

MAJOR AND MINOR ADVISOR

2023-2024 HANDBOOK



**JOHN
JAY** COLLEGE
OF
CRIMINAL
JUSTICE

MAJOR AND MINOR ADVISING

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1. Why Academic Advising Matters

The goal of Academic Advising is to help undergraduate students explore, define, and achieve their academic goals. Advisors do so by helping them understand themselves and helping them learn to use the resources of the college to meet their educational needs.

All research about the impact of faculty-student contact and advising finds that we, as faculty advisors, have the power to affect student outcomes positively. We can do this by meeting our students regularly, knowing who they are, and taking an interest in their concerns.

One of the first terms used to describe this interaction is “engagement.” Engagement influences learning; effective colleges actively engage students through advising. Frequent and meaningful contact with faculty members, *especially contact focusing on intellectual and career-related issues*, increases students' engagement and motivation.

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Most students expect specific answers to short-term questions about courses, schedules, and procedures from advisors. But advising can be viewed in a broader way. *Advisors who first encourage students to consider larger questions about educational and career goals and then help students plan their courses of study share responsibility for advising with students. As students frame questions about the future and seek the information they need to formulate answers, they practice the self-efficacy that is fundamental to their success in future situations.* Advisors facilitate this process.

In addition to faculty involvement, student persistence is critical to obtaining a college degree and it is an important criterion by which success in college is measured. At John Jay, 53.7% of students graduate within six years. Studies have shown that a student's sense of belonging is directly related to their persistence, or decisions made to remain in school. This sense of belonging is increased or decreased through interactions with the academic and social environments of the university, especially with professors.

The only variable that has a direct effect on student persistence is the quality of a relationship with significant member(s) of the college community. The primary negative characteristic linked to student attrition is inadequate academic advising. So what's the bottom line? With a little effort, faculty advisors have tremendous power to make a positive difference in students' lives.

2. Structure of Undergraduate Academic Advising

2a. General Education Advising

Academic Advising Center:

The AAC's main focus is helping students understand and work toward fulfilling the General Education courses and prerequisites to their major. The AAC serves:

- ✓ **Freshmen** (students who have 0-29 credits)
- ✓ **Continuing Students**
- ✓ **In-Service Students** (veterans, police officers, firefighters, and corrections officers)
- ✓ **New Transfer Students**
- ✓ **Readmitted Students**
- ✓ **Students on Academic Probation**

- ✓ **The AAC also assists academic departments by providing supplemental *major* advising to students in the following majors: Criminal Justice BS(CJBS), Forensic Psychology, International Criminal Justice, Political Science, and Law & Society.**

Contact: Academic Advising Manager Louise Freymann, lfreyman@jjay.cuny.edu; (212) 484- 1123 or
Director of Academic Advising, Katherine Munet-Pabon, kmunet@jjay.cuny.edu, (646) 557-4663.
Location: L73.00 NB General Phone: (646) 557-4872
Website: <http://www.jjay.cuny.edu/academic-advisement-center>

SEEK:

Students enrolled in the SEEK program receive their General Education advising from SEEK counselors.

Contact: Fay Williams (fwilliams@jjay.cuny.edu), Juana Polanco (jpolanco@jjay.cuny.edu), seek@jjay.cuny.edu, or the student's SEEK individual counselor.

Honors Program:

Students in the Honors Program receive General Education and Honors requirements advising from the program.

Contact: Alana Philip (aphilip@jjay.cuny.edu; 212-484-1122) or Adrienne FitzGerald (afitzgerald@jjay.cuny.edu; 212-393-6407) or Sara Shaw-Clarke (sashaw@jjay.cuny.edu).

Macaulay Honors College at John Jay:

Macaulay students receive all General Education and Macaulay requirements advising from the program.
Contact: Aisha Abdelmula, aabdelmula@jjay.cuny.edu.

Athletics:

Student Athletes receive academic advising from the program, but are encouraged to check in with an AAC general advisor as well. Contact: Deanna Sannuti, dsannuti@jjay.cuny.edu, (212) 621-3799.

