

REPORT ON LIBERAL ARTS MAJORS  
AT JOHN JAY COLLEGE OF CRIMINAL  
JUSTICE

BY  
THE PRESIDENT'S ADVISORY  
COMMITTEE ON CRITICAL CHOICES

January 2006

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## Table of Contents

I.	Introduction.....	1
II.	Baccalaureate Degree Majors at John Jay .....	3
III.	Baccalaureate Degree Minors at John Jay.....	6
IV.	General Education Requirements at John Jay.....	8
V.	The Supply and Demand of Developing a New Liberal Arts Major .....	9
	A. Student Interest.....	9
	B. Faculty Interest .....	14
	C. Departmental Proposals.....	14
VI.	Liberal Arts Majors in Other Institutions with Distinctive Professional Missions.....	15
VII.	Developing New Majors at John Jay .....	16
VIII.	Options and Alternatives.....	18

## Table of Figures

Figure 1. Distribution of Enrollment in Baccalaureate Degree Majors, 2005 .....	4
Figure 2. Enrollment in Baccalaureate Degree Majors, 2005.....	4
Figure 3. Distribution of Majors of Graduating Students, Spring 2004 .....	5
Figure 4. Growth in Baccalaureate Degree Majors as Percent of Baccalaureates, 2000- 2005 .....	6
Figure 5. Baccalaureate Degree Minors, Spring 2005 .....	7
Figure 6. Baccalaureate Degree Minors, Spring 2005 .....	7
Figure 7. Numbers of Baccalaureate Degree Minors, Spring 2005 .....	8
Figure 8. Degrees Earned by John Jay Students who Transfer to Other CUNY Colleges: Entering Class of 1999: 6-Year Outcomes.....	11
Figure 9. Majors Earned by John Jay Students who Transfer to Other CUNY Colleges: Entering Class of 1999: 6-Year Outcomes .....	11
Figure 10. Employment Sector of Class of 2000 graduates, 2002 and 2005.....	13
Figure 11. Major-related Employment, Class of 2000 Graduates, 2005 .....	13

## I. Introduction

From its inception, John Jay has intensely debated how best to balance its professional and liberal arts missions. Many members of the John Jay community believe that the College's criminal justice mandate defines the institution. They assert that requiring a nexus between program offerings and the College's distinct mission strengthens the institution, provides students with necessary skills and enhances its reputation amongst scholars and practitioners in the field of criminal justice. Other community members believe that expanding the role of liberal arts at the College advances John Jay's academic standing, increases student and faculty recruitment and retention, and better prepares students for long-term professional success.

The standard definition of "liberal arts" is an educational program designed to foster analytic skills, critical thinking, problem solving and communication. It is a course of study in which the student learns to think, marshal evidence, and weigh the merits of differing points of view. A liberal arts education cultivates intellectual dexterity rather than specialized occupational or professional skills.

One of John Jay's founding educational goals embodied a new concept in higher education: integrating criminal justice education and the liberal arts. More than 40 years later, the College's mission statement reaffirms the institution's commitment to the prominent role of liberal arts in the education of its students:

John Jay College of Criminal Justice of the City University of New York is a liberal arts college dedicated to education, research, and service in the fields of criminal justice, fire science, and related fields of public safety and service. It strives to endow students with the skills of critical thinking and effective communication; the perspective and moral judgment that result from liberal studies; [and] the capacity for personal and social growth and creative problem solving that results from the ability to acquire and evaluate information ....<sup>1</sup>

Central to the discussion of liberal arts at John Jay are fundamental questions: What does it mean for a college to represent itself as a liberal arts institution? How do we best prepare students for an evolving job market in which even entry-level positions require higher-level skills, especially the skills of analytical thinking, problem solving, communication, computation, and working in teams? John Jay has answered that question differently throughout its history.

- Between 1965 and 1968, all majors offered at John Jay were related to the College's criminal justice mission: Police Science, Criminal Justice, Forensic Science, and Behavioral Science. Although no disciplinary liberal arts majors

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<sup>1</sup> 2005-2006 John Jay College Undergraduate Bulletin, p.1

February 7, 2006

were offered, the College required that baccalaureate students take fifteen classes in the liberal arts, sciences and humanities.<sup>2</sup>

- Beginning in 1969, a broader range of majors was instituted including: American Studies, Arts and Languages, and History. Expanding the scope of majors was controversial, but it solidified John Jay's vision that practitioners in the field of criminal justice should also have curricular options that increased their capacity to learn, reason and communicate with proficiency.<sup>3</sup>
- With the advent of Open Admissions in fall 1970, the College experienced tremendous growth and a change in its student population. From 1970 to 1973, undergraduate enrollment increased from approximately 4,400 to 8,600 students. In addition, the overwhelming majority of students were no longer police officers and law enforcement professionals.<sup>4</sup> This unprecedented growth led to the expansion of liberal arts at the College including the introduction of majors such as Black Studies, Chemistry, Economics, English, Mathematics, Psychology, and Puerto Rican Studies.<sup>5</sup>
- In the midst of New York City's fiscal crisis, CUNY's Chancellor "recommended that John Jay, Richmond and Hostos be closed." Four months later, after an active, well-organized and broadly based public relations campaign, the Board of Higher Education voted to preserve John Jay. In exchange, however, the College was forced to narrow the scope of its degree offerings. Specifically, the April 5, 1976 Board resolution stipulated:

Resolved: That programs in criminal justice and related fields now offered by John Jay College of Criminal Justice be continued and majors in liberal arts and sciences be eliminated.

- By 1977, thirteen majors were discontinued including: American Studies, History, English, Psychology, Sociology and Chemistry. Only eight remained: Corrections Administration, Criminal Justice, Criminal Justice Administration, Deviant Behavior, Forensic Science, Fire Science Administration, Government and Public Administration and Police Science.<sup>6</sup>
- Between 1977 and 2005, undergraduate enrollment grew to 12,436 students. Accordingly, academic offerings also expanded. John Jay now offers nineteen majors, all related to criminal justice and interconnected fields. The College also has strong liberal arts departments in subjects such as Art, Music, and Philosophy,

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<sup>2</sup> Markowitz, Gerald. *Educating for Justice: A Brief History of John Jay College*. (New York: The John Jay Press, 1990), p. 47

<sup>3</sup> Markowitz, pp. 26-29, 47; 1967-1968 John Jay College of Criminal Justice Undergraduate Bulletin

<sup>4</sup> Markowitz, p. 39

<sup>5</sup> 1970-1971 John Jay College of Criminal Justice Undergraduate Bulletin; 1975-1976 John Jay College of Criminal Justice Undergraduate Bulletin

