

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

**REPORT PREPARED FOR DEAN ANNE LOPES**

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

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

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

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

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

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## **I. Background**

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

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

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

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

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

The overall project had two main goals.

1. To identify current campus practices with regard to prior learning assessment
2. To establish recommendations for Prior Learning Assessment (PLA) that are in line with national best practices and consistent with the culture of the institution

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To accomplish the goals, the work was apportioned into three phases:

### **Phase 1-September to December 2011**

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

### **Phase 2-January to May 2012**

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

### **Phase 3-September to December 2012**

Design a model PLA course for faculty development purposes.

## **II. The Consultant**

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

## **III. The Process**

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

Interviews were conducted in the fall with the following administrators.

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

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

Ned Benton, Professor and Chair Person, Department of Public Management

Gail Garfield, Associate Professor, Department of Sociology

William Gottdiener, Professor, Department of Psychology

Maki Haberfeld, Professor, Department of Law and Police Science

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Karen Kaplowitz, Professor, Department of English and Chair, Faculty Senate

Charles Nemeth, Professor and Chair, Department of Security, Fire and Emergency Management

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

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

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

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

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

#### **IV. WHY PLA**

What is Prior Learning Assessment?

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

Prior Learning Assessment (PLA) is the process by which an individual’s experiential learning is evaluated in order to grant college credit. The Council for Adult and Experiential Learning (CAEL) is considered the leading organization for the study of PLA. Initially a subsidiary of the Educational Testing Service, CAEL has now evolved into a separate non-profit organization that conducts research on PLA practices and training outcomes

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CAEL has published ten quality standards for PLA (Fiddler, et al., 2006) to ensure that the learning is college-level and upholds quality educational practices. These standards are recognized as critical for best practices and are endorsed by accrediting bodies such as the Middle States Commission on Higher Education (Standard 13-Related Educational Activities in the Characteristics of Excellence in Higher Education). These ten standards address both process and administrative context.

### CAEL Standards of Quality Assurance in the Assessment of Prior Learning

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

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

Portfolio assessment has become a well-recognized form for evaluating learning in adult education. The portfolio is a written document through which a student analyzes learning from prior experiences and demonstrates that this learning meets the learning objectives of a college-level course ( Fiddler, et al., 2006). Most institutions offer the portfolio process as part of a seminar designed to help students learn to identify college-level learning while setting realistic expectations for credits. Part of the seminar is the development of a degree plan that incorporates the student's prior learning into a viable degree. By its very nature, PLA requires self-reflection, in-depth writing, and a significant time investment (Leiste and

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Jensen, 2011). Miller and Morgaine (2009) posit that the process of creating a portfolio for assessment can build learners' identities as academics. Michelson and Mandell (2004) provide several examples to illustrate how creating a PLA portfolio may be a real challenge for students. In the process students must "focus critically on how they have come to be where they are" (Conrad, 2008). Students are asked to provide documentation whenever available. The portfolio is then evaluated by qualified faculty members who are content experts and have been trained to assess learning through appropriate criteria (Dagavarian, 2003).

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

### **V. FINDINGS**

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

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

#### **CLEP**

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

#### **CASAC**

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

#### **ACE**

Policies on acceptance of ACE equivalency recommendations are not clear. American Council on Education (ACE) credit recommendations are based on learning outcomes from formal and well documented training programs conducted by non-collegiate sponsors like the military. A rigorous process of evaluation is employed, with guest faculty from various institutions of higher education making decisions about the appropriate award of credit.

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Although these options have been approved for credit by John Jay, they are not utilized frequently or consistently at this point.

### **Portfolio**

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

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

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

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

## **VI. SUMMARY**

The following strengths were identified.

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

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

1. No overall coordinated effort



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

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

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

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

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

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- broader degree fulfillment options for the adult population, building on adult learning
  - a pilot program to facilitate the adoption of updated processes
9. Establish an assessment plan with clear metrics, program and student learning goals as you build the program.

### **VIII. The PILOT**

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

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

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

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

The Seminar is facilitated by trained faculty. Students first develop a degree plan which fulfills requirements with the inclusion of PLA. Next portfolios are developed, detailing college-level learning. Portfolios then go to a coordinator who assigns faculty reviewers. These reviewers are NYU faculty, subject matter experts with PLA training. Evaluators have three choices: recommend credit, request a revision, or deny credit. Students do not meet with evaluators. All decisions are based on how well the essay matches the syllabus included in the portfolio. Once the evaluator has awarded credit, the coordinator sends a letter to the registrar requesting credit be posted to the transcript.

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SUNY Empire State College (ESC) requires all students to enroll in “a study” of Academic Planning. In this study, students develop a degree plan and a series of PLA essays. ESC allows students advanced standing of up to 96 credits, including transfer credits and PLA. ESC requires that the PLA essay be of college-level learning, but does not use a course based system.

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

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

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

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

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

## **IX. CONCLUSION**

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

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## **Appendix A**

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

## **Appendix B**

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

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

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# APPENDIX 1

**INFORMATION FOR:**

- Prospective Students
- Current Students
- Parents
- Faculty & Staff
- Alumni

**Web Apps**

- Blackboard / CUNY Services
- JStop / Inside JJC / Careers
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 Tues: 9AM - 5PM  
 Wed: CLOSED  
 Thur: 9AM - 5PM  
 \*Friday: 9AM - 3PM

To apply to John Jay College, [click here](#)

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

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

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

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

John Jay College of Criminal Justice  
 899 Tenth Avenue New York, NY, 10019  
 P: 212.237.8000  
[Website Policies](#) [Text Only](#)

### Do you have an Admissions Question?



TYPE YOUR QUESTION HERE:

Example: "How do I apply as a freshman?"

#### SCHOLARSHIP OPPORTUNITIES

To help you finance your education, John Jay offers many scholarship opportunities [More...](#)





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# FAQs

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- [Tabling Events](#)
- [Peer Services Offered](#)
- [Workshops & Events](#)
- [FAQs](#)
- [Brochures](#)

## Contact Us

Room 3134 North Hall  
445 West 59th St  
Phone: 212-237-8271  
E-mail:  
[peercounseling@jjay.cuny.edu](mailto:peercounseling@jjay.cuny.edu)

**HOURS:**  
Mon, Thur and Fri:  
9:00 AM - 5:00 PM  
Tue and Wed:  
9:00 AM - 7:00 PM

### CUNY PORTAL & E-SIMS

[What is the difference between e-Sims and Degree Audit?](#)  
[What is the CUNY Portal?](#)  
[What if I don't remember my CUNY Portal information?](#)  
[Why does eSims tell me that I have a hold on my registration? What is a hold?](#)

### CREDITS

[What are External/Life Experience Credits?](#)  
[What are Equivalent Credits?](#)

### DEGREE

[How long is Academic Probation ?](#)

### EDUCATION REQUIREMENTS & GRADUATION

[What are the requirements for graduation?](#)  
[Other than taking the required classes, is there anything else I have to do in order to graduate from John Jay College?](#)

### E-MAIL

[I do not have a John Jay e-mail address](#)  
[Do I always have to check my John Jay e-mail address?](#)  
[How can I forward my e-mails?](#)

### MAJOR & MINOR

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

### MISCELLANEOUS

[How do I meet people at John Jay College of Criminal Justice?](#)  
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**Regent's?**

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**TRANSFER STUDENTS**

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

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

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

How many credits can I transfer in?