2b. Advising for Post-Graduate Schools, Fellowships, and Careers

Apple Corps

APPLE Corps is committed to helping students explore public service, leadership, and justice & equity issues in policing and community relations in New York City. In addition to core courses that build research skills, address issues of institutionalized racism and equity and provide opportunities for service and internships in NYC communities, students will also participate in anti-racism, implicit bias, safe zone and mental health support training. Students are supported by a team of academic and career advisors for four years.

Contact: Natalie Jordan, njordan@jjay.cuny.edu

Ronald E. McNair Post-Baccalaureate Achievement Program:

This program supports first generation students who meet specific income requirements (as well as students from underrepresented populations) and plan to pursue graduate study, providing information, academically enriching experiences, an opportunity to conduct independent research, and mentoring to prepare students for graduate school admission and eventual doctoral study.

Contact: Rachel Rosado, rarosado@jjay.cuny.edu; 212-237-8765 or Dr. Ernest Lee, Associate Director, elee@jjay.cuny.edu; 212-237- 8760.

Pre-Law Institute and Center for Post-Graduate Opportunities:

Students interested in going to law school receive tailored advising and access to an array of programs that prepare them to apply to law school. This Center also provides advising for non-law related fellowships and graduate school applications.

Contact: Elizabeth Broccoli, pli@jjay.cuny.edu ; (212) 237-1433

The CUNY BMI Rising Scholars of Justice (RSJ) Pipeline Program: The national award winning CUNY BMI Rising Scholars of Justice Pipeline Program aims to increase the enrollment of students who are first-generation and low income, and/or students from underrepresented and underserved groups in the legal profession. We achieve this goal by identifying college students and providing them with holistic year-long academic and professional support, early exposure to the study of law, and assistance with the law school admissions process. We also partner with the University of Houston Law Center and various law schools across the U.S. to provide students with a simulated law school experience and intensive LSAT preparation during the summer. For more details and the application, see <https://risingscholarsofjustice.weebly.com/>. If you have any questions, please email rsj@jjay.cuny.edu or call 212-237-8710. Contact person: Professor Jodie Roue, JD, PhD, Founding Director & Project Investigator

Pre-Health Advising:

Students interested in going to medical school or other health-related post-graduate programs receive tailored advising and learn about opportunities.

Contact: Edgardo Sanabria-Valentin, esanabriavalentin@jjay.cuny.edu, to set up an appointment.

Center for Career and Professional Development

The Career Center provides individual career counseling, regular workshops, career panels, and networking events such as career fairs to help students explore career options and test their interests through internships and other practical experiences. The Career Center can be reached at careers@jjay.cuny.edu ; (212) 237-8754.

