include books, articles, videos, Internet, in-person interviews etc. However, only one Internet source may be used in the entire bibliography. The campus library has numerous resources available to assist you.
books and videos on criminal justice topics. Familiarize and remember the rules for citing someone else’s work. APA rules apply. If you are not familiar with APA rules for writing papers, go to the library for assistance, or the college writing center located in the academic learning center.

Papers shall be a minimum of 8 pages of text and no longer than 10 pages in length, not including your reference or bibliography page and cover page. Papers that do not meet at least the minimum requirements will not receive full credit. The Paper is due on or before December 1st. Grammar, spelling, paragraph structure, complexity of the topic chosen and content will all be considered in determining your grade.
Prof. Cardona

CJ 202 CORRECTIONS AND SENTENCING

Credits: 3, Hours 3  
Prerequisite: CRJ 101 or PS 101

Course Description: This course is designed to provide students with an overview of the correction component of the criminal justice system. Society’s historical response to crime will be examined in the context of evolving theories about the corrective process. The underlying theories and goals of the present day corrective process will be analyzed with particular attention to the concept of punishment; the development and administration of prison systems; prison populations and conditions; prison staffing; prison culture; the concept of civil rights for prisoners; prison unrest; and contending ideologies of corrections. Emerging subgroups within the prison population will also be studied, including women and juveniles. Alternatives to incarceration such as community correction, probation and parole will be explored.

Course Objectives/Learning Outcomes:
- To understand the purpose and historical underpinnings of the corrections process.
- To understand the administration of correctional facilities, including conditions, staff and legal requirements.
- To understand the evolution of alternative approaches to corrections.
- To examine the issues of equity and prisoners’ rights in the field of corrections.
- To examine prison populations, their treatment and the prospects for reintegration into society.

Required Reading:

Handouts and Journal Articles (On Reserve or distributed in class)

Recommended Reading:
Requirements:
Quizzes: 10%
Midterm: 30%
Paper #1 15%
Paper #2 15%
Final Exam 30%

Evaluation: Quizzes are based on the reading assignments. Exams are based on the readings and class discussions. The format is a combination multiple choice and essay questions. No make up exams absent exceptional circumstances. Attendance is required. Excessive absences will negatively affect your grade. Papers are based on topics from the handout on paper assignment or from any of the topics listed in the syllabus. Papers should review a particular public policy issue in the field of corrections and evaluate a reform proposal. At least three sources should be consulted and cited. Papers must include a bibliography. Paper #1 is due the 7th week of classes and Paper #2 is due the 14th week of classes. Students should note the requirements for compliance with the College’s policy on academic integrity, including the prohibition against plagiarism. Violations may result in an F grade for the assignment. (See Guidelines for Papers on the course Website).

Topics and Reading Assignments:
Week 1 Chapter 1, 2
- Historical Perspective: Punishment in the historical context
  A. Overview: Behavior, Crime
  B. Redress and Retaliation
  C. Early Codes: Babylonian and Sumerian Codes
  D. Roman and Greek Codes
  E. The Middle Ages and Punishment (Film)
  F. Capital/Corporal Punishment
  G. Deterrence
  H. Secular law
- The age of Enlightenment and Reform
  A. Montesquieu and Voltaire
  B. Houses of Correction
  C. Deportation of inmates to the American and Australian Colonies
Week 2 Chapter 2, 3
- Prisons (1800-to the present)
  B. The Reformatory Era (1870-1910)
  C. The Industrial Prison System
  D. Transition and the Modern Era (1935-1960, to present)
  E. The Prison Population Boom
- Contending Ideologies in Corrections
  A. The Punishment Ideology
  B. The Treatment Ideology
  C. The Prevention Ideology
  D. Restorative Justice
  E. Contemporary Issues in Corrections
Week 3 Chapter 4, 5
- The Judicial Process and Sentencing
  A. Prosecutorial decisions and discretion
  B. The Sentencing Process
     i. Changes in Sentencing
     ii. Reform Options
     iii. Effects of Reform
     iv. Predicting Behavior
     v. Pre-sentence Investigation
     vi. Judicial v Administrative Sentencing
     vii. Problems in Setting Prison Terms
  C. Felony Sentencing in State Courts
  D. Felony Sentencing in Federal Courts

Week 4 Chapter 5, 6
- Appellate Review
  A. Due Process
  B. Criminal Process
  D. The Requirements of an Appeal
  E. Appeals While in Prison
  F. Reform Through the Judiciary
  G. Court Orders and Court Decrees
  H. Excessive Appeals to the Courts

Week 5 Chapter 6, 7
- Alternatives to Imprisonment
  A. The History of Jails and Contemporary Problems
  B. Jail Populations and Characteristics
  C. The New Generation of Prisons
  D. Major Issues Facing Prisons
  E. Overcrowding
  F. Problems with Personnel
  G. Standards in Jails
  H. Health Care in Prisons
  I. Alternatives to Sanctions
- Probation
  A. History and Development
  B. Organization and Administration of Probation
  C. Probation Agency
  D. The Decision to Grant Probation
  E. Pre-sentence Investigation Report
  F. Private Pre-sentence Report
  G. Sentencing Hearing and Assessing Risk
  H. Conditions of Probation: Revocation and Felony Probation

Week 6 Chapter 8, 9, 10 and ‘Inside Rikers’
- Intermediate Sanction and Overcrowding
  A. Restitution Programs
  B. Intensive Supervisee Probation
  C. Drug Courts
  D. Community Service Programs
  E. Home Detention
  F. Electronic Monitoring
  G. Residential Treatment Centers
  H. “Shock” Programs
- Correctional Systems
A. Growth of Prison Population
B. Classification of Prisoners
C. Maximum Security Prisons: Supermax and Special Housing Unit
D. Medium and Minimum Security Prisons
E. Alternatives to Prison Overcrowding
F. Future Trends
   • State and Local Prison Systems
     A. Organization and Development of State Systems
     B. Inmates in State Prisons
     C. Local Prisons
     D. Prisons and the 8th Amendment of the Constitution