**TUTORING**

Where can I go for free tutoring?

**CUNY PORTAL & E-SIMS****What is the difference between e-Sims and Degree Audit?**

The E-Sims transcript is the un-official transcript from the college. Your classes are sorted by semester and it does not show how they apply to your degree. In E-Sims you can register, change, or drop a class.

The Degree Audit tells you how your classes are applied to your major or what classes you still have left to take for your General Education Requirements or your Major Requirements. It will not tell you what classes you still have to take for your Elective Credits. When using the Degree Audit it is important to remember that it is an electronic tool and there are some glitches. Because of any glitches it is advisable that you use both the undergraduate bulletin with the Degree Audit to aid in selecting classes.

**What is the CUNY Portal?**

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

**What if I don't remember my CUNY Portal information?**

You can call the DoIT Helpdesk at (212)-237-8200 and follow the prompts. A technician will ask you for your name and Social Security number in order to check your account. You will be given your username over the phone, however, your password will be sent to your John Jay e-mail address. On the internet your password can be quickly changed by clicking "register now" on the log in screen. Then simply following the prompts given there, you can create a new password.

**Why does eSims tell me that I have a hold on my registration? What is a hold?**

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

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

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

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

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

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

Students who have successfully completed a training program that has been evaluated by the College for the award of credit, or a program that has been recommended for the award of credit by the American Council on Education, must apply to the Office of the Registrar for the application of this credit toward the

undergraduate degree. Applicants must provide documentation in support of their requests. A statement or transcript indicating subjects taken, grades received, period of attendance, and the number of hours of participation must be sent directly to the Office of the Registrar from the agency that has provided the training.

All external credit applications are processed in accordance with the deadlines indicated in the Undergraduate calendar. Seniors must submit credit requests no later than one semester before graduation. For further information, communicate with the Office of the Registrar, Rm 1280 North Hall (212) 237-8878.

#### **What are Equivalent Credits?**

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

All external credit applications are processed in accordance with the deadlines indicated in the Undergraduate calendar. Seniors must submit credit requests no later than one semester before graduation. For further information, communicate with the Office of the Registrar, Rm 1280 North Hall (212) 237-8878 <http://jstop.jjay.cuny.edu/>

## **DEGREE**

#### **How long does Academic Probation last?**

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

## **EDUCATION REQUIREMENTS & GRADUATION**

#### **What are the requirements for graduation?**

You must fulfill all General Education Requirements, the requirements of your major, and electives credits. The total of these three fields must be a minimum of 120 credits. You can find the General Education Requirements by reading John Jay College's Undergraduate Bulletin, which can be obtained as a pdf. [Here](#)

#### **Other than taking the required classes, is there anything else I have to do in order to graduate from John Jay College?**

In order to graduate from John Jay all students need to complete the graduation audit. It can be found on the [J-stop website](#). Also a GPA of a 2.00 or higher is required to graduate. See the graduation requirement [link](#).

## **E-MAIL**

#### **I do not have a John Jay e-mail address**

Every matriculated student is automatically signed up for an e-mail account. On the John Jay homepage (<http://www.jjay.cuny.edu/>) you will see on the right hand side a link to the Webmail. Click on "Email"

Your username is: Firstname dot Lastname @jjay.cuny.edu

(firstname.lastname@jjay.cuny.edu)

Your password is: jjxxxx (jj followed by the last 4 digits of your social security number)

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

#### **Do I always have to check my John Jay e-mail address?**

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

#### **How can I forward my e-mails?**

Yes! Once you are signed in your e-mail account, you can Create a Rule in MS

Outlook:

Go to "Options" → click on "Rules" → click on "New Rule" → "Create a new rule for arriving messages"

A new window will open up → look on the right side where it says "Do the following" → choose "Forward or Redirect" → click on the option you prefer

- a) forward message to people or distribution list
- b) redirect message

c) forward message as attachment  
 click under "Rule Description" (upper left side) and from there go to the middle of the screen where it says "Apply this rule after the message arrives, forward it to people or distribution list"  
 Again, a new window opens up → go to the bottom to "Message recipients" and you'll see a box  
 To: ..... [type in your e-mail into the box] → click "OK"  
 The window closes and brings you back to the prior window  
 Click "Save" and "OK"

#### MAJOR & MINOR

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

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

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

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

**How do I change my major?**  
 Fill out a change of major form on the [Jstop](#) website.

#### MISCELLANEOUS

**How do I meet people at John Jay College of Criminal Justice?**  
 John Jay offers a variety of activities ranging from social groups to academic alliances. For a complete listing of such groups, check with Student Life (Rm. 1521 North Hall; (212) 663-7867 <http://jjay.cuny.edu/357.php>)

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

**What is a normal course load or workload at John Jay?**  
 In order to graduate in 8 semesters with a bachelor's degree, a student has to take an average of 15 credits per semester. As a transfer student, it is recommended that you take 15 credits or less during your first semester while you are adjusting to your new school. The classes are run as periods, the schedule for these periods are located [here](#).

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

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

**How can I become a Peer Counselor?**  
 In order to become a peer counselor at John Jay you must take and pass the CSL

210 class. For more information about becoming a Peer Counselor contact the counseling department at: 212-327-8271

#### **TABLING EVENTS**

##### **Where can I find information if I missed a tabling event?**

Please click [here](#) or go to the "Brochures" Link on the right hand side of this screen

#### **TESTING, PLACEMENT EXAM, FOREIGN LANGUAGE**

##### **How do I know if I need to take a placement exam?**

You will be contacted by the Testing Office and/or a hold will be placed on your registration if you need to take a placement exam. If this is the case, you must contact the Testing Office (Rm. 3314 North Hall) to resolve the matter and/or schedule a date to take the exam.