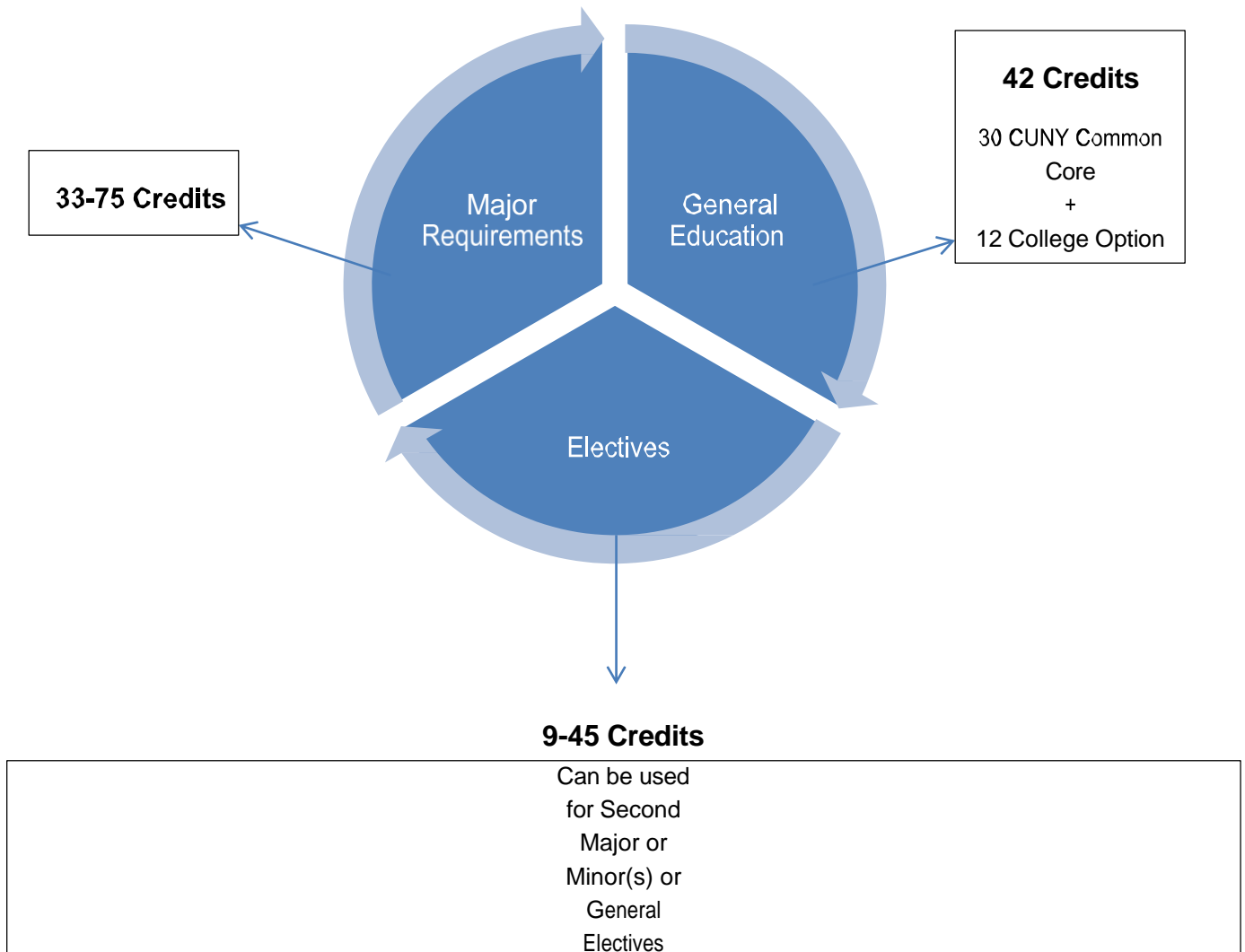
Students with any questions about internships can email internships@jjay.cuny.edu.

Contact: Kathryn Crawford, kacrawford@jjay.cuny.edu; (212) 237-8438

3. Structure of a John Jay Bachelor's Degree

120 credits = Bachelor's degree

2.0 minimum GPA overall & in major



4. General Education Requirements



See [lists of courses that meet General Education requirements](#)

5. FERPA

The *Family Educational Rights and Privacy Act* of 1974 (FERPA) a federal law designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. The Act applies to all institutions that are recipients of federal aid administered by the Secretary of Education. Students who are currently enrolled or were formerly enrolled regardless of their age or financial dependency status are protected under FERPA.

What does this mean for faculty/staff at John Jay College?

- Without specific permission, faculty and staff **cannot** tell parents/guardians anything about a student's academic progress, status, GPA, any issues discussed with the student.
- Without specific permission, faculty and staff **can** tell parents/guardians about major/minor requirements, opportunities in the major, academic policies and procedures (since this is general information), just not anything specific to an individual student.
- For parents/guardians to gain access to the educational and financial records of a student, the student must fill out the form on this website http://jstop.jjay.cuny.edu/forms/Academic_Financial_Information.pdf and submit it in person with a photo ID to Jay Express.

To verify if a student has signed an authorized release form, go into the CUNYfirst Advisee Student Center for that student and click on General Info at the top of the page. If the student has given permission, you should see "Release Info Authorization" in the Service Indicator box. Clicking on it should show who the student has authorized to receive their academic and/or financial information.