Week 7  Midterm Examination; Paper #1 is Due

Week 8 Chapter 11, 12, 14
   • The Development of the Federal System
     A. Growth of the Federal Bureau of Prisons
     B. Organization and Administration
     C. Growth of Inmate Population
     D. Community Based Programs
     E. Inmate Classification System
     F. Federal Prison Industries, Inc.
     G. Education and Training
     H. Federal Female Offenders
   • Private Sector Prison Systems
     A. History
     B. Private Sector Treatment Programs
     C. Low Security Custody Programs
     D. Expansion of Privatization
   • Management and Treatment
     A. The Treatment Model
     B. Classification for Security and Treatment
     C. Treatment in Prison: Health Services; Religious Services; Education and Training Programs
     D. The Vocational Rehabilitation Model

Week 9 Chapter 15, 16
   • Inmate Classes
   • Female Offenders
     i. Crime and incarceration rates
     ii. The criminal justice system and females
     iii. Females in jails/institutions
     iv. Problems of incarcerated females
     v. Community corrections and female offenders
   • Male Offenders
     i. Prison population – growth
     ii. Criminal history: dangerousness, substance abuse
     iii. Causes of population growth
     iv. The aging of the male prison population
   • Race, Ethnicity and Class in Corrections

Week 10 Chapter 17, 18
   • Juvenile Offenders
     i. Criminal behavior and age
     ii. Categories of juvenile offenders
     iii. Juvenile rights: major court decisions
     iv. Treatment and rehabilitation
• Special Category Offenders
  i. The mentally disordered offender
  ii. Mentally ill inmates
  iii. The criminally insane
  iv. The developmentally challenged offender
  v. Sex offenders

Week 11 Chapter 19
• Rights of Correctional Inmates
  A. The status of the convicted offender
  B. Basic inmate rights
    i. Visiting and community ties
    ii. Religious rights
    iii. Access to the courts and counsel
    iv. The right to medical treatment
  C. Tort suits
  D. Civil rights actions: s 1983 suits
  E. Remedies for violations of rights
  F. Consequences of a conviction
  G. Right to work
  H. Barriers to employment
  I. Criminal records

Week 12 Chapter 20 and ‘The Killing State’ by A. Sarat
• The Death Penalty
  A. Origins of the death Penalty
  B. Arbitrary punishment
  C. The Eighth Amendment and the death penalty
  D. Prosecutorial discretion
  E. Deterrence argument: public opinion and equity
  F. Women and the death penalty
  G. Juveniles and the death penalty
  H. Terrorism and the death penalty
  I. Growth of the death row population

Week 13 Chapter 21
• Parole and Re-entry
  A. History and development of parole
  B. Pardon v Parole
  C. Parole Administration
    i. The parole board
    ii. Parole release
    iii. Parole release guidelines
    iv. Parole revocation
    v. Pardons and Reentry

Week 14 Chapter 22, 23
• Community Corrections
  A. Diversion: keeping the offender out of the system
  B. Community based diversion
  C. Police based diversion
  D. Court based diversion programs
  E. Probation and parole: developments
  F. Reentry into the community from prison
  G. Model community residential programs
  H. Correctional outcomes
• The Future of corrections
A. Current trends
B. Intermediate sanctions
C. Public policy

*Paper #2 Due, Final Exam*
Hostos Community College  
Department of Behavioral and Social Science

LAW 150 Criminal Law

Credits: 3, Hours: 3  
Prerequisite: CRJ 101 or Law 101 and English 110

Course Description: This course provides students with a basic understanding of criminal law, its development, purpose and administration within the US constitutional system. This course will consider the purpose of punishment, the historical development of the criminal laws, the elements of crimes, group criminality and defenses to crimes. The requirements for establishing criminal liability, including burden of proof, presumptions and the constitutional limitations on the government’s use of the criminal law will be analyzed and discussed.

Course Objectives:
- To understand the purpose of defining crime and imposing punishment.
- To understand how criminal laws have developed.
- To understand how to analyze a criminal law issue using the case method.
- To obtain a basic understanding of the various categories of crimes, including crimes against persons, property crimes and group crimes.
- To understand the constitutional limitations on the criminal laws and the significance of burden of proof and presumptions in the administration of the criminal laws.

Course format: This course will be taught using the case method. Students are expected to read the assigned material before class and participate in analysis and discussion of specific cases illustrating the development and application of criminal law concepts. Lack of preparation will negatively impact a student’s grade. Participation is 10% of the grade. Exams are based on the reading assignments and class discussion.

Required Reading:

Recommended:
Selected articles from the New York Times  
Selected articles from the Law Journal

Requirements:
- Quizzes 10%
- Participation 10%
- Paper 20%
- Midterm 30%
- Final Exam 30%
Topics and Reading Assignments:

Week 1 (Chapter 1,2)
A. The criminal justice system/constitutional requirements
B. The concept of punishment and the criminal law: common law concepts
C. Deterrence/reformation/retribution
D. Equality and Punishment: constitutional implications
E. Capital Punishment

Week 2 (Chapter 2,5)
A. Elements of a crime/Mens Rea/General and Specifics intent
B. Transferred intent
C. Strict liability offenses
D. Constitutional limitations
E. Mistake of fact/Mistake of law

Week 3 (Chapter 4)
A. Actus Reus/Voluntariness Requirement
B. Concurrence of Actus Reus and Mens Rea
C. Actus Reus and strict liability
D. Omissions and criminal liability

Week 4 (Chapter 6)
A. Crimes against persons: Homicide
B. Willful/deliberate/premeditated
C. Intent to cause serious bodily harm
D. Provocation (‘heat of passion’ crime)
E. Depraved heart murder
F. Recklessness/criminal negligence/
G. Negligent homicide/vehicular homicide
H. Felony-Murder

Week 5 (Chapter 7, 9)
A. Causation: intentional killing/unintentional killing
B. The year and a day rule
C. Forcible Rape
D. Battery/Assault
E. Aggravated assault and battery
F. Non-forcible rape and related offenses
G. Kidnapping and related offenses

Week 6 (Chapter 8)
A. Defenses: Part I
B. The concept of justification
C. The retreat rule
D. Imperfect self-defense
E. Defense of others
F. Apprehension of criminals
G. Protection of property/crime prevention

Week 7 (Chapter 13)
A. Crimes against property
B. Elements of larceny: trespassory taking/asportation/intent to deprive
C. Types of larceny: larceny by- stealth/employee/finder/trick
D. Embezzlement
E. False Pretenses: title to property/false representation/intent to defraud/pecuniary significance