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

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

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

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

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

##### **How do I prove that I took 3 years of a language in high school and passed the Regent's?**

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

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

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

#### **TRANSFER STUDENTS**

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

Your first step should be to contact our Admissions office:

In Person: Room 1100N

By Phone: 212-237-8869 or 212-237-8873

By E-mail: [admiss@jjay.cuny.edu](mailto:admiss@jjay.cuny.edu)

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

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

You should receive a course evaluation sheet as well as a John Jay Transcript from the Admissions Office (Rm 1100, North Hall; 212-237-8869). This will tell you what classes you have received credit for. You can also check your records through E-Sims then by clicking on "unofficial transcript" or by using the degree audit. This is a great tool for keeping track of what classes you have taken and what remaining requirements you need to fulfill in order to graduate from John Jay

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

The class at your previous school may not have been the equivalent to the required course at John Jay College. If you feel that perhaps there was an oversight in this matter, take a copy of the course description from your other colleges bulletin or from

the syllabus of the class in question to the Office of Admissions for consideration (Rm. 1100 North Hall; 212-237-8869).

**How many credits can I transfer in?**

A maximum of 68 credits may be transferred from an accredited community college or combination of accredited community colleges. A maximum of 90 credits may be transferred from accredited four-year colleges or a combination of two and four-year accredited colleges, and acceptable forms of external credits (CLEP, Equivalent Credit, Military Credit, etc)

Please Note: To receive a degree from John Jay College, a student must take a minimum of 30 credits at the College including at least half the credits required in an approved major or specialization.

**TUTORING****Where can I go for free tutoring?**

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

**John Jay College of Criminal Justice**  
889 Tenth Avenue New York, NY, 10019  
P: 212.237.8000  
[Website Policies](#) [Text Only](#)

# APPENDIX 2



**Equivalent/Life Experience Credit Application**

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

<u>Number of Credits Awarded</u>	<u>Fee</u>	<u>Number of Credits Awarded</u>	<u>Fee</u>
1 to 6 credits	\$25.00	7 to 12 credits	\$50.00
13 to 18 credits	\$75.00	19 or more credits	\$100.00

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

**Part I: Student Information**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ Email Address: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: ( \_\_\_\_\_ ) \_\_\_\_\_

Current Occupation: \_\_\_\_\_ Duties/Assignment: \_\_\_\_\_

**Part II: Course Information**

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

<u>Course Number &amp; Title</u> (i.e. PSC 101 – Intro to Law Enf.)	<u>Number of Credits</u>
_____	_____
_____	_____
_____	_____
_____	_____

Did you receive transfer credits from another college?  Yes  No

If yes, please indicate number of credits \_\_\_\_\_





Applicant Name: \_\_\_\_\_

Please complete **Part III, Part IV, Part V** or all, if applicable.

**Part III: Employment/Job-Related With Background Training**

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

Position	Employer	Dates of Employment	Dates/Nature of Training

Please attach an autobiographical essay along with this completed application.

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

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

Position	Employer	Dates of Employment	Description of Duties

Please attach an autobiographical essay along with this completed application.

**Part V: Personal Skills/Talents**

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

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Please attach an autobiographical essay along with this completed application.



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

Applicant Name: \_\_\_\_\_

**This Page for Office Use Only**

Academic Department: \_\_\_\_\_

Academic Departmental Evaluation:  Acceptable       Not Acceptable

Equivalent Credits Awarded for:

<u>Course Number</u> (i.e. PSC 101)	<u>Number of Credits</u>
_____	_____
_____	_____
_____	_____
_____	_____

Print Name of Evaluator: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Print Name of Chairperson: \_\_\_\_\_

Signature of Chairperson: \_\_\_\_\_

Date: \_\_\_\_\_

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

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**For Office Use Only**

Courses and Credits processed by: \_\_\_\_\_ Date: \_\_\_\_\_

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**For Office Use Only**

Rec'd By: \_\_\_\_\_

Date: \_\_\_\_\_

Print Form

# APPENDIX 3



Comp  
No.

## EQUIVALENT CREDIT STUDENT MANUAL

### What is equivalent credit?

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

### Criteria for credit to be awarded

You must be able to demonstrate that the knowledge gained relates to a college course or curriculum. This manual is provided to help you determine if you are eligible to receive Equivalent Credit at John Jay College, and to assist you in applying for these credits.

Equivalent Credits are awarded either as specific courses or as blanket (free elective) credits in a department. Equivalent credits, while added to the number of credits completed at the college, bear no grade and will not be calculated in your cumulative grade point average.

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

### Eligibility

1. To be eligible to receive Equivalent Credit, you must be currently enrolled as a matriculated, undergraduate student and have completed 28 credits in residence at John Jay College prior to the official award of Equivalent Credit. (If you have less than 28 credits at the time of application, the Equivalent Credits will be withheld from your transcript until the residency requirement is satisfied.)
2. You must have achieved a cumulative grade point average of 2.00 or better.

3. The total number of Equivalent, External, and/or Qualifying Examination credits may not exceed 30. If you have less than 30 credits in these categories, you may apply for Equivalent Credit. The four credits for military service are included in this total.

### Completing the Application

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

### Description of Employment/Job-Related Background Training

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

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

Documentation should include:

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

Some examples of documentation are:

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

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

**Description of Life Experience/Job-Related Without Formal Training**

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

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

**Description of Personal Skills/Talents/Hobbies**

Examples of documentation include:

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

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

**Description of Autobiographical Essay**

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

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

### Counseling Procedure

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

You should bring with you to this appointment:

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

During this appointment you should be able to:

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

### Evaluation Procedure

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

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

- c. being prepared to submit additional documentation or samples of your work. Again, the faculty evaluator may notify you that additional documentation or work samples are required. You may submit this material directly to the departmental secretary.