<sup>6</sup> Markowitz, p. 83; 1977-1979 John Jay College of Criminal Justice Undergraduate Bulletin

February 7, 2006

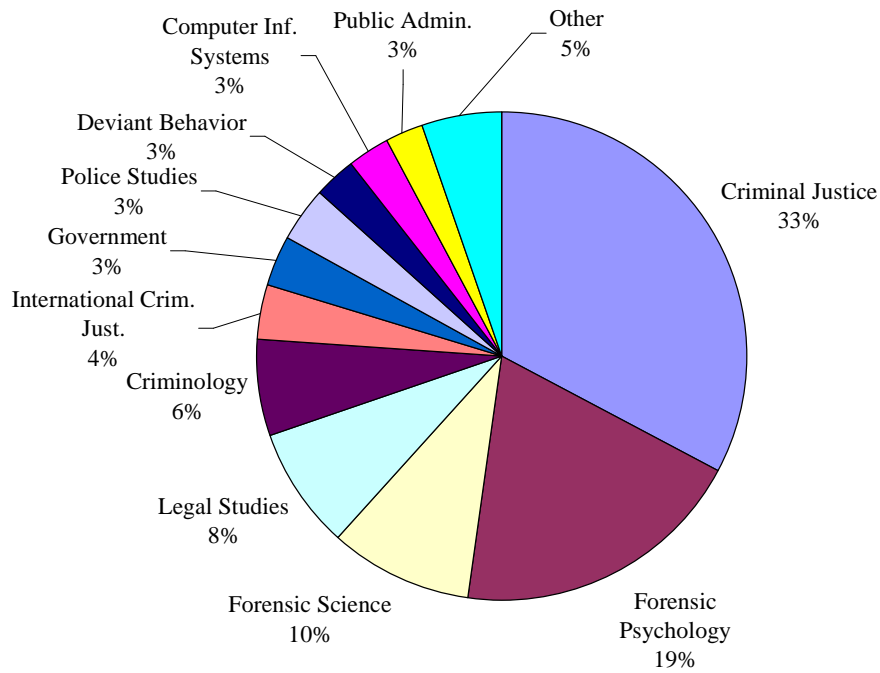
African-American Studies, English, Foreign Languages, History, and Puerto Rican/Latin American Studies. In addition, the College offers Justice Studies, an interdisciplinary major strongly rooted in the liberal arts and humanities. In compliance with the 1976 Board resolution, however, John Jay does not offer its students degrees in liberal arts disciplines not closely related to criminal justice.

As part of the 2003-2004 John Jay presidential search process, Chancellor Matthew Goldstein acknowledged strong faculty interest in offering liberal arts majors at CUNY's flagship criminal justice college and made a commitment to revisit the 1976 Board resolution. President Travis is following through on that commitment by engaging in a community-wide discussion on whether to expand liberal arts majors at John Jay. President Travis has asked the President's Advisory Committee on Critical Choices (PACCC) to produce this document to inform that discussion.

## **II. Baccalaureate Degree Majors at John Jay**

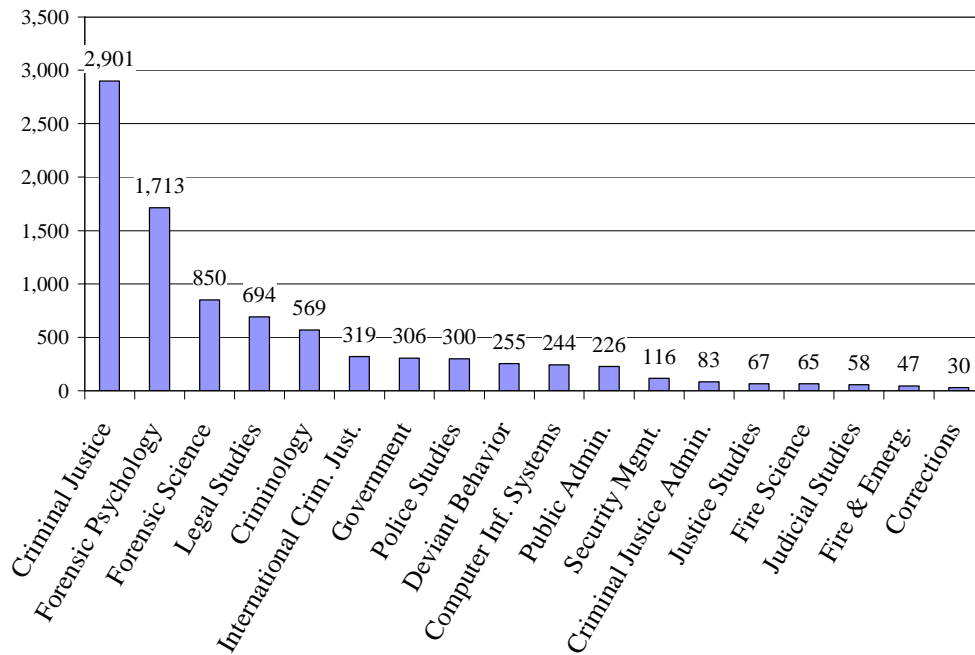
According to data gathered by the College, 62% of students enrolled at John Jay in fall 2004 were clustered in three of the nineteen baccalaureate majors offered by the College. As illustrated in figure 1, 33% of John Jay students were Criminal Justice majors in the bachelor of arts and bachelor of science programs; 19% were Forensic Psychology majors; and 10% were Forensic Science majors. Legal Studies and Criminology accounted for an additional 14% of enrollment. Between 3% and 4% of students were enrolled in each of the following baccalaureate majors: International Criminal Justice, Government, Police Science, Deviant Behavior, Computer Information Systems, and Public Administration. Seven majors at John Jay— Security Management, Criminal Justice Administration, Justice Studies, Fire Science, Judicial Studies, Fire and Emergency Service, and Corrections—made up approximately 5% of undergraduate baccalaureate majors.