6. Best Practices for Major and Minor Advisors

- **Listen**

This may sound obvious, but even the best advisors can use a reminder now and then about the importance of listening well. When things get busy, it's easy to slide into an advising dynamic that simply focuses on a checklist and misses the value of a real conversation. The most helpful advising discussions are ones in which you give each student your full attention, hear that particular student's questions and concerns, and create a welcoming atmosphere that encourages a student to speak up. People can always tell when someone is really hearing them, and it makes a huge difference.

- **Remember that advising is a skill**

You are an expert in your field, but good *advising* in your discipline is a kind of expertise in itself that requires knowledge, patience and tweaking over time as you learn from your student interactions. Be clear about what students need to know about requirements, choices within the major, and sequencing of courses so you can help them plan ahead.

- **Ask questions that show interest and encourage student self-reflection** Many students don't expect faculty and staff to ask them questions outside the classroom, but they relish that kind of interest. **Ask how they like John Jay, what courses they've most enjoyed, if they have any strong interests or particular career goals at this point.** Just the act of asking such questions sends the message that you care, that they matter, that you expect them to be thinking about these things so they can have the most satisfying and personally meaningful education possible.

- **Encourage student questions**

Many students are not in the habit of asking questions, or are simply shy about asking them for fear of seeming unintelligent or annoying. It's part of their education to learn the importance of asking intelligent questions and not to be silent when they don't know something. The smartest, most successful students know when they're in need of information, guidance, and perspective, and they go get it. Ask students if they have any questions, and if they need more prompting, ask them something more specific, such as if they have any questions about major requirements or what courses to take next or what opportunities the major can offer them.

Remember, too, that they are probably wondering how your major will prepare them for a professional career. Please share how your major helps them develop skills like analysis, quantitative ability, problem-solving, writing, research--skills that will benefit them in *any* career. If they have no idea how to explore career options and start preparing a strong foundation for professional life, there are basic resources you can share with them (see p. 30 of this Handbook). During this academic year, you'll receive information and training opportunities to give you the tips and confidence to blend career prep guidance and resources into your advising conversations.

- **Address questions that the student should be asking, even if the student doesn't ask them!**

You can't read student minds, but you know what students need to know about your major. Even as you encourage their questions, fill in the blanks if certain important questions aren't being asked, such as what are the necessary prerequisites for upcoming major courses, etc.

- **Emphasize the importance of thoughtful planning**

Make sure students understand that checking off a list of requirements isn't the goal of pursuing a major. Interest and thought has brought the student to this major, and now more thought is involved in planning just how to complete these requirements. Why are some courses considered "foundation" courses? What courses might well be taken together? Which courses have prerequisites that are not immediately obvious? If there are major "elective" courses, which ones look most interesting to that particular student? What kind of course pacing will allow the student to graduate within a four-year period, given other academic requirements, extracurricular involvements, and personal obligations? None of this needs to take up too much time, either. Students can stare at a list of courses, but it's up to them to work with you to create an actual *plan*.

Be sure your students know about John Jay's [Major Resource Pages](#), since they will help with all aspects of major planning!

- **Make sure students leave with a clear understanding of next steps** Advisors are sometimes surprised when students don't always understand what they should do next, or what courses they should take in the upcoming semester, when they thought this was all very clearly spelled out for the student. Sometimes the student will actually have a major checklist in hand but not be sure of how to interpret it in terms of his or her own actions. It's not insulting to ask the student if s/he is clear about courses to take or where to go for additional information. For instance, if you have told a student about the importance of using the Bulletin while looking at the degree audit, make sure the student understands how to access the Bulletin and the degree audit. If you have told a student to make an appointment with an Academic Advisor, make sure the student knows where the Academic Advisement Center is and how to make that appointment.
- **Make sure student has signed documentation of progress in major**
Departments often call their forms Major Checklists and fill them out during the major advising appointment. Students appreciate having an official form to carry with them and refer to after the appointment. It documents the conversation, showing which requirements have been met, which are in progress, and which ones still need to be completed. Reminder: It's important that whatever form is handed to a student reflects the requirements in effect *when the student declared your major*. For this reason, it's helpful to have some kind of notation on your advising form that indicates "For students declaring the major in Fall 2020 or after" or whatever is appropriate and clear. If you don't have an advising form/checklist, see the [Major Resource Page website](#) (click on any of the majors and look in the Plan Ahead: Graduate on Time section) to see what checklists other departments/programs have created and are using.