Week 8 Review
Midterm Exam

Week 9 (Chapter 13 cont.)
A. Forgery
B. Receiving stolen goods
C. Robbery
D. Extortion
E. Burglary
F. Arson

Week 10 (Chapter 8 cont.)
A. Defenses: Part II
B. Insanity: M’naghton Right-Wrong test/ Irresistible Impulse test/Durham test
C. Elimination of the insanity defense
D. Relationship between automatism and insanity
E. Insanity and specific elements of a crime
F. Insanity subsequent to the crime

Week 11 (Chapter 8 cont.)
A. Other Defenses
B. Infancy
C. Intoxication: voluntary vs. involuntary
D. Duress/Necessity/Entrapment
E. Film

Week 12 (Chapter 10, 11)
A. Inchoate and Group Criminality
B. Attempt: scope/mens rea requirement/abandonment
C. Solicitation
D. Other preparatory offenses: burglary/possession
E. Impossibility

Week 13 (Chapter 12)
A. Conspiracy: punishment/basis for complicity
B. The object of a conspiracy: scope/agreement/mens rea
C. Procedural issues/constitutional issues
D. RICO
Week 14 (Chapter 3, 14)
   A. Burden of Proof
   B. Substantive criminal law: generally
   C. Presumptions and inferences: constitutional requirements
   D. Constitutional limitations on the criminal law: vagueness/expost facto laws
   E. Victimless crimes

Week 15 General review
    Final Exam
SOCIOLOGY 150 Criminology

Credits: 3, Hours: 3
Prerequisite: Soc 101 and English 110

Course Description: This course is designed to introduce students to the various theories of criminology. The course will examine current theories about the nature and causes of criminal and deviant behavior and its relationship to the definition of crime and to the legal system. The impact of theories and empirical research on public policy designed to punish and deter crime will be discussed. The significance of criminological theories will be assessed within the context of the social, economic and political environment that influences the behavior of individuals, groups and institutions as well as the consequences of criminalizing behavior on various subgroups.

Course Objectives/Learning Outcomes:
- To understand the concepts of behavioral theories, including basic knowledge about scientific and social theories about criminal and deviant behavior.
- To gain an understanding of theories of criminology and its impact on public policy.
- To consider the significance of empirical research on understanding criminal behavior, it’s causal factors and its impact on public policy.
- To critically evaluate theories and understand them in the context of empirical evidence, question assumptions, analyze and interpret information.
- To develop the ability to express ideas and arguments effectively in oral and written forms, and to read and comprehend ideas and arguments from diverse perspectives.

Required Textbooks:

Recommended:

Course Requirements: There will be occasional quizzes, a midterm, a final and two papers. Exams are short essay format. Papers are based on: The relationship between crime and economic conditions; and The use of theory in social control measures. Students are required to read two articles on each topic, summarize each and respond to the questions on the Assignment Handout available from the instructor and on the course website. Students may consult additional sources provided they are properly cited. Paper #1 is due week 6 and paper #2 is due week 12. Students should note the requirements of the college policy on academic integrity, including the prohibition against plagiarism violations may result in an F grade for the assignment. (See guidelines for Papers on the course website.) Papers must be 5-7 pages, with a font of 12.
Students should demonstrate an understanding of the subject, clarity of argument, critical understanding of the readings and demonstrate original thoughts about the subject under discussion.

Evaluation: Class attendance is required. Points will be deducted for excessive absences. Make-ups are not allowed absent emergent circumstances.

Grades:
- Quizzes: 10%
- Midterm: 20%
- Paper#1: 20%
- Paper#2: 20%
- Final Exam: 25%

*Consult the College catalog for information regarding the grading system.

Topics and Schedule of Reading Assignments:

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<th>Topic</th>
<th>Reading Assignments</th>
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<td>What is Deviancy and Criminal Behavior?</td>
<td>Siegel Text: Chapter 1</td>
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<td>2</td>
<td>What is Theory: theories on deviant behavior What is crime? How do criminologists study crime?</td>
<td>Siegel Text: Chapter 2</td>
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<td>3</td>
<td>Classical Theory</td>
<td>Handout</td>
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<tr>
<td>4</td>
<td>Biological Theories</td>
<td>Handout</td>
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<tr>
<td>5</td>
<td>Criminal law: process, origins of law, classifications in the law, purpose of criminal law</td>
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<td>6</td>
<td>Crime &amp; Economic Condition; The Nature of Crime: crime trends, measurements, the concept of deterrence.</td>
<td>Siegel Text: Chapter 3</td>
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<td>7</td>
<td>Social Structure Theory: Socioeconomic structure and crime; Social Disorganization Theories</td>
<td>Siegel Text: Chapter 3,7</td>
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<td>8</td>
<td>Choice Theory: Development and Implications for Public Policy</td>
<td>Siegel Text: Chapter 5</td>
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<td>9</td>
<td>Strain Theories – Part 1</td>
<td>Siegel Text: Chapter 7</td>
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<td>10</td>
<td>Review</td>
<td>No assignment: Paper #1 Due</td>
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<td>11</td>
<td>Strain Theories- Part 2: Theory and Public Policy</td>
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<td>Differential Association Theories</td>
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<td>Trait Theories: Biosocial Trait theories Psychological Trait Theories: The implications of trait theory in public policy</td>
<td>Schwartz and Hatty Chapter 6:</td>
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<td>Social Process Theories: Socialization and Crime Social Learning Theories</td>
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<td>Social Control Theories – Part 1</td>
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<td>Social Control Theories – Part 2Social Control and Public Policy</td>
<td>Schwartz and Hatty Handout</td>
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<td>Labeling</td>
<td>Schwartz and Hatty Chapter 8</td>
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<td>20</td>
<td>Labeling: Public Policy Implications</td>
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<td>21</td>
<td>Crime and Violence: Roots of Violence Murder, Rape, Assault and Battery</td>
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<td>Chapter/Handout</td>
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<tr>
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<td>Victimization: Crime Victims and Theories of Victimization; Crime and Punishment</td>
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<td>Conflict Theories; Marxist Criminology Emerging forms of Conflict Theory; Public Policy Implications</td>
<td>Chapter 9</td>
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<td>25</td>
<td>Property Crimes: Larceny, Theft and Burglary; Public Order Crimes: Prostitution, Paraphilias, Pornography and Substance Abuse</td>
<td>Chapter 13, 14</td>
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<td>25</td>
<td>Feminist theories</td>
<td>Handout; Paper #2 Due</td>
</tr>
<tr>
<td>26</td>
<td>Race, Class, Gender and Crime</td>
<td>Handout; Review for Final Exam</td>
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</table>
Criminal Justice

CJ 101 INTRODUCTION TO CRIMINAL JUSTICE
3 credits, 3 hours
The student will examine the roles and functions of institutions within the criminal justice system at the federal, state, and local levels. Emphasis is placed on interactions between the police, the courts, the correctional institutions at the local level, and the influence of these institutions on the quality of life in the South Bronx community.