Figure 1. Distribution of Enrollment in Baccalaureate Degree Majors, 2005



Source: CUNY IRDB

Figure 2. Enrollment in Baccalaureate Degree Majors, 2005



Source: CUNY IRDB

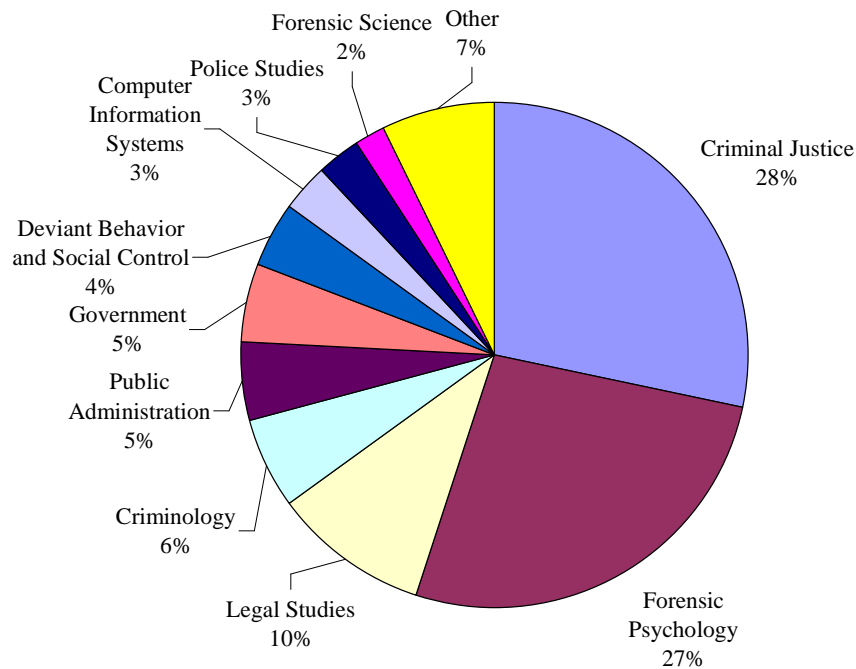


As illustrated in figure 3, the percentage of students enrolled in majors can differ from the percentage of students graduating with a degree in those areas. For example, while 10 percent of students were enrolled in Forensic Science in 2005, only 2% of students who graduated in 2004 earned a degree in that field. In contrast, 19% of students were enrolled in Forensic Psychology in 2005, while 27% of the class of 2004 graduated with that degree.

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Figure 3. Distribution of Majors of Graduating Students, Spring 2004

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Source: Fall 2004 Fact Book, Table 25, Page 37

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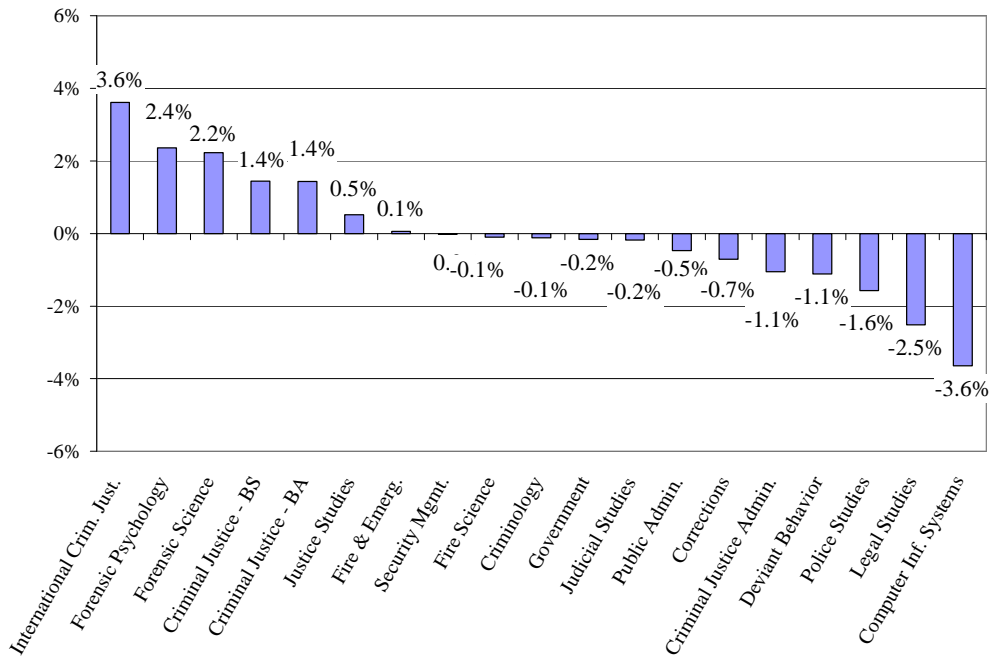
Figure 4 shows that between 2000 and 2005, enrollment growth amongst majors varied. One of the College's newest majors – International Criminal Justice (“ICJ”), established in 2000, and first offered in 2001 – has shown especially strong growth over the past five years. Enrollment increased almost 17 times from 19 students in fall 2001 to 319 in fall 2005. ICJ majors constituted 3.6% of baccalaureate students in fall 2005.

Between 2000 and 2005, four other majors all saw growth of over 1 percentage point. Forensic Psychology grew from 17.0% to 19.4% of baccalaureate students, a growth of 2.4 percentage points. Forensic Science grew by 2.2 percentage points, Criminal Justice – BS by 1.4 percentage points, and Criminal Justice – BA also by 1.4 percentage points. Another new major – Justice Studies – grew by 0.5 percentage points, more than tripling from 18 students in fall 2000 to 67 students in fall 2005.

During this same time period, enrollment in a number of majors remained relatively stable as a percentage of the baccalaureate population. These include: Fire and Emergency Service (0.1 percentage points); Security Management (0.0 percentage points); Fire Science (-0.1 percentage points); Criminology (-0.1 percentage points); Government (-0.2 percentage points); and Judicial Studies (-0.2% percentage points).

Seven majors experienced significant decreases in the percent of baccalaureate students enrolled in their programs. These include Public Administration (-0.5% percentage points); Corrections (-0.7% percentage points); Criminal Justice Administration and Planning (-1.1% percentage points); Deviant Behavior (-1.1 percentage points); and Police Studies (-1.6% percentage points). Legal Studies decreased by 2.5 percentage points. Computer Information Systems experienced the largest decrease of 3.6 percentage points, to 2.8% of the baccalaureate population.

Figure 4. Growth in Baccalaureate Degree Majors as Percent of Baccalaureates, 2000-2005



Source: CUNY IRDB

### III. Baccalaureate Degree Minors at John Jay

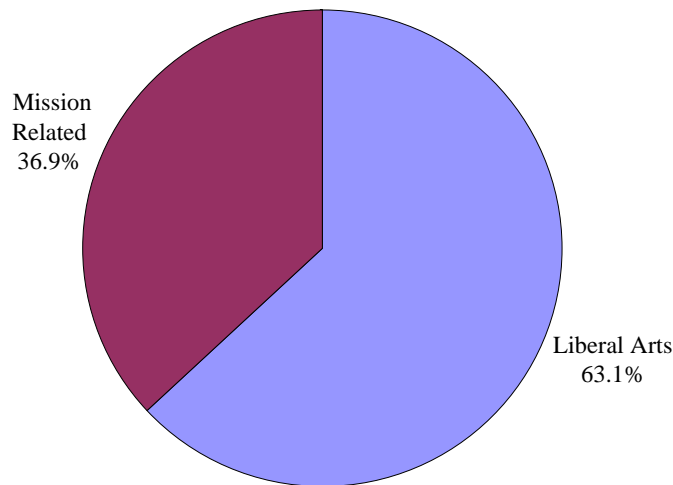
Students at John Jay can also pursue a minor concentration in one of 29 areas of study. A minor requires that students earn 18 credits in a specialized field under the guidance of an academic department or program. In spring 2005, 241 students were enrolled in a minor, representing about 2% of all undergraduate students at the College.<sup>7</sup> Of those with declared minors, 63.1% were in the liberal arts, and 36.9% were in mission-related fields (See figure 5).