#### Notification of Credits Awarded

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

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

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

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

(Revised July, 2004)



# APPENDIX 4

**Credit For Advanced Military Training**

**Code      Agency Name      Agency , Time Period      Discipline      Course #      Credits Special Note (wrapped text) A/P A.C.E.**

**U.S. Dept. of**

**Additional Credit**

152 Army	USA	1/01/11 - Current	PED	001	3 Airborne
152 Army	USA	1/01/11 - Current	CSL	001	1 Warrior Leader Modified
152 Army	USA	1/01/11 - Current	MSC	001	Warrior Leader Modified
152 Army	USA	1/01/11 - Current	MSC	001	2 Warrior Leader
152 Army	USA	1/01/11 - Current	CSL	001	1 Warrior Leader
152 Army	USA	1/01/11 - Current	PSC	205	3 Military Police
152 Army	USA	1/01/11 - Current	FLN	001	2 Human Intelligence Collector
152 Army	USA	1/01/11 - Current	PAD	001	3 Human Resources Specialist
152 Army	USA	1/01/11 - Current	PSC	001	3 Military Police
152 Army	USA	1/01/11 - Current	CSL	001	2 Total Army Training System (TATS)
152 Army	USA	1/01/11 - Current	PAD	001	2 Personnel Admin Specialist
152 Army	USA	1/01/11 - Current	CSC	001	3 Personnel Info Systems Management
152 Army	USA	1/01/11 - Current	CSL	001	2 Warrant Officer Candidate School/Leadership
152 Army	USA	1/01/11 - Current	CSL	001	6 Warrant Officer Candidate School/Leadership
152 Army	USA	1/01/11 - Current	CSC	001	3 Computer Apps
152 Army	USA	1/01/11 - Current	PAD	001	Inventory Management/Control
152 Army	USA	1/01/11 - Current	PAD	001	Principles of Leadership
152 Army	USA	1/01/11 - Current	SPE	001	Cross-Cultural Communication
152 Army	USA	1/01/11 - Current	SOC	001	Area Studies
152 Army	USA	1/01/11 - Current	GOV	001	Political Science
152 Army	USA	1/01/11 - Current	PAD	346	3
152 Army	USA	1/01/11 - Current	PAD	001	4 Transportation Management
152 Army	USA	1/01/11 - Current	CSC	001	3 Basic Computer Applications
152 Army	USA	1/01/11 - Current	PSC	001	2 Traffic/Transportation/Distribution
152 Army	USA	1/01/11 - Current	PAD	001	Supvr/Business Communication
152 Navy	USN	1/01/11 - Current	SES	001	2 Keyboard
152 Navy	USN	1/01/11 - Current	MAT	001	1 Tech Math
152 Navy	USN	1/01/11 - Current	CSC	001	1 Comp Systems/Organization
152 Navy	USN	1/01/11 - Current	SES	001	1 Keyboard 2

152 Navy	USN	1/01/11 - Current	MAT	001	Tech Math 2
152 Navy	USN	1/01/11 - Current	CSC	001	Data Communications
152 Navy	USN	1/01/11 - Current	CSC	001	Database Management
152 Navy	USN	1/01/11 - Current	CSC	001	3 Computer Apps
152 Navy	USN	1/01/11 - Current	ENG	001	3 Tech Writing
152 Marines	USMC	1/01/11 - Current	MSC	001	6 Infantry Rifleman
152 Marines	USMC	1/01/11 - Current	PAD	001	1 Marine Corps Leadership
152 Marines	USMC	1/01/11 - Current	CRJ	001	1 Terrorism Awareness
152 Marines	USMC	1/01/11 - Current	MSC	001	3 Operations Against Guerilla Units
152 Marines	USMC	1/01/11 - Current	ENG	001	1 Basic Grammar & Composition
152 Marines	USMC	1/01/11 - Current	PAD	001	2 Leadership
152 Marines	USMC	1/01/11 - Current	MSC	001	2 Intro To Warfighting

# APPENDIX 5

CODE Agency Name

101 SALES AGENCY

Agency Abi Time Period Discipplr Course Cre Special Note (wrapped text)  
SAMPLE - N 2010 - CHARTER YORK

Year Entry Entry By  
2010 MO

Recruit Training:

102 New York Police Academy Basic Training	NYPD	1/87 - Currer LAW	203	4	
102 New York Police Academy Basic Training	NYPD	1/87 - Currer LAW	204	4	
102 New York Police Academy Basic Training	NYPD	1/87 - Currer PSY	221	4	
102 New York Police Academy Basic Training	NYPD	1/87 - Currer SOC	201	3	
102 New York Police Academy Basic Training	NYPD	1/87 - Currer PSC	101	4	
102 New York Police Academy Basic Training	NYPD	1/87 - Currer PSC	207	4	3 Credits Before 1/95
102 New York Police Academy Basic Training	NYPD	1/87 - Currer PED	103	1	
102 New York Police Academy Basic Training	NYPD	1/87 - Currer PED	001	1	Defense Tactics
102 New York Police Academy Basic Training	NYPD	1/87 - Currer PED	113	1	
102 New York Police Academy Basic Training	NYPD	1/87 - Currer CRJ	001	3	Field Training

Post-Recruit Training:

102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer FIS	303	3	Arson & Explosion/Arson Investigation
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer PSC	001	3	Auto Crime Investigation
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer PSC	201	3	Basic Management Orientation Course/BMOC
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer PSC	301	3	Granted For BMOC if PSC 201 Already Completed
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer PSC	201	3	Middle Mgmt II, PSC 301 if PSC 201 Completed
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer CRJ/PAT	790	3	Executive Development Course
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer PSY/FOI	790	3	No Credit if Credit Awarded On Undergrad Level
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer PSC	001	3	Criminal Investigation/Internal Affairs Course
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer PSC	001	3	Robbery Investigation
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer PSC	001	3	Sex Crimes Investigations
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer PSC	001	3	Homicide Investigation
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer CSL	220	3	Executive Dvlpmnt: Pers Assessment/Ldrshp Styles
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer EDU	001	3	Hostage Negotiator Training
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer EDU	301	3	Instructor Development
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer EDU	001	3	Methods of Instruction
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer PED	001	1	Mounted Unit
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer SEC	210	3	Security Ops/Crime Prevention Theory & Practice
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer PSC	001	3	Specialized Protective Security Training
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer SEC	305	3	Seminar In Security
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer PSC	001	3	White Collar Crime
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer PSC	001	1	Science Of Fingerprint Course
102 New York Police Academy Post-Recruit Training	NYPD	3/88 - Currer PED	001	4	Emergency Medical Technician Course
102 New York Police Academy Post-Recruit Training	NYPD	12/98 - Currer PSC	001	2	High Intensity Drug Trafficking Area (H.I.D.T.A.)