CJ 150 THE ROLE OF THE POLICE IN THE COMMUNITY
3 credits, 3 hours
Co-requisites: CJ 101 (Recommended)
The student will gain an understanding of the role and functions of the police department. The issues affecting the interactions between the police and the community will be examined from various points of view, including prejudice and discrimination.

CJ 202 CORRECTIONS AND SENTENCING
3 credits, 3 hours
Prerequisites: CJ 101
This course is designed to provide students with an overview of the correction component of the criminal justice system. Society's historical response to crime will be examined in the context of evolving theories about the corrective process. The underlying theories and goals of the present day corrective process will be analyzed with particular attention to the concept of punishment; the development and administration of prison systems; prison populations and conditions; prison staffing; prison culture; the concept of civil rights for prisoners; prison unrest; and contending ideologies of corrections. Emerging subgroups within the prison population will also be studied, including women and juveniles. Alternatives to incarceration such as community correction, probation and parole will be explored.

CJ 201 ISSUES IN LAW ENFORCEMENT
3 credits, 3 hours
Students will examine major issues confronting modern American law enforcement agencies. Emphasis will be placed on recurring problems in today's society and their relevance to law enforcement.

CJ 250 CRIMINAL JUSTICE WORKSHOP
3 credits, 3 hours
Prerequisite: CJ 101 (Recommended)
The course is designed for students who are interested in the potential for research in criminal justice management. Students will explore idealistic principles that have served to define, for both criminal justice practitioners and the public, social roles and expectations in the criminal justice field. Moreover, students will examine why these principles are often difficult to apply in the administration of justice.

LEGAL STUDIES

LEG 101 INTRODUCTION TO THE LEGAL SYSTEM
3 credits, 3 hours
Co-requisites: ENG 91 or 110
The student will study the legal system including: the organization of the courts, civil and criminal procedures and an overview of the law of contracts, torts, crimes, and the U.S. constitution. The three legal concentration areas of Family Law, Public and Employee Benefit Law, and Immigration Law will be introduced.

LEG 102 LAW OFFICE SYSTEMS
3 credits, 3 hours
Co-requisites: ENG 91 or 110
The student will be familiarized with the concepts of law office organization and administration. The student will learn calendaring and filing systems and will learn to use modern office equipment including facsimile and dictation machines, computers, and telephone systems.
LEG 8525 ADVANCED IMMIGRATION LAW
3 credits, 3 hours
Prerequisite: LAW 125; LEG 101
Co-requisites: ENG 110
The student will engage in an in-depth study of advanced immigration law concepts, including grounds of exclusion, defenses to deportation, petition, visa application, and asylum. The student will prepare a visa petition involving a complex fact pattern, an application for asylum and a waiver application for an excluded alien and for a conditional resident (marriage case), all with supporting documents and letters of transmittal.

LEG 8526 ADVANCED FAMILY LAW
3 credits, 3 hours
Prerequisite: LAW 126; LEG 101
Co-requisites: ENG 110
The student will address practical problems in the Family Law field. The student will prepare a petition for a name change, a separation agreement, a summons and complaint in annulment, divorce, support, and paternity actions.

LEG 8527 ADVANCED PUBLIC AND EMPLOYEE BENEFIT LAW
3 credits, 3 hours
Prerequisite: LAW 127; LEG 101
Co-requisites: ENG 110
The student will engage in an in-depth study of the practice of Public and Employee Benefit Law with an emphasis on problem solving and administrative advocacy. The student will learn techniques for preparing successful applications for benefit and for advocacy and intervention with administrative agencies. The student will learn case preparation and representation for administrative hearings as well as procedures for appeals.

LEG 8530 ADVANCED FAMILY LAW
3 credits, 3 hours
Prerequisite: ENG 110; LEG 101
The student will study basic and advanced research tools and become familiar with legal source materials including Reporters, Statutes, and Codes. The student also becomes acquainted with secondary source materials, including treatises and encyclopedias. Students will be introduced to manual and computer database research guides.

LEG 8532 LEGAL RESEARCH & WRITING II
3 credits, 3 hours
Prerequisite: LEG 8530
The student will study and practice the techniques of good legal writing. The student will focus his/her efforts on learning to prepare letters of transmittal to courts and agencies, affidavits, factual summaries, and internal memoranda of law.

LEG 8540 LEGAL PRACTICUM I
3 credits, 3 hours
Prerequisite: LEG 101; LAW 101, LAW 125, or LAW 126, or 127
The student will be exposed to the practice of Immigration, Family and/or Public Benefit Law in a legal service, community based organization, or governmental setting. The student will work under the supervision of an attorney or otherwise licensed legal practitioner. The student will perform basic paralegal tasks at various levels of complexity based on his/her interest and ability. The student will spend seven and one half hours per week on-site to be arranged between the student and on-site supervisor. The student will interview clients and prepare legal documents including forms, affidavits, letters of transmittal to governmental agencies, and memoranda of law. The students will meet as a group with an instructor one and one-half hours every third week. In Legal Practicum I, the students will discuss problems with cases they are working on and participate in interviewing and fact gathering exercises. The student's grade will be based on performance on the institution's placement evaluation, and on participation and attendance at the group meetings.

LEG 254 LEGAL PRACTICUM II
3 credits, 3 hours
Prerequisite: LEG 8540
Co-requisites: LEG 8530 or approval from department
The student will continue the activities as in Legal Practicum I at the same site as in Legal Practicum II unless special problems arise necessitating a change. As in Legal Practicum I, the students will meet as a group with their instructor to discuss cases they are working on at their placement. In addition, in Legal Practicum II, the student will participate in trial advocacy training. The student's grade will be based on his/her performance on the placement institution's evaluation, and his/her participation and attendance at the group meetings.