<sup>7</sup> The process employed by the Registrar's Office does not encourage an early declaration of a minor. Consequently, the majority of those declaring minors are upperclassmen.

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Figure 5. Baccalaureate Degree Minors, Spring 2005

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Source: John Jay SIMS Database

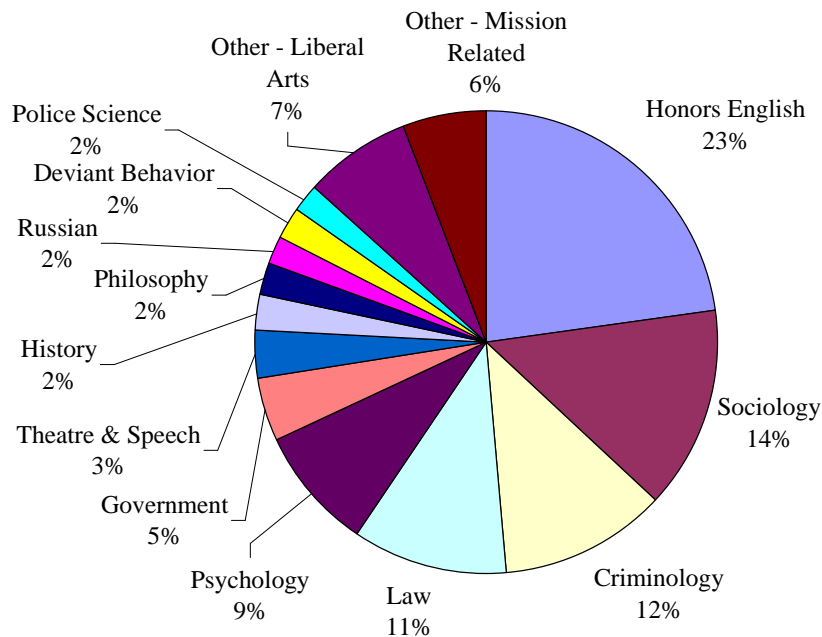
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As illustrated in figures 6 and 7, Honors English was the most popular minor with 55 students (23%). Thirty-four students were enrolled in a minor in Sociology (14%), 28 in Criminology (12%), 26 in Law (11%), 21 in Psychology (9%), 11 in Government (5%), 8 in Theater and Speech (3%) and 6 in History (2%). Minors in Philosophy, Russian, Deviant Behavior and Police Science had 5 students each (2%). All other minor programs enrolled four students or less.

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Figure 6. Baccalaureate Degree Minors, Spring 2005

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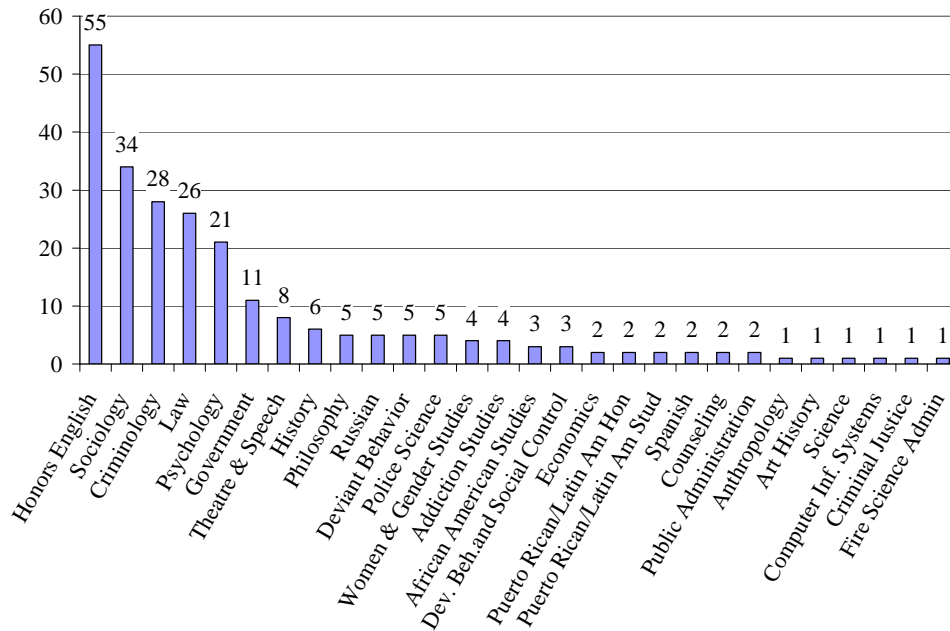


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Source: John Jay SIMS database

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Figure 7. Numbers of Baccalaureate Degree Minors, Spring 2005



Source: John Jay SIMS database

#### IV. General Education Requirements at John Jay

John Jay is identified in its mission statement as a liberal arts institution, meaning that the core course requirements are liberal arts based. Most John Jay students are introduced to liberal arts disciplines through the general education courses they are required to take. Section 8 of the 2005-2006 Undergraduate Bulletin sets out the goal of this curricular structure:

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

To earn a baccalaureate degree, John Jay students must complete 120 credits. Approximately 57 of those credits must be earned within the general education

February 7, 2006

requirements.<sup>8</sup> A typical John Jay student may satisfy these requirements by taking: 15 credits in English, Speech and Math; 15 credits in History, Literature and Philosophy; 6 credits in Foreign Languages; 3 credits in Ethnic Studies; 3 credits in Art, Music or Drama; 6 credits in Anthropology, Government, Sociology, Economics or Psychology; 4 credits in Natural Science; and 4 credits in either Biology, Chemistry, Environmental Science, Forensic Science or Physics.<sup>9</sup> Ideally, students would take their general education requirements early in their college careers to develop a strong foundation for further learning and understanding. However, students are permitted to take the general education requirements as late as their last semester at the College.