NYPD Non-Police Officer Trainings:

103 New York City Auxiliary Police	NYPD	Current	PSC	001	2	No Additional Credit Granted For This Program
104 NYPD Police Cadet Corps	NYPD	Current	PSC	001	3	
104 NYPD Police Cadet Corps	NYPD	Current	PSC	001	3	
104 NYPD Police Cadet Corps	NYPD	Current	PED	001	1	
105 NYPD Traffic Enforcement Agent	NYPD	Current	PSC	205	3	
105 NYPD Traffic Enforcement Agent	NYPD	Current	PSC	001	3	
106 NYPD School Safety Agent	NYPD	Current	SOC	101	3	
106 NYPD School Safety Agent	NYPD	Current	LAW	202	3	
106 NYPD School Safety Agent	NYPD	Current	PED	177	1	
106 NYPD School Safety Agent	NYPD	Current	PED	145	1	
106 NYPD School Safety Agent	NYPD	Current	LAW	001	1	

106	NYPD School Safety Agent	NYPD	Current	PSC	001 3	
107	NYPD Police Administrative Aide	NYPD	Current	LAW	209 3	
107	NYPD Police Administrative Aide	NYPD	Current	PSC	101 3	
<b>NVC Fire Department Basic (Proby) Training</b>						
108	NVC Fire Academy	FDNY	Current	FIS	101 3	
108	NVC Fire Academy	FDNY	Current	FIS	001 2	
108	NVC Fire Academy	FDNY	Current	PSC	001 3	
108	NVC Fire Academy	FDNY	Current	PED	001 2	
<b>NVC Fire Department Beyond Basic Training</b>						
108	NVC Fire Academy	FDNY	Current	FIS	001 1	Hazardous Material (Hazmat)
108	NVC Fire Academy	FDNY	1/90 - Currer PAD	001 3	001 3	First Line Supervisor's Course
108	NVC Fire Academy	FDNY	1/90 - Currer FIS	001 5	001 5	First Line Supervisor's Course
108	NVC Fire Academy	FDNY	Prior to 1/90 FIS	001 3	001 3	First Line Supervisor's Course
108	NVC Fire Academy	FDNY	1/92 - Currer PSC	207 3	207 3	Battalion Chief's Command Course
108	NVC Fire Academy	FDNY	1/92 - Currer FIS	303 3	303 3	Battalion Chief's Command Course
108	NVC Fire Academy	FDNY	1/92 - Currer FIS	303 3	303 3	Fire Investigation Course
108	NVC Fire Academy	FDNY	1/92 - Currer FIS	001 2	001 2	Fire Investigation Course
108	NVC Fire Academy	FDNY	1/92 - Currer LAW	001 3	001 3	Fire Investigation Course
108	NVC Fire Academy	FDNY	1/92 - Currer PSC	001 3	001 3	Fire Investigation Course
108	NVC Fire Academy	FDNY	1/92 - Currer PSC	207 3	207 3	Fire Investigation Course
108	NVC Fire Academy	FDNY	1/92 - Currer PED	001 1	001 1	Fire Investigation Course
108	NVC Fire Academy	FDNY	1/92 - Currer PAD	001 3	001 3	Fire Investigation Course
<b>FDNY Non-Firefighter Training</b>						
109	NVC Fire Academy	FDNY	8/00 - Currer PED	001 2	001 2	Trainee Orientation Program
109	NVC Fire Academy	FDNY	8/00 - Currer PED	001 3	001 3	Trainee Orientation Program/EMT Refresher
109	NVC Fire Academy	FDNY	11/01 - Currer FIS	101 3	101 3	Fire Safety Cadet Corps/Intro Fire Science
109	NVC Fire Academy	FDNY	11/01 - Currer FIS	001 1	001 1	Fire Safety Cadet Corps/Fire Safety Education
109	NVC Fire Academy	FDNY	11/01 - Currer PED	001 1	001 1	Fire Safety Cadet Corps/Health & Nutrition
109	NVC Fire Academy	FDNY	11/01 - Currer PED	103 1	103 1	Fire Safety Cadet Corps/Physical Fitness Training
<b>NVC Corrections Officer Recruit Training</b>						
110	NVC Corrections Officer Academy	DOCNY	9/95 - Currer CRI	101 3	101 3	
110	NVC Corrections Officer Academy	DOCNY	9/95 - Currer COR	101 3	101 3	
110	NVC Corrections Officer Academy	DOCNY	9/95 - Currer COR	201 3	201 3	
110	NVC Corrections Officer Academy	DOCNY	9/95 - Currer COR	282 3	282 3	
110	NVC Corrections Officer Academy	DOCNY	9/95 - Currer SSC	001 3	001 3	
110	NVC Corrections Officer Academy	DOCNY	9/95 - Currer PED	001 3	001 3	
<b>NVC Corrections Officer Additional Training</b>						
110	NVC Corrections Officer Academy	DOCNY	Current	COR	001 3	Pre-Promotional Training For Captain
110	NVC Corrections Officer Academy	DOCNY	Current	COR	001 3	Pre-Promotional Training For Deputy Warden
<b>NVC Health &amp; Hospitals Corp. Police</b>						
112	NVC Health & Hospitals Corp. Police	HHC	Current	FIS	101 2	
112	NVC Health & Hospitals Corp. Police	HHC	Current	LAW	209 2	
112	NVC Health & Hospitals Corp. Police	HHC	Current	PSC	207 2	
112	NVC Health & Hospitals Corp. Police	HHC	Current	PSC	001 3	
112	NVC Health & Hospitals Corp. Police	HHC	Current	PSC	001 3	Max Additional Credit Granted For Annual Training
<b>NVC Environmental Police Academy</b>						
113	NVC Environmental Police Academy		12/03 - Currer LAW	203 3	203 3	
113	NVC Environmental Police Academy		12/03 - Currer PSC	101 3	101 3	
113	NVC Environmental Police Academy		12/03 - Currer PSC	207 3	207 3	