LEG 250 HEARING AND TRIAL ADVOCACY
3 credits, 3 hours
Prerequisite: LEG 101
Co-requisites: LEG 8530
The student will study and practice trial and administrative hearing preparation and courtroom techniques. The student will learn to prepare clients and expert witnesses for direct examination; prepare for cross examination and learn to present documentary evidence. The student will learn how to assist an attorney in trial preparation and will participate in a mock administrative hearing.

Public Administration

ADM 2508 FIELD PRACTICUM/ORGANIZATION THEORY
3 credits, 3 hours
Prerequisites: PPA 101 (Recommended); eighteen (18) more ADM credits
The student will observe and participate in an area of special interest and ADM concentration. The student will be placed in governmental departments or agencies where he/she will engage in specific research projects/administrative assignments at policy or administrative levels. The students will also meet in the classroom to explore the fundamentals of organization theory and to discuss where theory and practice of the practicum assignment fuse, are in conflict, or are not related.

PPA 101 FUNDAMENTALS OF PUBLIC ADMINISTRATION AND MANAGEMENT
3 credits / 3 hours
The student will examine the basic concepts and processes of organization, leadership, decision-making, and information flow as they are applied in the public sector.

PPA 110 STATE AND LOCAL ADMINISTRATION
3 credits, 3 hours
The student will explore, through case histories and selected readings, current problems arising from the relationships between American state, county, city, and local governments. Special emphasis will be paid to the influence of the media, laws, politicians, and pressure groups on organizing and managing public agencies and programs.

PPA 111 FEDERAL ADMINISTRATION
3 credits, 3 hours
Co-requisites: PPA 101 (Recommended)
The student will study the nature, structure, and management of the federal bureaucracy and civil service; the types of roles of the public administrator, and employment in the public sector, particularly in the federal government. In addition, the student will analyze the role of the public administrator, as well as employment in the public sector.
PPA 120 UNIONS
3 credits, 3 hours
This course is intended to study the development, growth, and trends of unionism and to acquaint the student with the history of collective bargaining in America. Attention will be paid to definitions and concepts of arbitration, grievances, complaints, negotiation, and mediation. The impact of strikes, legislation, and government regulation on employer-employee relationships, employee organizations, and the civil service system will also be examined and evaluated. Unionism as a phenomenon in both the public and private sector will be traced and analyzed.

PPA 121 SOCIAL SERVICES ADMINISTRATION
3 credits, 3 hours
Co-requisites: PPA 101 (Recommended)
Students will examine management of client-centered social and human services, i.e. the helping professions. Some of these areas of study will include: psychological and social services; assistance to the needy, aged and/or disabled; health counseling, therapeutic; and rehabilitative services for shut-ins, the mentally impaired, or incarcerated persons; welfare and other forms of aid in the areas and institutions of education, health, mental health, and correction.

PPA 122 HEALTH AND WELFARE ADMINISTRATION
3 credits, 3 hours
Prerequisite: PPA 101
This course will deal with all levels of management in the health and hospital field. Students who wish to administer programs in health or health-related areas will explore, develop, and train for the acquisition of requisite skills in dealing with staff, facilities, budget, and community.

PPA 123 ADMINISTRATION OF PERSONNEL RESOURCES
3 credits, 3 hours
Co-requisites: PPA 101 (Recommended)
Students will be introduced to fundamental concepts about human resource administration, including personnel management and various supervisory techniques. Through case studies and realistic treatment of actual personnel problems, the student will learn about recruitment, selection, motivation, and placement of employees. Group and individual approaches will be used.

PPA 251 WOMEN IN MANAGEMENT
3 credits, 3 hours
The course will analyze the role of women in managerial positions, particularly in public sector organizations. Case examples will be utilized to provide students with a practical understanding of the obstacles encountered and strategies used to successfully achieve the objectives.

PPA 253 BUREAUCRACY
3 credits, 3 hours
Co-requisites: PPA 101 (Recommended)
The student will assess the administrative processes as they relate to the behavior of complex organizations. The student will discuss attitudes and how they affect and/or control behavior, the principles of motivation and how to use them, and the dynamics of interpersonal relationships.

PPA 256 CAREERS IN CRIMINAL JUSTICE
3 credits, 3 hours
The student will explore career opportunities in the criminal justice system at state and local levels, including the courts, correctional institutions, police agencies, and parole and probation departments. The student will understand the human relations and technical skills associated with such careers.

Hostos Faculty
Felix Cardona, Assistant Professor, Chairperson, Public Administration, B.A., J.D.
Neil Hernandez, Distinguished Lecturer, B.A., M.P.A, J.D.
Howard Jordan, Assistant Professor, Public Administration, B.A., J.D.
Felipe Pimentel, Assistant Professor, Social Science B.A., M.A., Ph.D.
Amy Ramson, Assistant Professor, Public Administration, B.A., J.D.
Sakeema Beaulieu, Adj. Assistant Professor, Public Administration B.A., M.A., J.D.
Stefan Bosworth, Adj. Professor, Public Administration, Ph.D CUNY
Robert Gonzalez, Adjunct Lecturer, B.A., M.A.
Lloyd Klein, Adjunct Lecturer, B.A., M.A., PHD.
Frank Merenda, Adjunct Lecturer, B.A., M.A.
Connie Morales, Adj. Assistant Professor, Public Administration, B.A., J.D.
H. Soto, Adjunct Assistant Professor, B.A., J.D.
ARTICULATION AGREEMENT BETWEEN THE BEHAVIORAL and SOCIAL SCIENCE DEPARTMENT AT HOSTOS COMMUNITY COLLEGE AND THE LAW, POLICE SCIENCE AND CRIMINAL JUSTICE ADMINISTRATION DEPARTMENT AT JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Sending College: Hostos Community College  
Department: Behavioral and Social Science  
Receiving College: John Jay College of Criminal Justice  
Department: Law, Police Science and Criminal Justice Administration  
Program: Police Science [120 credits]  
Degree: B.S.

ADMISSION REQUIREMENTS TO UPPER DIVISION PROGRAM AT JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Students who graduate from Hostos Community College with an Associate in Science degree in Police Science will have fulfilled all Lower Division General Education requirements for the John Jay College of Criminal Justice Baccalaureate Degree. Students will be required to meet New York State Liberal Arts requirements and all Upper Division General Education requirements.