The College is currently engaging in a comprehensive review of the scope and aims of general education requirements. According to supporters of this curricular framework, these required courses set the foundation for the knowledge base needed to inform the study of criminal justice and related fields in a complex, global society. For example, history and ethnic studies can be relevant to the practitioner's understanding of multiculturalism, international interests, and diversity; philosophy can assist in the development of problem-solving skills; a second language can facilitate communication; and English can advance critical thinking and writing proficiency.

John Jay College requires more general education credits than many other CUNY colleges. For example, Hunter College students, and non-science students at City College, can satisfy their general education requirements by taking approximately 37 credits. However, Baruch and the College of Staten Island require approximately 59 credits.

## **V. The Supply and Demand of Developing a New Liberal Arts Major**

### ***A. Student Interest***

Although student enrollment, retention and educational development are intimately related to the College's course offerings, data limitations make student demand for liberal arts majors very difficult to gauge. The following information, however, might provide some insight into student interest in the liberal arts.

- Minors selected by students are one indicator of interest in the liberal arts. As discussed in detail above, 63% of the 241 John Jay students who enrolled in a

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<sup>8</sup> 2005-2007 John Jay College of Criminal Justice Undergraduate Bulletin, p. 59-60; Students may be able to waive some requirements because of courses previously taken or through testing. Qualifying students could complete John Jay's general education requirements in as few as 37 credits.

<sup>9</sup> John Jay students have the option of completing the College's general education requirements through the Interdisciplinary Studies Program. In this program, students enroll in a theme which is examined through a group of related courses. In spring 2006, there were 596 registrants in this program. Students enrolled in more than one Interdisciplinary Studies course are counted for each course in which they are registered.

minor in fall 2004 chose a liberal arts discipline. English Honors had the most significant demand. Minors, however, are ad hoc programs that are not well advertised or pursued by many students. In addition, it is difficult to ascertain the total number of students working toward minors because most declare minors just before graduation, when it is required by the Registrar for preparation of the final transcript.<sup>10</sup>

- Another indicator is the student who leaves John Jay in pursuit of another field of study. In 2004, the John Jay Office of Institutional Research (“OIR”) conducted a survey of students in good academic standing who had been enrolled in spring 2004, but did not graduate and did not enroll in fall 2004. Approximately 22% of the 207 students who responded to the survey (46 students) transferred or planned to transfer from the College. Among this group, the most frequently cited reason for not returning to the College was that: “John Jay’s majors were not relevant to my career goals” (41% or 19 students).<sup>11</sup>
- CUNY’s Office of Institutional Research tracks all CUNY students as they pursue degrees throughout the University. Of the 957 students who entered John Jay as first-time baccalaureate freshmen in fall 1999, a total of 27 had earned baccalaureate degrees at another CUNY college by fall 2005. Of these, only 13 earned degrees in liberal arts fields. The other 14 earned degrees were in business and communication-related areas. During the same time period, another 8 students who entered John Jay as first-time baccalaureate freshmen in fall 1999 graduated with associate degrees from other CUNY colleges. Only 2 of these students earned associate degrees in liberal arts.<sup>12</sup> It is unknown how many former John Jay students enroll in, but do not graduate from, another CUNY campus, or who enroll in non-CUNY colleges, and what course of study they pursue.

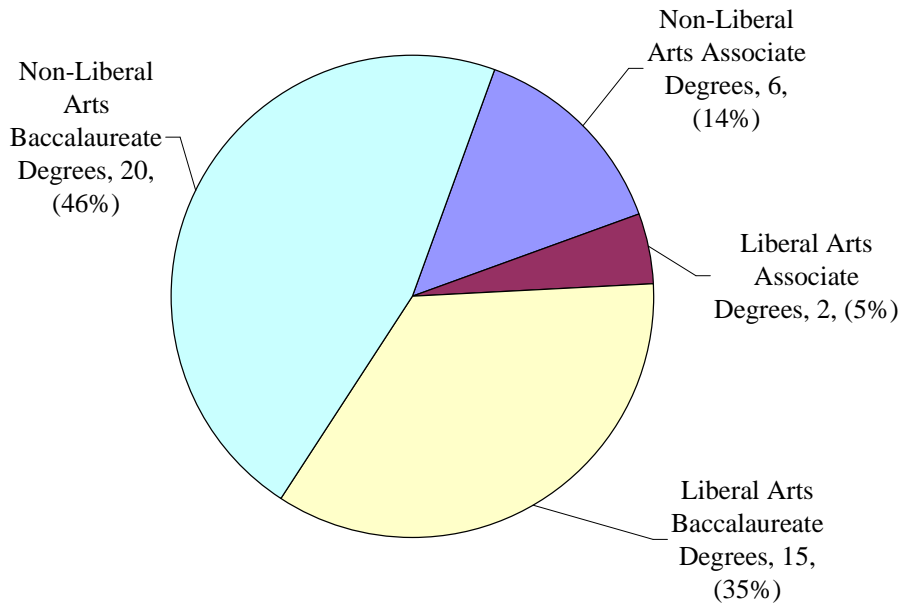
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<sup>10</sup> In fall 2004, 11 students were enrolled in the CUNY BA program. This is an alternative university-wide program that permits academically strong students to develop their own area of concentration. The 11 John Jay students participating in this program are matriculated at the College, but are free to pursue an independent concentration of studies and take courses at any other CUNY college. Data is not available on the course of study pursued by these John Jay students.

<sup>11</sup> Office of Institutional Research. 2005. “Reasons Spring 2004 Undergraduate Students Did Not Return to the College in Fall 2004.” The survey’s response rate was low – about 15%.

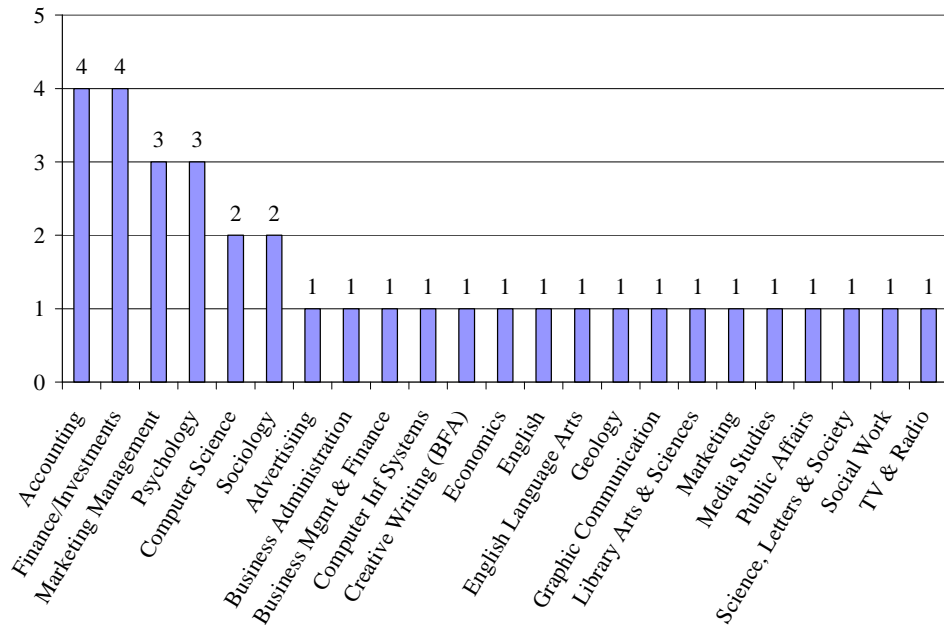
<sup>12</sup> CUNY IRDB

Figure 8. Degrees Earned by John Jay Students who Transfer to Other CUNY Colleges: Entering Class of 1999: 6-Year Outcomes