113 NYC Environmental Police Academy	12/03 - Curre PED	103	1		
113 NYC Environmental Police Academy	12/03 - Curre PED	001	1		
113 NYC Environmental Police Academy	12/03 - Curre PED	113	1		
113 NYC Environmental Police Academy	9/08 - Curre PSC	001	4		
113 NYC Environmental Police Academy	9/08 - Curre LAW	001	4		
114 Nat'l Wildfire Coordinating Group	Current	FIS	101	3	
<b>NYC Department of Sanitation</b>					
115 NYC Department of Sanitation	7/01 - Curre PAD	001	2	Entry Level Program	
115 NYC Department of Sanitation	7/01 - Curre ENW	001	2	Entry Level Program	
115 NYC Department of Sanitation	7/01 - Curre PAD	240	3	Supervisory Training Program	
115 NYC Department of Sanitation	7/01 - Curre PAD	314	3	Supervisory Training Program	
115 NYC Department of Sanitation	7/01 - Curre ENW	001	1	Supervisory Training Program	
115 NYC Department of Sanitation	7/01 - Curre CLT	101	2	Supervisory Training Program	
<b>CUNY Campus Peace Officer</b>					
116 CUNY Campus Peace Officer	CUNY	Current	PSC	001 6	
<b>NYS Corrections Academy</b>					
117 NYS Corrections Academy	NYS-DOCS 12/93 - Curre COR	101	3		
117 NYS Corrections Academy	NYS-DOCS 12/93 - Curre COR	201	3		
117 NYS Corrections Academy	NYS-DOCS 12/93 - Curre COM	001	2		
117 NYS Corrections Academy	NYS-DOCS 12/93 - Curre LAW	001	2		
117 NYS Corrections Academy	NYS-DOCS 12/93 - Curre PED	001	3		
117 NYS Corrections Academy	NYS-DOCS 12/93 - Curre COR	310	3		
<b>Westchester Dept. of Corrections</b>					
118 Westchester Dept. of Corrections	Current	COR	101	3	
118 Westchester Dept. of Corrections	Current	COR	201	3	
118 Westchester Dept. of Corrections	Current	COR	301	3	
118 Westchester Dept. of Corrections	Current	COR	BL	3	
118 Westchester Dept. of Corrections	Current	PED	BL	2	
<b>Westchester County Police Department</b>					
119 Westchester County Police Department	8/01 - Curre CRI	101	3		
119 Westchester County Police Department	8/01 - Curre PSC	201	3		
119 Westchester County Police Department	8/01 - Curre PSC	204	3		
119 Westchester County Police Department	8/01 - Curre PSC	207	3		
119 Westchester County Police Department	8/01 - Curre PSC	001	2	Traffic	
119 Westchester County Police Department	8/01 - Curre PED	168	3		
119 Westchester County Police Department	8/01 - Curre PED	001	3	EMT	
<b>New York State Dept. of Health</b>					
120 New York State Dept. of Health	Current	PED	113	2	
120 New York State Dept. of Health	Current	PED	211	1	
<b>New York State Municipal Police</b>					
121 New York State Municipal Police	Current	PSC	001	3	Basic Peace Officer Without Firearms
121 New York State Municipal Police	Current	PSC	001	5	Basic Peace Officer With Firearms
<b>Nassau County Police Department</b>					
122 Nassau County Police Department	6/85 - Curre CRI	001	3	Supervised Field Study	
122 Nassau County Police Department	6/85 - Curre LAW	204	4		
122 Nassau County Police Department	6/85 - Curre PED	113	2		
122 Nassau County Police Department	6/85 - Curre PED	145	1		
122 Nassau County Police Department	6/85 - Curre PSC	101	4		
122 Nassau County Police Department	6/85 - Curre PSC	202	3		

122	Nassau County Police Department			6/85 - Curren	PSC	207	3
	<b>Suffolk County Police Department</b>						
123	Suffolk County Police Department			Current	PSC	001	6
	<b>Port Authority of NY &amp; NJ Police Department</b>						
124	Port Authority of NY & NJ Police Department	PAPD	Current	LAW	204	3	
124	Port Authority of NY & NJ Police Department	PAPD	Current	PSC	101	3	
124	Port Authority of NY & NJ Police Department	PAPD	Current	PSC	205	3	
124	Port Authority of NY & NJ Police Department	PAPD	Current	PSC	302	3	
124	Port Authority of NY & NJ Police Department	PAPD	Current	PSY	221	3	
124	Port Authority of NY & NJ Police Department	PAPD	Current	PED	001	2	
124	Port Authority of NY & NJ Police Department	PAPD	Current	PSC	201	3	
124	Port Authority of NY & NJ Police Department	PAPD	Current	PSC	207	3	
	<b>Rockland County Police Department</b>						
125	Rockland County Police Department		1/96 -Current	PSC	001	3	
125	Rockland County Police Department		1/96 -Current	PSC	101	3	
125	Rockland County Police Department		1/96 -Current	PSC	205	3	
125	Rockland County Police Department		1/96 -Current	PSC	207	3	
125	Rockland County Police Department		1/96 -Current	LAW	204	3	
125	Rockland County Police Department		1/96 -Current	PED	103	2	
125	Rockland County Police Department		1/96 -Current	PED	113	1	
125	Rockland County Police Department		1/96 -Current	PSC	001	4	
125	Rockland County Police Department		1/96 -Current	SSC	001	3	
	<b>NYS Uniformed Court Officers</b>						
126	NYS Uniformed Court Officers		Current	PSC	001	9	
	<b>New York State Police</b>						
127	New York State Police		Current	GOV	101	3	
127	New York State Police		Current	LAW	209	3	
127	New York State Police		Current	LAW	212	3	
127	New York State Police		Current	PSC	205	3	
127	New York State Police		Current	PSC	207	3	
127	New York State Police		Current	PSC	302	3	
	<b>New York State Office of Emergency Mgmt</b>						
128	New York State Office of Emergency Mgmt	NYS OEM	12/16/2010	FIS	001	2	
	<b>New Jersey State Dept. of Health</b>						
129	New Jersey State Dept. of Health/EMT		Current	PED	113	2	
129	New Jersey State Dept. of Health/EMT		Current	PED	211	1	
	<b>New Jersey Dept. of Law &amp; Public Safety</b>						
130	New Jersey Dept. of Law & Public Safety		Current	PSC	101	3	
130	New Jersey Dept. of Law & Public Safety		Current	PSC	001	3	
	<b>Essex County Police Academy</b>						
131	Essex County Police Academy		Current	PSC	101	3	
131	Essex County Police Academy		Current	PSC	001	3	
	<b>Morris County Fire Fighters/Police Academy</b>						
132	Morris County Fire Fighters/Police Academy		Current	PSC	101	3	
132	Morris County Fire Fighters/Police Academy		Current	PSC	001	3	
	<b>New Jersey State Police</b>						
133	New Jersey State Police		Current	PSC	101	3	
133	New Jersey State Police		Current	PSC	001	3	
	<b>New Jersey Police Training Commission</b>						