- **Welcome and respond to responsible contact from students**

We all want students to take responsibility for their education and be active rather than passive when making their decisions. Students see faculty as mentors, and the brave ones will reach out through email or visits to your office hours, seeking advice. As long as they are respectful of your time and don't overstep appropriate boundaries, welcome this show of initiative and give them whatever attention you can spare. They will not only appreciate your interest, they will be all the more motivated to stay in school.

- **If you don't know something, know where to look for accurate information!**

Sometimes you're not the best person to address a student situation or answer a particular question. Knowing whom to call/email or where to send a student is part of excellent advising, and can create a network of helpful resources over time. The *Quick Answer Chart* in this Handbook should point you toward the right people.

- **Be firm but positive when handling a challenging student situation**

There are any number of advising scenarios that can be challenging, including student academic difficulty—and even failure-- in the major or a student aggressively wanting you to waive a requirement or grant a course substitution. This is where your compassion can combine with a certain amount of healthy firmness and honesty to serve students well. A student doing poorly in your major is not your fault, but you can help that student by talking about the causes of this trouble, discussing tutoring (if available), exploring whether the student genuinely wants to stay in the major, and—if you think it appropriate-- making the student aware of other major options that might be a good fit, just as something to consider. Feel free to refer students to The Academic Advisement Center, where advisors can help students explore other major options as well. Throughout, you can express your confidence that the student is capable of succeeding at John Jay, but should pay close attention to their level of satisfaction in the major and ability in the major. Some students struggle in one major and thrive in another. Once again, the message to students is that they should be thinking about their choices and continually asking themselves, based on experience, is this a good path for *me*?

When a student pushes you to waive a requirement or grant a substitution, remember that requirements exist for a reason, and should only be waived or substituted *if you believe this is appropriate*. The student requests this action on your part, but in your view is it reasonable and ethical? Sometimes the desire to be kind and fair can make an advisor consider an exception that isn't feasible. In that situation, simply explain why you can't say yes. Then offer to help the student come up with an alternative plan. Students can handle disappointing news best if they see you are trying to work with them as helpfully as possible.

If you are unsure if a substitution is appropriate, confer with your Chair, the Associate Dean of Academic Programs, Kathy Killoran, or the Interim Dean of Academic Programs, Andrew Sidman.

7. Ten Questions to Consider When Advising a Student

You are the major/minor expert in your department, but it never hurts to have some reminders about what to include in your advising conversations. At best, your discussion is not just about reviewing a checklist, but taking the time to explain or clarify information related to the major, offer course suggestions, look ahead as you help the student plan, offer whatever career advice and resources you can, and make sure you've either answered all questions or referred the student to the appropriate resources.

1. *When did the student declare the major?*
 - Follow the appropriate Undergraduate Bulletin for that academic year's major requirements and note whether the student's degree audit is following that Bulletin so the student fulfills the appropriate requirements.
 - If a student is not following the requirements for the year in which s/he declared the major, the Registrar will not allow that student to graduate.

Remember that the [Major Resource Pages](#) make it easy for you and your students to determine when the student declared the major and access requirements in the appropriate Bulletin.

2. What major requirements has the student met?
3. Which major requirements are currently in progress?
4. Which major requirements are still needed?
5. If the student has choices/options in meeting major requirements, is s/he clear about those options?
6. Are there any particular major *prerequisites* to draw the student's attention to?
 - Any course restrictions are always listed clearly in the Bulletin, after the course description, and students can also see them in CUNYfirst when they search for courses in Schedule Builder.
 - ENG 101 is a prerequisite for all 200 level courses.
 - ENG 201 is a prerequisite for any 300- and 400-level course.
 - Be aware of other prerequisites for your major courses as you help students plan ahead. Example:
 - Many majors require LAW 203, which requires not only ENG 101 but at least sophomore standing (30 credits earned). This is true for other 200 level law courses as well.
 - In any major where courses build on each other/are sequential, make sure students know about this. Examples:

- Forensic Psychology: MAT 108 or 141 is the prerequisite for STA 250; STA 250 + PSY 200 are prerequisites for PSY 311; PSY 311 is a prerequisite for most of the 400 level Forensic Psychology capstone courses; PSY 370 is a prerequisite for *all* 400 level Forensic Psychology capstone courses.
- Criminology majors must meet all of the following BEFORE they take SOC 440: Senior standing (90+ credits), ENG 201, SOC 203, SOC 314, STA 250, SSC 325.
- CJBS students must have taken not only CJBS 101 but MAT 105 or higher (MAT 108, MAT 141, MAT 241/151, or STA 250) before they take CJBS 250, which is the prerequisite for CJBS 300, which is the prerequisite for CJBS 415. Transfer students with any transfer math course designated MQR are ready for CJBS 250. Any CJBS major with MAT 106 credit, transfer or otherwise, should consult with a general academic advisor.
- Many major 300 level courses require at least junior standing (60 credits earned), and 400 level courses often require senior standing (90 credits earned).

Help students plan ahead! Tell them to pay attention not only to the major course descriptions but to their prerequisites as well. If you know that certain courses later on will require prerequisites not particularly obvious to the student, bring this up in your advising conversation.

Students can find important planning tips in the Plan Ahead section of the [Major Resource Pages](#).

7. Are there important pacing strategies/wise combinations of major courses that the student should be aware of? Students want and appreciate your suggestions!
8. What advising form/documentation will you give the student to take away from the appointment, clearly indicating the requirements met, in progress, needed?

NOTE: Any major/minor checklist or form given to students should reflect the appropriate requirements according to when they declared the major/minor and must correspond to what is written in that year's Undergraduate Bulletin! For example, if your major changed requirements in Fall 2020 and you are talking with a student who declared the major in Fall 2019 or Spring 2020, the student is NOT responsible for the new requirements, (though they may opt to follow the new requirements), but rather for the ones in effect during the 2019-2020 academic year (see that Bulletin, and the degree audit should be following it as well). Exception: If the student declared your major in an earlier year, but then was away for more than one full (Fall or Spring) term, the student must follow the version of the major in effect during the academic year when they return. Major advisors can make an exception to this rule. Contact Kathy Killoran (killoran@jjay.cuny.edu), who will make sure the system reflects the appropriate requirement term.

If a continuing student declares your major/minor in summer of a given year, then the student would follow the previous academic year's Bulletin. This does not apply to brand new freshmen and incoming transfer students who declare a major when they arrive at John Jay for the first time during a summer session. Even if they take classes that first summer, these new students will follow the upcoming year's Bulletin.

9. Is the student pursuing double majors or one or more minors? Remember we allow *double majors and some students will have one or more minors (note that they can't overlap more than two courses between major and major, major and minor, minor and minor). This applies to certificates as well. Double majors/minors will show on the degree audit. Sometimes in Degree Works a course that could overlap between major and minor will appear in only one place: make sure to look at the audit carefully. Degree Works can sometimes be a little confused about overlapping courses between major and minor, occasionally allowing too many courses to overlap or not allowing a perfectly acceptable overlap. If you see what you believe is an error, please contact Kathy Killoran (kkilloran@jjay.cuny.edu).

*Double majors are allowed when the desired majors each require fewer than 45 credits. Students who would like to pursue a double major involving one or two majors requiring 45+ credits may seek approval from the Office of Undergraduate Studies. Also, if a student has one major but wishes to *change* it any time after earning 45 credits, advisor approval on the [Declaration of Major form](#) is required. The declaration form submission process is online. In this scenario, a student can login using their John Jay email username and password (not their CUNYfirst username and password), fill out the form online, indicate which advisor they spoke with, and submit the form electronically to Jay Express. Jay Express will then forward the form to that advisor for approval.