Source: CUNY IRDB

Figure 9. Majors Earned by John Jay Students who Transfer to Other CUNY Colleges: Entering Class of 1999: 6-Year Outcomes



Source: CUNY IRDB

February 7, 2006

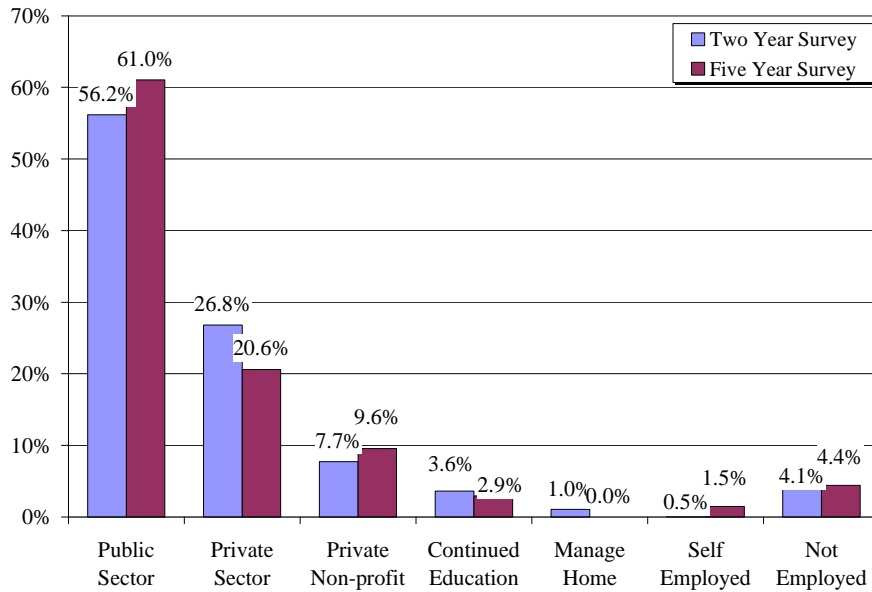
- Approximately 29% of entering John Jay freshmen express an interest in pursuing law as a career. According to ABA guidelines, the best preparation for law school is afforded by liberal arts majors that put a premium on the development of analytic writing and thinking and critical reading skills. In considering liberal arts majors, the College must take into account the need to provide pre-law students with consistently challenging undergraduate programs that develop the skills required to become qualified law school applicants and successful law school students.
- OIR's 2003 Graduating Student Survey contains relevant data:
  - A small but unknown number of current John Jay students seek positions in the uniformed services. Approximately 12% of graduating students who responded to the survey reported that they would be employed in law enforcement or related fields: 42 as police officers; 4 as fire fighters; 3 as correction officers; and, 7 at other law enforcement agencies.<sup>13</sup>
  - Twenty-nine percent of graduating students indicated that they planned to continue their education.
  - Forty-seven percent stated that their job was related to their major.
  - Twenty-seven percent stated that their major was "helpful" in getting a job and 6% stated that their major was "helpful" in furthering their education.
- OIR's Alumni Surveys also contain informative data:
  - The majority of John Jay alumni are employed in the public sector. Two years after they graduated, 56.2% of the class of 2000 who responded to the survey were employed in the public sector (see figure 11); five years after graduation, 61% were employed in public sector jobs.

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<sup>13</sup> Of the 1,460 members of the graduating class of 2003, 470 or 32.2% responded to this survey.



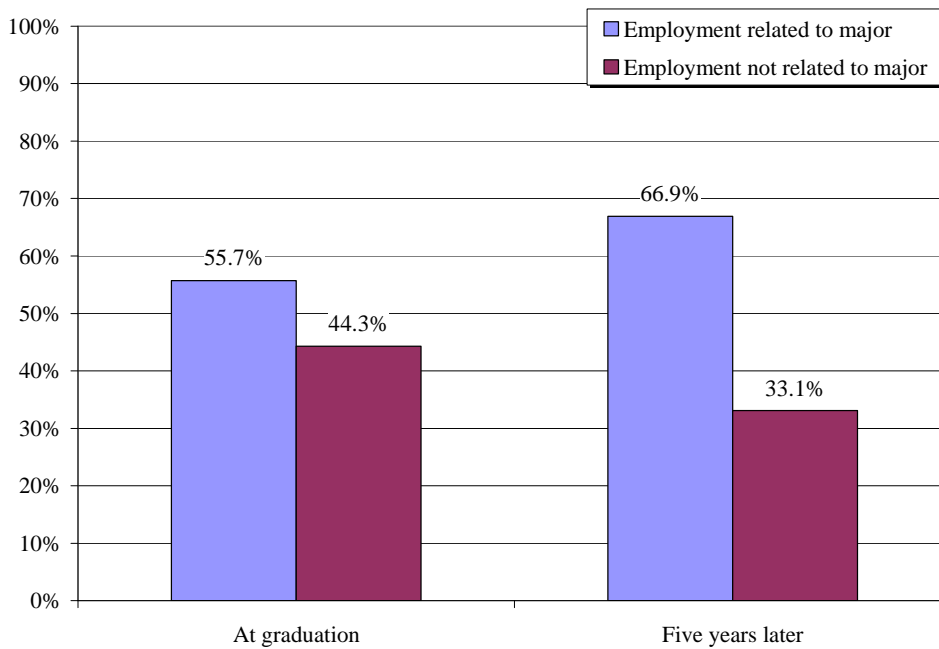
Figure 10. Employment Sector of Class of 2000 graduates, 2002 and 2005



Source: Two-Year Alumni Survey, Class of 2000; Five-Year Alumni Survey, Class of 2000

- More than two-thirds of students who graduated in the spring of 2000 reported that their employment was related to their major five years after graduation, an increase over the 55.7% who reported that their employment was related to their major at the time of graduation. (See figure 12.)