Total transfer credits granted toward the baccalaureate degree: 60.
PROCEDURES FOR REVIEWING, UP-DATING, MODIFYING OR TERMINATING AGREEMENT.

Hostos Community College faculty and John Jay College of Criminal Justice faculty will review and analyze the strength of the curriculum and the success of students on an annual basis as part of their annual assessment activities. Modifications to this agreement will be made as needed or required.

PROCEDURES FOR EVALUATING AGREEMENT, E.G., TRACKING THE NUMBER OF STUDENTS WHO TRANSFER UNDER THIS ARTICULATION AGREEMENT AND THEIR SUCCESS.

Information on transfers will be collected and analyzed on a regular basis by John Jay’s Office of Institutional Research and Program Assessment. This will be shared with Hostos Community College.

SENDING AND RECEIVING COLLEGE PROCEDURES FOR PUBLICIZING THIS AGREEMENT, E.G., COLLEGE CATALOGS, TRANSFER ADVISORS, WEBSITES, ETC.

Both colleges will provide curricular information through college bulletins, will collaborate in publicizing this agreement through shared brochures and other marketing materials in addition to college websites.

ADDITIONAL INFORMATION

None

Effective Date: September 2011

Dr. Carmen Coballes-Vega
Provost and Senior Vice President
Signature of Sending College

Dr. Jane P. Bowers
Provost and Senior Vice President
Signature of Receiving College

Dr. Linda Anderson
Signature of Sending College
Chairperson, Department of Behavioral and Social Sciences

Dr. Maria Haberfeld
Signature of Receiving College
Chairperson, Department of Law and Police Science
## COURSE TO COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

<table>
<thead>
<tr>
<th>Hostos Community College</th>
<th>John Jay College of Criminal Justice</th>
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<th>Credit Granted</th>
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<td><strong>Liberal Arts and Science</strong></td>
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<td>English 110-Expository Writing</td>
<td>English 101-College Composition I</td>
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<td>English 111-Literature and Composition</td>
<td>English 102-College Composition II</td>
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<td>Ethnic Studies: BLS 114 or LAC 101</td>
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<td>Liberal Arts Elective: Choose one course from the following: English Literature 200, 210, 211, 213 or 225 History 201, 202, 210, 211 or Philosophy 100</td>
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<td>Mathematics 100 Introduction to College Mathematics</td>
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<td>VPA 192 Fundamental of Speech</td>
<td>Speech 113 Speech Communication</td>
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<td>PS 201 Police Organization</td>
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<td>CJ 150 Role of Police in the Community</td>
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<td>CJ 202 Corrections and Sentencing</td>
<td>COR 101 Institutional Treatment of the Offender</td>
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<td>Law 101 Law and Social Change</td>
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<td>Major Elective; LAW 204 Criminal Law of New York or LAW 209 Criminal Law</td>
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Course equivalency information is available and kept current on the CUNY Transfer Information and Program Planning System (CUNY TIPPS) [WEBSITE](http://tipps.cuny.edu). Log on to TIPPS at tipps.cuny.edu for important information regarding the transfer of general education courses.
PART 1. CORE COURSES

Subtotal: 3 credits

Required

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

Criminal Justice 321/Philosophy 321 Police Ethics

PART 2. COMPUTER SKILLS

Subtotal: 3 credits

Select one

Criminal Justice 255 Computer Applications in Criminal Justice
Police Science 216 Crime Mapping
Security 270/Mathematics 270 Security of Computers and Their Data

PART 3. POLICE SCIENCE

Subtotal: 9 credits

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

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

PART 4. LAW

Subtotal: 3 credits

Select one

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

PART 5. INTERDISCIPLINARY SKILLS AND FOUNDATIONS

Subtotal: 3 credits

Select one

African-American Studies Sociology 215 African-American Community Issues
Anthropology 208 Cities and Culture
Economics 170 Introduction to the Economics of Crime and Social Problems
English 235 Advanced Writing for Management, Business and Public Administration
Physical Education 230 Stress Management in Law Enforcement
Psychology 213/Sociology 213 Race and Ethnic Relations
Latin American and Latina/o Studies 241 The Puerto Rican/Latina/o Experience in Urban United States Settings
Security 310 Emergency Planning
Social Science Research 325 Research Methods in the Behavioral Sciences
PART 6. SENIOR REQUIREMENT  
Subtotal: 3 credits

Select one

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

Total: 24 credits

General Elective credits*  
36 credits

Total John Jay Credits  
60

* To be determined by faculty advisement

Humanities area requirement: One course in History, Literature or Philosophy not completed at Hostos Community College, must be taken at John Jay College of Criminal Justice.
### The Five-Year Revenue Projections for Program

**COMMUNITY COLLEGE WORKSHEET**

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
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<td><strong>Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.</strong></td>
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**TOTAL EXISTING FULL TIME TUITION REVENUE**

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</tr>
<tr>
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<td>$28,980</td>
<td>$35,700</td>
<td>$45,045</td>
<td>$52,560</td>
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</tr>
<tr>
<td>Tuition Income</td>
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<tr>
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<td>$0</td>
<td>$28,980</td>
<td>$35,700</td>
<td>$45,045</td>
<td>$52,560</td>
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</table>

**TOTAL EXISTING PART TIME REVENUE**

<p>| | | | | | |</p>
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<td>$28,980</td>
<td>$35,700</td>
<td>$45,045</td>
<td>$52,560</td>
</tr>
</tbody>
</table>

**TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)**

|                      | 0        | $96,453  | $150,395   | $208,852  | $325,360  |
Tuition & Fees:
*New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.*

<table>
<thead>
<tr>
<th>Year</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors (Enter # of NEW FULL TIME In State Students)</td>
<td>30</td>
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<td>70</td>
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<td>$229,390</td>
<td>$384,445</td>
<td>$545,600</td>
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<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
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<td>$94,500</td>
<td>$160,650</td>
<td>$229,390</td>
<td>$384,445</td>
<td>$545,600</td>
</tr>
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</table>

Tuition & Fees:

<table>
<thead>
<tr>
<th>Year</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$0</td>
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**TOTAL NEW FULL TIME TUITION REVENUE**