Note: Usually a general advisor will be able to approve the switch, given that general academic advisors can assess the overall credits, gen ed requirements, major requirements, and general elective credits the student still needs. The form will indicate whether *major advisor* approval is required (this is the case for Science majors and Spanish majors).

Note: Students who complete requirements for two majors will receive one diploma and the degree associated with the first major declared. This first official major determines whether the student earns a BA or a BS degree, and the second major will be indicated by a comment on the student's transcript. If a student would rather have their second declared major be considered their first official major, they can make this change at Jay Express. Students who wish to earn a double/dual *degree* rather than simply one degree with two majors, must complete an additional 30 credits beyond 120 to do so. See the [Undergraduate Bulletin](#) under "Double Majors."

10. If the student requests a course substitution, is it appropriate? See page 12. This is your call!

8. Major Advising and Transfer Students

Some transfer students arrive at John Jay after only a semester or two at another college, while others may transfer in many credits and possibly a degree. All transfer students need to be particularly careful in their academic planning, since they may not have room for any more elective credit and need to be very certain of how many more general education courses and major courses they still need to graduate. **No matter how many credits a transfer student brings in, they need at least 30 credits in residence (whether on campus or online) at John Jay and at least half of the student's major credits (and minor credits, if a student pursues a minor) need to be earned at John Jay.** These students may have individual issues and questions, but here are some highlights of common transfer student concerns:

Transfer students and prerequisites:

Many transfer students arrive at John Jay having completed some kind of Associate Degree (AA, AS, AAS). If they haven't spoken with an Academic Advisor, they should make an appointment with one, especially since Degree Works may be inaccurate in the way it presents these students' general education requirements. Please refer them to the [Academic Advisement Center](#) (L73.00 NB) to schedule an appointment. Encourage any transfer student to consult with an Academic Advisor to confirm what requirements are still needed. The Academic Advisement Center also has a site devoted to [transfer student information and services](#).

It's great when transfer students arrive with MAT 105, 108, 141, 241/151, or 242/152 credit because you'll know they have either met the math requirement for your major (if your major has a math requirement) or at least you know what their next course should be. Sometimes, however, transfer students will have taken a math course that is not equivalent to one of the above courses, and the credit evaluators in the Office of Credit Evaluation post it as generic college math credit (usually the designation is MAT 1 or 2). Often, depending on the course, these courses will meet the Math and Quantitative Reasoning general education requirement; however, even if such a course meets the general education math requirement, your major may require further math. **Note that CUNY has phased out all placement exams and replaced them with metrics based on students' high school academic performance. They have worked with other college campuses on scales to determine what an entering transfer student's math level should be. If a transfer student has a math placement posted in their CUNYfirst Student Center Milestones box, but has posted transfer credit for a course at that level or higher, ignore the placement. Posted course credit trumps the math placement indicated in the Milestones box.**

Transfer students who have previously earned a Bachelor's degree and wish to pursue a second Bachelor's degree at John Jay are done with general education requirements, unless by some chance they never completed ENG 101 and ENG 201. They should check in with an Academic Advisor to be clear about degree criteria. The main thing for major advisors to keep in mind is that **for students pursuing a second Bachelor's degree, they need to earn at least 30 credits in pursuit of their second degree after completing their first degree.**

9. Advising the Graduating Senior

Once a student completes 105 credits, they can electronically file an official **GRADUATION APPLICATION** in order to be audited and considered for graduation (this is different from the *Degree Works Degree Audit* that the student checks through the CUNY Portal). Students file for Graduation in their Student Center in CUNYfirst. They click the Graduation tile, then click on the application link and follow the navigation.

Students are not eligible for this service unless they have completed a minimum of 105 credits and both their cumulative GPA and major GPA are at least a 2.0. They should look at their transcript in CUNYfirst and also check Degree Works to decide whether they are ready to submit a graduation application. Note: If a student has fewer than 105 credits earned but can finish all degree requirements in the upcoming semester by registering for a heavier credit load, the student can email registraraudit@jjay.cuny.edu to request help with applying to graduate.