Figure 11. Major-related Employment, Class of 2000 Graduates, 2005



Source: Five-Year Alumni Survey, Class of 2000

### ***B. Faculty Interest***

The lack of liberal arts majors at John Jay raises the professional and organizational difficulties of successfully recruiting non-major faculty and integrating them in the College's mission. Faculty members have expressed concern about the perception of a bifurcated faculty: some dedicated to the criminal justice mission and others relegated to the lower level general education requirements. The following factors are relevant to this debate:

- John Jay's profile as an outstanding center for research and public policy analysis concerning criminal justice issues is significantly enhanced by the contributions of humanistic scholars. Therefore, it is essential that their academic efforts be supported by the College community.
- Some perceive the lack of liberal arts majors as an indication that their disciplines do not have a significant enough relationship to the institutional mission, and argue that this can result in estrangement.
- At a time during which the College's aspirations for increasing its academic reputation are rising, even non-major departments are under pressure to increase the scholarly output of their faculty. Particularly in light of these pressures, faculty in non-major departments express frustration at the lack of opportunity to channel faculty scholarship and disciplinary expertise into more advanced course offerings that support professional development, and encourage research.
- Those involved in faculty recruitment feel that the limitation on curricular growth poses a significant burden on faculty recruitment and retention in non-major departments, as they are able to offer only limited possibilities for new faculty to offer the kinds of advanced courses for which their professional training has prepared them and which are crucial to fostering professional development.

Other faculty members believe that the College's limited resources are best invested in mission-related pursuits. According to this view, the College excels in the area of criminal justice and related fields and should use its resources to build on this strength. Developing an array of liberal arts majors dilutes the College's prominent identity and diverts resources from efforts to lead in the field of criminal justice education and research. Having a specialized and identifiable mission gives John Jay a competitive advantage in attracting the best students and faculty in these fields. Being similarly competitive in the liberal arts would require an enormous amount of resources that the College cannot afford.

### ***C. Departmental Proposals***

PACCC conducted an informal survey of department chairpersons regarding the creation of new majors in departments that do not currently offer majors. Set forth below are the six departments that reported an intent to propose majors:

February 7, 2006

**Department**

African American Studies  
Art, Music and Philosophy  
English

Foreign Languages

Speech, Theatre and Media Studies

Puerto Rican/Latin American Studies

**Major**

Community Justice\*

Global Justice/Ethics\*

Literature

Cultural Studies

Literature and the Law\*

Spanish

Russian

Communications and the Law\*

Latino/a and Latin American Studies\*

Given the limitations imposed by the 1976 Board Resolution, it is not surprising that most of these departments are planning majors geared toward the College's criminal justice mission. Those majors indicated by an asterisk (\*) would likely not be prohibited by the Board resolution because they are "programs in criminal justice and related fields." Those without an asterisk (Literature, Cultural Studies, Spanish and Russian) could probably not be offered without a modification of that Board of Trustees resolution.

## **VI. Liberal Arts Majors in Other Institutions with Distinctive Professional Missions**

Nationwide, higher education organizations such as the Carnegie Foundation and the Association of American Colleges and Universities have grappled with the complexities of developing the full educational potential of liberal arts offerings at colleges.<sup>14</sup> Issues range from the purpose and value of liberal arts to the role of technology in this type of instruction. It is clear from their reports that the role of liberal arts is in transition. For example, in 1970, 50% of baccalaureate degrees earned nationwide were in liberal arts disciplines. By 1995 only 40% of degrees earned nationwide were in the liberal arts.<sup>15</sup>

How other colleges with specific professional missions handle liberal arts programs might provide some insight into the integration of programs. For example, at Baruch College, which has a specialized mission in business and related fields, 10 of its 29 majors are in liberal arts disciplines. Baruch's Provost, David Dannenbering, met with PACC members to discuss that college's liberal arts programs. He informed those members that it was very important to Baruch to maintain strong liberal arts majors because a significant number of students enter their business programs but discover that they are not of interest or that they are too difficult. By having good liberal arts alternatives, Baruch can keep many of these students. Today, approximately 20% of its

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<sup>14</sup> Carnegie Challenge 2000: Liberal Arts Education for a Global Society; The Academy in Transition: Contemporary Understanding of Liberal Education

<sup>15</sup> Carnegie p. 4

February 7, 2006

graduates earn degrees in liberal arts disciplines. Its most successful liberal arts majors, however, were designed as “bridge programs” closely connected to the College’s business mission. Baruch’s Provost emphasized that liberal arts programs are also important in keeping arts, science, and humanities faculty from feeling like “second class citizens.” The Provost acknowledged that Baruch relied upon its relatively substantial endowment funds to maintain both high quality Business programs *and* liberal arts majors. He further noted that maintaining high quality Business programs was a very high priority for that College.

Given John Jay’s roots in the uniformed services in New York City, especially the Fire and Police Departments, it may be particularly appropriate to compare the College’s understanding of the role of liberal arts in its baccalaureate programs with that of the military academies charged with educating the Armed Services’ future officer corps. The U.S. Military, Naval and Air Force Academies all emphasize the value of liberal arts as a field of major study for future officers and highlight the potential leadership influences that arise from such studies. In addition to an array of mission related majors, West Point offers a diverse field of programs including History, , Foreign Languages, Sociology, Psychology, Chemistry, and an interdisciplinary major in Art, Philosophy, & Literature.<sup>16</sup>

Many technical educational institutions such as the California Institute of Technology (Caltech), Florida A&M, Massachusetts Institute of Technology, Michigan Technological University, Rochester Institute of Technology (RIT), and Texas A&M also offer broad liberal arts major study possibilities, despite their popular association with more vocational educational outcomes. RIT provides a typical description of the values that such institutions associate with a liberal arts degree and the benefit to students. Its literature emphasizes the importance of students: understanding the connections among humanistic, professional and technological studies; critical awareness of the interactions among society, culture, science, and technology; studying local, national, international, and global forms of citizenship and community; and the ability to reason critically and creatively.<sup>17</sup>

## **VII. Developing New Majors at John Jay**

In considering the issue of new liberal arts majors, the PACCC found it useful to outline the process that must be followed to institute a new major at John Jay. As set forth in the “Revised Faculty Handbook for the Preparation of New Academic Programs,” developed by CUNY’s Office of Academic Affairs, the development of new majors at John Jay and CUNY are the prerogative of the faculty, in consultation with, and under the leadership of, the President and Provost, and subject to the ultimate approval of the Board of Trustees of CUNY. There are two stages for new program development – a Letter of Intent and the Formal Proposal.