134	New Jersey Police Training Commission	Current	PSC	101	3
134	New Jersey Police Training Commission	Current	PSC	001	3
<b>Bergen County Police Department</b>					
135	Bergen County Police Academy	8/01 - Curre	CRJ	101	3
135	Bergen County Police Academy	8/01 - Curre	PSC	202	3
135	Bergen County Police Academy	8/01 - Curre	PSC	207	3
135	Bergen County Police Academy	8/01 - Curre	PED	001	2
135	Bergen County Police Academy	8/01 - Curre	LAW	001	3
135	Bergen County Police Academy	8/01 - Curre	LAW	212	3
135	Bergen County Police Academy	8/01 - Curre	PED	001	3
<b>Bergen County Fire Department</b>					
136	Bergen County Fire Department	Current	FIS	101	3
136	Bergen County Fire Department	Current	FIS	001	3
<b>New Jersey Department of Corrections</b>					
137	County Correction Officer Basic Training	Current	COR	101	3
137	County Correction Officer Basic Training	Current	COR	201	3
137	County Correction Officer Basic Training	Current	COR	001	2
137	County Correction Officer Basic Training	Current	PED	113	2
<b>Newark, NJ Police Department</b>					
138	Newark Police Academy	7/01 - Curre	CRJ	101	3
138	Newark Police Academy	7/01 - Curre	COR	201	3
138	Newark Police Academy	7/01 - Curre	PSC	202	3
138	Newark Police Academy	7/01 - Curre	PSC	001	3
138	Newark Police Academy	7/01 - Curre	PSC	204	3
138	Newark Police Academy	7/01 - Curre	PSC	207	3
138	Newark Police Academy	7/01 - Curre	PED	001	3
138	Newark Police Academy	7/01 - Curre	PED	103	3
138	Newark Police Academy	7/01 - Curre	LAW	202	3
138	Newark Police Academy	7/01 - Curre	LAW	203	3
<b>Passaic County, NJ/Paterson, NJ Police Academy</b>					
139	Passaic County, NJ/Paterson, NJ Police Academy	12/03 - Curre	PSC	201	3
139	Passaic County, NJ/Paterson, NJ Police Academy	12/03 - Curre	PSC	202	3
139	Passaic County, NJ/Paterson, NJ Police Academy	12/03 - Curre	PSC	207	3
139	Passaic County, NJ/Paterson, NJ Police Academy	12/03 - Curre	LAW	001	3
139	Passaic County, NJ/Paterson, NJ Police Academy	12/03 - Curre	SOC	221	3
139	Passaic County, NJ/Paterson, NJ Police Academy	12/03 - Curre	PED	001	1
139	Passaic County, NJ/Paterson, NJ Police Academy	12/03 - Curre	PED	001	6
<b>University of Massachusetts Continuing Educ.</b>					
140	Seasonal Law Enforcement Training Program	Current	PSC	101	3
140	Seasonal Law Enforcement Training Program	Current	PSC	001	3
<b>Oakland, FL/Miramar City, FL Police Department</b>					
141	Oakland, FL/Miramar City, FL Police Department	12/01 - Curre	PED	113	1
141	Oakland, FL/Miramar City, FL Police Department	12/01 - Curre	PED	001	1
141	Oakland, FL/Miramar City, FL Police Department	12/01 - Curre	PED	177	1
141	Oakland, FL/Miramar City, FL Police Department	12/01 - Curre	PSC	202	3
141	Oakland, FL/Miramar City, FL Police Department	12/01 - Curre	PSC	204	3
141	Oakland, FL/Miramar City, FL Police Department	12/01 - Curre	PSC	205	3
141	Oakland, FL/Miramar City, FL Police Department	12/01 - Curre	PSC	207	3
141	Oakland, FL/Miramar City, FL Police Department	12/01 - Curre	LAW	001	2

141 Oakland, FL/Miramar City, FL Police Department 12/01 - Curre LAW 001 2 Legal II  
 141 Oakland, FL/Miramar City, FL Police Department 12/01 - Curre LAW 001 2 Legal III  
 141 Oakland, FL/Miramar City, FL Police Department 12/01 - Curre ETH 001 3 Human Diversity

**U.S. Department of Homeland Security**

**U.S. Customs and Border Protection**  
 142 Border Patrol Academy CBP 3/03 - Curre PSC 101 3  
 142 Border Patrol Academy CBP 3/03 - Curre LAW 001 3  
 142 Border Patrol Academy CBP 3/03 - Curre SPA 101 3  
 142 Border Patrol Academy CBP 3/03 - Curre SPA 102 3  
 142 Border Patrol Academy CBP 3/03 - Curre SPA 102 3  
 142 Border Patrol Academy CBP 3/03 - Curre PED 001 1 A/P Transcript

**U.S. Immigration and Customs Enforcement**

143 U.S. Immigration and Customs Enforcement ICE 3/03 - Curre PSC 101 3  
 143 U.S. Immigration and Customs Enforcement ICE 3/03 - Curre PSC 001 3 Basic Training  
 143 U.S. Immigration and Customs Enforcement ICE 3/03 - Curre PSC 001 3 Detention Officer Training

**Federal Emergency Management Agency**

**Federal Emergency Management Agency**

FEMA 11/10 - Curre FIS 001 1 - 8 Credits With A.C.E. recommendation

**Frederick Community College**

144 FEMA Online Course FEM 113 FEMA 11/10 - Curre FIS 001 1 Comprehensive Emergency Management  
 144 FEMA Online Course FEM 119 FEMA 11/10 - Curre FIS 001 1 Volunteer Agencies in Emergency Management  
 144 FEMA Online Course FEM 133 FEMA 11/10 - Curre FIS 001 1 Decision Making & Problem Solv  
 144 FEMA Online Course FEM 134 FEMA 11/10 - Curre FIS 001 1 Effective Communication  
 144 FEMA Online Course FEM 135 FEMA 11/10 - Curre FIS 001 1 Developing/Managing Volunteers  
 144 FEMA Online Course FEM 157 FEMA 11/10 - Curre FIS 001 1 Hazard Mitigation  
 144 FEMA Online Course FEM 107 FEMA 11/10 - Curre FIS 001 1 HAZMAT Medical Personnel IS346  
 144 FEMA Online Course FEM 108 FEMA 11/10 - Curre FIS 001 1 Citizen's Disaster Assistant IS7  
 144 FEMA Online Course FEM 109 FEMA 11/10 - Curre FIS 001 1 Animals in Disaster/Mod A: IS010  
 144 FEMA Online Course FEM 115 FEMA 11/10 - Curre FIS 001 1 Radiological Emergency Management IS 513  
 144 FEMA Online Course FEM 128 FEMA 11/10 - Curre FIS 001 1 Disaster Management IS 208  
 144 FEMA Online Course FEM 131 FEMA 11/10 - Curre FIS 001 1 Principles Emerg Mgmt IS 230  
 144 FEMA Online Course FEM 138 FEMA 11/10 - Curre FIS 001 1 Livestock In Disasters IS 111  
 144 FEMA Online Course FEM 140 FEMA 11/10 - Curre FIS 001 1 Emergency Planning IS 235  
 144 FEMA Online Course FEM 141 FEMA 11/10 - Curre FIS 001 1 Exercise Design IS 139  
 144 FEMA Online Course FEM 102 FEMA 11/10 - Curre FIS 001 1 Radiological Emergency Response  
 144 FEMA Online Course FEM 116 FEMA 11/10 - Curre FIS 001 1 Intro To HAZMAT  
 144 FEMA Online Course FEM 150 FEMA 11/10 - Curre FIS 001 1 Incident Command System (ICS)  
 144 FEMA Online Course FEM 141 FEMA 11/10 - Curre FIS 001 1 Disaster Exercise  
 144 FEMA Online Course FEM 141 FEMA 11/10 - Curre FIS 001 1 Intro Leadership & Influence  
 144 FEMA Online Course FEM 132 FEMA 11/10 - Curre FIS 001 1 Protect Home/Small Business From Disaster  
 144 FEMA Online Course FEM 158 FEMA 11/10 - Curre FIS 001 1 Community Disaster Exercise  
 144 FEMA Online Course FEM 158 FEMA 11/10 - Curre FIS 001 1 HAZMAT Preparedness  
 144 FEMA Online Course FEM 158 FEMA 11/10 - Curre FIS 001 1 Emergency Operations Center (EOC)