<table>
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<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$94,500</td>
<td>$160,650</td>
<td>$229,390</td>
<td>$384,445</td>
<td>$545,600</td>
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## Tuition & Fees:

<table>
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<tr>
<th></th>
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<th>Year Two</th>
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<td>$51,750</td>
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## Tuition & Fees:

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</table>

**TOTAL NEW PART TIME REVENUE**

|                          | $40,500  | $51,750  | $63,000    | $75,075   | $87,600   |

**TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)**

<p>|                          | $135,000 | $212,400 | $292,390   | $459,520  | $633,200  |</p>
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# CURRENT FTEs (use prorated FTEs for PT Students)

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<th>2013</th>
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STATE REVENUE FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9

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</table>

# NEW FTEs (use prorated FTE for PT Students)

<table>
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<tr>
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<th>2012</th>
<th>2013</th>
<th>2014</th>
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</table>

STATE REVENUE FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11

<table>
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</tbody>
</table>

FOR YEARS 2-5 INCLUDE CONTINUING FTE FROM PREVIOUS YEARS

Other Revenue From Existing Sources (specify and explain)-LINKS TO REVENUE SPREADSHEET ROW 13

Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)
Application for Registration of a New Program

This application is for New York degree-granting institutions seeking to register a new program that is below the doctoral level. Save this file, enter the requested information, and submit to the State Education Department.

- Proposals for new distance education, teacher certification, educational leadership certification, and professional licensure programs may require additional information, in addition to this core application.
- Certificate and advanced certificate proposals: use the certificate forms at [www.highered.nysed.gov/ocue/](http://www.highered.nysed.gov/ocue/). This expedited option is not available for teacher, educational leader, or professional certification/licensure programs.

<table>
<thead>
<tr>
<th>Item</th>
<th>Response (type in the requested information)</th>
</tr>
</thead>
</table>
| Program type | X General academic program  
Check program type(s) |  
__ Program to prepare certified teachers or certified educational leaders  
__ Program to prepare licensed professionals |
| Institution name and address | Hostos Community College  
500 Grand Concourse, Bronx, N.Y. 10451 |
| Additional information: | ▪ Specify campus where program will be offered, if other than the main campus:  
▪ If any courses will be offered off campus, indicate the location and number of courses and credits: |
| Program title, award, credits, and proposed HEGIS code | Program title: Police Science  
Award (e.g., B.A., M.S.): AS  
Credits: 60  
Proposed HEGIS code: 5505.00 |
| Program format | Check all program scheduling and format features that apply: (See definitions)  
  i) Format: X Day X Evening __Weekend _Evening/Weekend  
  ii) Mode: X Standard _Independent Study _External __Accelerated  
      _Distance Education (submit distance education application with this proposal)  
  iii) Other: _Bilingual _Language Other Than English __Upper Division Program |
| Diploma Programs | If the program is credit bearing and will lead to a Diploma or Advanced Diploma, indicate the registered degree program(s) to which the credits will apply: |
| Contact person for this proposal | Name and title: Professor Felix Cardona, Esq  
  Discipline Coordinator  
  Telephone: 718.518.6565  
  Fax:  
  E-mail: FCardona@Hostos.cuny.edu |
| CEO (or designee) approval | Name and title: Dr. Carmen Coballes-Vega, Provost and Vice President  
  Signature and date: 04/28/2011  
  [Signature]

If the program will be registered jointly with another institution, provide the following information:

- Partner institution’s name:
- Name and title of partner institution’s CEO:
- Signature of partner institution’s CEO:

---

17 CUNY and SUNY institutions: contact System Administration for program registration guidance.

18 If the partner institution is non-degree-granting, see CEO Memo 94-04.
Program registration is based on standards in the Regulations of the Commissioner of Education. Section 52.1 defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs.

Please enter the requested information about the proposed program. Answer rows will expand as needed when information is entered. Application addenda for professional licensure, teacher certification, and educational leadership certification programs contain additional items and direction.

1. Program Description and Purpose
   
   a) Provide a brief description of the program as it will appear in the institution’s catalog.
      Answer: The Associate in Science program in Police Science will prepare students interested in careers in professional law enforcement/protective services with the first two years of an academic foundation for transfer into a four-year program in the discipline.

   b) List educational and (if appropriate) career objectives.
      Answer: The Associate in Science program in Police Science will provide students with the ability to prepare for a baccalaureate degree program in police science for acceptance into a professional police force, on the local, state or federal level as Police Officer, Sheriff, FBI Special Agent, Corrections Officer, Private Investigator, U.S. Marshall, Park Ranger, Border Patrol Agent or Transportation Safety Administration Agent.

   c) How does the program relate to the institution’s mission and/or master plan?
      Answer: The AS in Police Science is directly related to the college’s mission “to offer access to higher education leading to intellectual growth and socio-economic mobility through the development of linguistic, mathematical, technological, and critical thinking proficiencies needed for lifelong learning and for success in a variety of programs including careers, liberal arts, transfer, and those professional programs leading to licensure.”

   d) Describe the role of faculty in the program’s design.
      Answer: The program was designed by Eugenio María de Hostos Community College Public Administration faculty in collaboration with faculty at John Jay College of Criminal Justice.

   e) Describe the input by external partners, if any (e.g., employers and institutions offering further education).
      Answer: As a transfer program, the AS in Police Science was designed in collaboration with the faculty of the Law and Police Science Department at John Jay College of Criminal Justice.

   f) What are the anticipated Year 1 through Year 5 enrollments?
      Answer: 50 75 100 150 200

2. Sample Program Schedule

Complete Table 1a (for undergraduate programs) or Table 1b (for graduate programs).
   - If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
   - For existing courses that are a part of the major, submit a copy of the catalog description. For undergraduate programs, provide syllabi for all new courses in the major; for graduate programs, provide syllabi for all new courses. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.
3. Faculty
   a) Complete the faculty tables that describe full-time faculty (Table 2), part-time faculty (Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only by request.

   What is the institution’s definition of “full-time” faculty?

   Answer: Twenty seven hours per academic year

4. Financial Resources and Instructional Facilities
   a) Summarize the instructional facilities and equipment committed to ensure the success of the program.

   Answer: No additional facilities, equipment, or personnel will be needed to offer this program.

   b) Complete the new resources table (Table 5).