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<sup>16</sup> [http://www.dean.usma.edu/sebpublic/curriccat/static/Disciplinary Offerings](http://www.dean.usma.edu/sebpublic/curriccat/static/Disciplinary%20Offerings), July 7, 2005

<sup>17</sup> [http://www.rit.edu/~932www/ugrad\\_bulletin/colleges/cla/index.html](http://www.rit.edu/~932www/ugrad_bulletin/colleges/cla/index.html), July 11, 2005

February 7, 2006

At John Jay, new majors are proposed via a Letter of Intent to the New Program Sub-Committee of the College's Curriculum Committee of the College Council. This Sub-Committee can decide to decline to endorse the program or to forward the proposal to the Curriculum Committee. Successful proposals are then forwarded to the College Council for review. Following approval by College Council, a Letter of Intent is then sent to the President for review and signature. Upon the President's approval, the Letter of Intent is forwarded to the Executive Vice Chancellor for Academic Affairs of CUNY. The Letter of Intent is then circulated to the Presidents of all CUNY colleges, with a request for written comments within 30 days. The CUNY Office of Academic Affairs then reviews the Letter of Intent and all comments, in consultation with the Executive Vice Chancellor. The Executive Vice Chancellor can approve the development of a "Formal Proposal," or can request further information and suggest discussions with the central office regarding the development of the program.

Like the Letter of Intent, Formal Proposals must be approved by the College Council, and submitted by the President or Provost to the Executive Vice Chancellor for Academic Affairs. Formal proposals must be submitted within two years of approval of the Letter of Intent by the Office of Academic Affairs. The Office of Academic Affairs will review the Proposal and respond within thirty days with any issues or concerns that need clarification. After any necessary clarifications have been made, the proposal is submitted to the Executive Vice Chancellor, who decides whether to recommend the proposal to the Board Committee on Academic Policy, Program, and Research (CAPPR). If the Proposal is forwarded to CAPPR, the College will be notified when it is added to the Committee's agenda. The President and/or Provost present the proposal to CAPPR, accompanied by faculty if necessary. If a proposal is approved by CAPPR, a resolution regarding the proposal is placed on the agenda of the next meeting of the Board of Trustees. If approved by the Board of Trustees, a request to register the program is submitted to the State Education Department by the Executive Vice Chancellor.

CUNY has clear guidelines for evaluation of new program proposals, and for the format and content of Letters of Intent and Formal Proposals. According to the "Revised Faculty Handbook for the Preparation of New Academic Programs,"<sup>18</sup> new programs will be evaluated based on the following criteria:

- Academic quality
- Justification of need
- Societal needs in terms of regional, state, and national needs
- Career opportunities for graduates
- Student interest
- Relationship to other programs at CUNY (e.g. possible duplication)
- Centrality to other campus programs and to college and University missions
- Resources available to implement the program
- Conformity with the standards of accrediting agencies for the professions
- Conformity with the regulations of the State Education Department.

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<sup>18</sup> January 1, 2001

February 7, 2006

Letters of intent must follow this outline:

- Purpose and goals of the program
- Need for the program
- Students and Enrollment
- Curriculum
- Faculty
- Cost Assessment
- College Commitment.

Formal Proposals follow the same outline as letters of intent, but with greater detail and documentation. The College is welcome to consult with the staff of the Office of Academic Affairs as formal proposals are developed. The audience for the proposal will include: the Executive Vice Chancellor for Academic Affairs; the University Dean for Academic Affairs; staff members of the Office of Academic Affairs; staff members of the University Budget Office; the members of the Board Committee on Academic Policy, Program, and Research, and the New York State Education Department.

## **VIII. Options and Alternatives**

There are a wide variety of options that the College community can consider with regard to developing liberal arts majors. Listed below are those considered by PACCC:

- A. Abide by the current restriction on baccalaureate degree majors.
- B. Add traditional liberal arts majors.
- C. Add liberal arts majors with an explicit criminal justice focus.
- D. Encourage the development of interdisciplinary liberal arts majors without an explicit criminal justice focus.
- E. Give students the opportunity to create ad hoc liberal arts majors in an area of concentration of their choosing.
- F. Promote liberal arts minors.

### **A. Abide by the current restriction on baccalaureate degree majors.**

This is the status quo option, which would leave the current limitations on the development of majors, and would allow the college to continue to pursue new majors that are related to the criminal justice field.

### **B. Add traditional liberal arts majors.**

This option would require a modification, or elimination, of the 1976 Board of Trustees resolution. Once the resolution is changed, the College would be free to propose new liberal arts majors following CUNY guidelines and College procedures.

### **C. Add liberal arts majors with an explicit criminal justice focus.**

February 7, 2006

This option would continue the recent College tradition of developing new interdisciplinary majors that build upon a liberal arts foundation, but with a criminal justice concentration, such as the International Criminal Justice and the Justice Studies majors. Some majors meeting this definition have already been suggested in the informal survey conducted by the PACCC. This option would not require a change in the Board of Trustees resolution.

**D. Encourage the development of and increase the availability of interdisciplinary (and/or perhaps non-traditional) liberal arts majors without an explicit criminal justice focus.**

One of John Jay's strengths is its multi and interdisciplinary approach to both education and scholarship. Expanding offerings in this area will build on this strength. This option would also require a modification of the 1976 Board resolution

**E. Give students the opportunity to create ad hoc liberal arts majors in an area of concentration of their choosing.**

This option would allow students who wish to continue their studies at John Jay to propose individualized majors in liberal arts. Baruch College offers its students this option.

**F. Promote liberal arts minors.**

If more students were to declare liberal arts minors, then there would be greater utilization of the liberal arts faculty and promotion of the importance of liberal arts studies to the mission-related majors of the College.

A more detailed exploration of these options will require substantial additional analysis. For example, one important consideration, but very difficult to quantify at this stage, is the cost of adding new majors to the College's offerings. Likewise, it is very difficult to assess the level of student interest in a new major. As with all proposals for new programs, a Formal Proposal for a new major would have to meet the criteria for new academic programs, set forth by the CUNY guidelines. For example, the College would have to answer questions in the CUNY guidelines regarding "student interest," "possible duplication," "centrality to other campus programs and to college and university missions," and "resources available to implement the program." This type of examination would require additional analysis beyond the scope of this report. In order to persuade the Board of Trustees to modify or overturn its overall restriction on liberal arts majors at John Jay College of Criminal Justice, the College would presumably be required to submit a proposal justifying such an action. The contours of such a proposal for a change in University policy are also beyond the scope of this report. For purposes of this report, the PACCC has outlined the major proposals that the College might consider, leaving until a later point the more detailed analysis of any specific course of action.