**Non-Homeland Security Agencies**

**U.S. Department of Justice**

DOJ Current COR 001 6 Introduction to Correctional Techniques

**145 Federal Bureau of Prisons**

**U.S. Drug Enforcement Administration (DOJ)**

**146 Drug Enforcement Administration**

DEA Current PSC 001 3

**U.S. Marshall's Service (DOJ)**

**147 U.S. Marshall's Service Training Academy**

Current PSC 101 3

147 U.S. Marshall's Service Training Academy	Current	PSC	207	3			
147 U.S. Marshall's Service Training Academy	Current	PSC	001	3	State and Local Fugitive Investigator's Course		
<b>Federal Bureau of Investigation (DOJ)</b>							
148 Federal Bureau of Investigation		FBI	4/03 - Curren	PSC	001	3	Youth Leadership Program
<b>U.S. Department of the Treasury</b>							
149 Federal Law Enforcement Training Center	FLETC	Current	PSC	101	3		
149 Federal Law Enforcement Training Center	FLETC	Current	PSC	001	3		
149 Federal Law Enforcement Training Center	FLETC	Current	PSC	390	3		
<b>Office of Personnel Management</b>							
150 Office of Personnel Management	OPM	Current	MAT	260	3		
<b>U.S. Postal Inspection Service</b>							
151 U.S. Postal Inspection Service	USPIS	Current	SEC	101	3	Or PSC 101	
151 U.S. Postal Inspection Service	USPIS	Current	PSC	101	3	Or SEC 101	
<b>U.S. Department of Defense (Military Credit)</b>							
152 Army/Navy/Air Force/Marines/Coast Guard	USA/USN/U	Current	MSC	001	3	1 Year Active Duty Required-As Shown on DD-214	
152 Army/Navy/Air Force/Marines/Coast Guard	USA/USN/U	Current	PED	001	1	1 Year Active Duty Required-As Shown on DD-214	
152 Reserved Officers Training Courses	ROTC	Current	MSC	001	3	With Letter From Cmdr or College Transcript	
152 Reserved Officers Training Courses	ROTC	Current	PED	001	1	With Letter From Cmdr or College Transcript	
<b>U.S. Dept. of Defense (Military Credit Revised)</b>							
152 Army	USA	As of 1/1/11	MSC	001	2	A/P A.C.E. Transcript	
152 Army	USA	As of 1/1/11	PED	001	2	Physical Conditioning (A/P A.C.E. Transcript)	
152 Army	USA	As of 1/1/11	PED	001	1	Marksmanship (A/P A.C.E. Transcript)	
152 Army	USA	As of 1/1/11	PED	001	1	First Aid (A/P A.C.E. Transcript)	
152 Marines	USMC	As of 1/1/11	MSC	001	1	Orienteering/Adventure (A/P A.C.E. Transcript)	
152 Marines	USMC	As of 1/1/11	MSC	001	2	Basic Military Science (A/P A.C.E. Transcript)	
152 Marines	USMC	As of 1/1/11	MSC	001	3	Land Navigation/Tactical Ops (A/P A.C.E. Transcript)	
152 Marines	USMC	As of 1/1/11	PED	001	2	Basic Martial Arts (A/P A.C.E. Transcript)	
152 Navy	USN	As of 1/1/11	PED	001	1	Personal Fitness/Conditioning (A/P A.C.E. Transcript)	
152 Navy	USN	As of 1/1/11	PED	001	1	Personal Community Health (A/P A.C.E. Transcript)	
152 Navy	USN	As of 1/1/11	PED	001	1	First Aid/Safety (A/P A.C.E. Transcript)	
<b>John Jay College Contract Courses</b>							
153 Emergency Psychology Technician Training Prog		Current	SOC	001	3		
154 NYPD Sergeant/Lieutenant Prep Course		1988 -	PSC	001	3		
155 Advanced Course In Public Communication		1988 -	SPE	313	3		
156 John Jay College Security Management Institute		Current	SEC	001	3		
157 H.I.D.T.A. *	H.I.D.T.A.*	Current	PSC	001	2	*High Intensity Drug Trafficking Area	
<b>Testing Programs</b>							
158 Advanced Placement Exams	AP	Current				3 - 30 Credits with Score of 3, 4, or 5	
159 International Baccalaureate Organization	IBO	1/06 - Current				3 - 30 Credits with Score of 3, 4, or 5	
160 College Level Examination Program	CLEP	Current				3 - 30 Credits with Score of 50 or Higher On Subject Exams Only, Students Taking CLEP Foreign Language Exams Must Also Take Foreign Language Dept. Essay Exam To Receive Credit	
161 N.Y.U. Language School		Current	FLN	001	12	12 or 16 credits as stated on NYU letter	
<b>American Red Cross</b>							
162 First Aid & Personal Safety		Current	PED	113	3		
162 First Aid & Personal Safety		Current	PED	211	1		
162 Adv Life Saving & Water Safety		Current	PED	211	1		

**Equivalent Credit/Life Experience**  
163 Equivalent Credit/Life Experience

Current

1 - 30 Credits With Application Signed By Dept Chair  
And Payment of Fee As Stated on Application

**National Police Force of Haiti**  
164 National Police Force of Haiti  
164 National Police Force of Haiti  
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LAW

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001 3  
101 3  
204 3  
202 3

Code of Conduct & Ethics