5. Library Resources
   a) Summarize the analysis of library resources for this program by the collection librarian and program faculty. Include an assessment of existing library resources and their accessibility to students.

   Answer: The college anticipates a need for new library acquisitions to support the program in the amount of $500 per year.

   b) Describe the institution’s response to identified needs and its plan for library development.

   Answer: Additional library materials will be added as faculty identify need.

6. Admissions
   a) List all program admission requirements (or note if identical to the institution’s admission requirements).

   Answer: No special requirements. Hostos is an open admissions institution

   b) Describe the process for evaluating exceptions to those requirements.

   Answer:

   c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

   Answer: Hostos is comprised of 90% minority students.

7. Academic Support Services

   Summarize the academic support services available to help students succeed in the program.

   Answer: The Hostos Academic Learning Center (HALC) has been established to provide students with the support needed to achieve academic success. Tutoring is available throughout the year in the HALC.

8. External Review of Graduate Degree Programs

   If the proposal is a graduate degree program below the doctoral level, submit a copy of an evaluation (Word) (PDF) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution’s response to the evaluation and highlight how the proposal was modified in response to the reviewer’s comments.

9. Credit for Experience

   If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

   Answer:

10. Program Assessment and Improvement

   Items 10 through 12 are for general academic and professional licensure program proposals only.
Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

*Answer:* The college has a well developed process for academic program review (APR) including guidelines for APR timeline, components of a comprehensive APR, external review process, external review feedback and plans for improvement. Every program undergoes the self evaluation process according to the APR schedule created by the Hostos Office of Academic Affairs.

### 11. New/Emerging Field and Allied Health Areas (Undergraduate Degree Programs)

If the proposal for an undergraduate degree program falls into any of the following categories, submit a copy of an evaluation [(Word)](https://example.com) [(PDF)](https://example.com) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution’s response to the evaluation and highlight how the proposal was modified in response to the reviewer’s comments. Categories:

- The program’s subject matter represents a new or emerging field.
- The program is in an allied health area, unless the institution can demonstrate that the program is accredited by an accrediting body for college-level programs in the field.

### 12. Transfer to Baccalaureate Programs

If the program will be promoted as preparing students for transfer to a baccalaureate program, provide a copy of an articulation agreement with at least one institution.
Table 1a: Undergraduate Program Schedule

- Indicate academic calendar type: _X_Semester   _Quarter  _Trimester   _Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall I</th>
<th>Check course classification(s)</th>
<th>Term: Spring I</th>
<th>Check course classification(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>Pol Sci 101 Intro to Police Studies</td>
<td>3</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Eng 110 Expository Writing</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>VPA 192 Fundamental of Public Speaking</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Law 101 Law and Social Change</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td>15</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Fall II</th>
<th>Check course classification(s)</th>
<th>Term: Spring II</th>
<th>Check course classification(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>CJ 150 Role of Police in the Community</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Pol Sci 201 Police Organization</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Law 202 Law and Evidence</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BLS 114 or LAC 101</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Math 100 Introduction to College Mathematics</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td>15</td>
<td>6</td>
<td>9</td>
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<table>
<thead>
<tr>
<th>Term: Spring II</th>
<th>Check course classification(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
</tr>
<tr>
<td>CJ 202 Corrections and Sentencing</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>CJ 250 Criminal Justice Workshop</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>Law 203 Constitutional Law</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>Soc 150 Criminology</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>Natural Science</td>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td>Term credit total:</td>
<td>15</td>
<td>7</td>
</tr>
</tbody>
</table>

Program Totals:

<table>
<thead>
<tr>
<th>Credits: 60</th>
<th>Liberal Arts &amp; Sciences: 31</th>
<th>Major: 29</th>
<th>Elective &amp; Other: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cr: credits</td>
<td>LAS: liberal arts &amp; sciences</td>
<td>Maj: major requirement</td>
<td>New: new course</td>
</tr>
</tbody>
</table>

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Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Howard Jordan Assistant Professor</td>
<td>CJ 150/Role of Police in the Community, CJ 202/Corrections and Sentencing, CJ 250/Criminal Justice Workshop, Law 101/Law and Social Change, Law 120/Penal Law, Law 150/Criminal Law, Law 202/law and Evidence</td>
<td>40</td>
<td>J.D.</td>
<td></td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Ramson&lt;br&gt;Associate Professor</td>
<td>CJ 150/Role of Police in the Community&lt;br&gt;CJ 202/Corrections and Sentencing&lt;br&gt;CJ 250/Criminal Justice Workshop&lt;br&gt;Law 101/Law and Social Change&lt;br&gt;Law 120/Penal Law&lt;br&gt;Law 150/Criminal Law&lt;br&gt;Law 202/law and Evidence</td>
<td>40</td>
<td>J.D.</td>
<td></td>
</tr>
</tbody>
</table>


Table 3: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Sakeema Beaulieu Adjunct Assistant Professor | CJ 250/Criminal Justice Workshop  
Law 150                                                                 | B.A  
M.A.  
J.D.                                                                                          |                                                                                                    |
| Robert Gonzalez Adjunct Lecturer        | PS 101/Introduction to Police Studies  
PS 201/Police Organization                                                                 | B.A., M.A.                                                                                       |                                                                                                    |
| Lloyd Klein Adjunct Assistant Professor | CJ 202/Corrections and Sentencing  
CJ 250/Criminal Justice Workshop                                                       | MA, PHD                                                                                          |                                                                                                    |
| Frank Merenda Adjunct Lecturer          | PS 101/Introduction to Police Studies  
PS 201/Police Organization                                                                 | B.A., M.A.                                                                                       |                                                                                                    |
| Connie Morales Adjunct Assistant Professor | Law 101/Law and Social Change  
Law 120/Penal Law                                                                                     | B.A., J.D.                                                                                       |                                                                                                    |
| H. Soto Adjunct Assistant Professor     | Law 101/Law and Social Change  
Law 202/Law and Evidence  
CJ 150/Role of Police in the Community                                                              | B.A., J.D.                                                                                       |                                                                                                    |
Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

No new faculty are to be hired.
Table 5: New Resources

List **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

<table>
<thead>
<tr>
<th>New Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>Equipment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Laboratories</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Supplies &amp; Expenses</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(Other Than Personal Service)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total all</strong></td>
<td><strong>0</strong></td>
<td><strong>500</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>