If a student has applied to graduate but doesn't hear from the Registrar within three to four weeks after filing (students receive letters via John Jay email confirming their status), they can check in CUNYfirst under the Academics tab to see the status of their application.

Encourage students to read the notes at the bottom of their Degree Works record. When their record has been audited by the Registrar, there will be a note posted with the outcome (Pending if all is ok, Denied if the student is missing a requirement, In Review if the overall or major GPA is below 2.0).

If students encounter any problems applying for graduation, they should contact Jay Express Services or send an email either to registraraudit@jjay.cuny.edu or registrar@jjay.cuny.edu. Someone will respond within 72 hours.

For all questions related to commencement, find helpful information at <http://www.jjay.cuny.edu/graduation>.

GLOSSARY FOR UNDERGRADUATE GRADUATION STATUS IN CUNYFIRST

Eligible to Apply: Student has completed at least 105 credits or will have at least 105 credits completed by end of the semester.

Applied: Student has applied for graduation in CUNYfirst.

Pending: Record has been audited and pending successful completion of current courses, requirements will be done and Registrar will confer the degree.

Approved: Record shows all grades posted and student has met all degree requirements.

Denied: Record has been audited; student is missing a necessary degree requirement.

Awarded: Second review of record done, all requirements met, degree has been conferred.

In Review: Student's overall GPA and/or major GPA is less than 2.0. Another review will be done after the semester is over and grades are posted.

10. Essential Advising Tools

Undergraduate Bulletin

The Undergraduate Bulletin (also known as the College Catalog) is revised every academic year, and contains the College's rules, policies, academic calendar, general education requirements, and major/minor requirements. It is essential that all faculty and staff who advise students consult it regularly. Remember that *students are responsible for whatever major requirements were in effect when they declared the major/minor, so consult the Bulletin for that particular academic year.* At <http://www.jjay.cuny.edu/collegebulletins> click on the appropriate academic year for the student you're advising. You can see when students have declared a major or minor on their transcript in CUNYfirst. (You can also click on the Academics tab in CUNYfirst, especially if there is some question about whether a student declared your major in a summer term. If the declaration was made in a summer term, the student is responsible for requirements in the previous academic year's Bulletin). Degree Works was created to follow and enforce the Bulletin, and both of these resources are best used together for accuracy and clarity.

The [Major Resource Pages](#) provide an easy way for students to connect to the requirements for their major via the appropriate Undergraduate Bulletin. A lot of additional relevant information and guidance is on those pages as well.

Every now and then your academic department may wish to change its major requirements. This is just a reminder that even if there are expected changes to your major and you know the changes have been approved, students are not responsible for these new requirements unless they appear officially in the Undergraduate Bulletin—and remember that students who declared *before* that Bulletin may follow the requirements of whatever Bulletin was in effect when they declared.

Degree Works

Degree Works is an on-line tool that helps students track their own progress towards graduation, showing important information such as official major, overall GPA and major GPA, which general requirements and major/minor requirements they have met, which requirements are in progress, and which requirements they still need to complete. Degree Works is designed to follow requirements outlined in the Undergraduate Bulletin, so it should always be used with that catalog. General advisors and Major/Minor advisors should consult Degree Works when advising students, referring to the appropriate Bulletin and the actual student transcript in CUNYfirst to ensure accuracy.

Degree Works features of high interest to major advisors:

- Student's official major is listed at the very top of the Degree Works audit.
- Under the Degree in Bachelor of Arts (or Degree in Bachelor of Science) heading, notice the words "credits applied." *This credit count includes credits completed, credits in progress, and credits registered for an upcoming semester. Be aware that many students mistakenly think it always means number of credits earned.*

- Student’s cumulative GPA appears towards the top, in the Degree Progress area.
- In the Major section of Degree Works, you will see the student’s major GPA directly under the Major, but it says “Cumulative GPA” instead of Major GPA. This is an unfortunate glitch that came with the Degree Works upgrade, and that may or may not be fixed eventually. Many students are surprised to learn that they have both an overall GPA and a major GPA.

Remember that for a student to graduate, their final overall GPA and final major GPA (and minor GPA, if they have a minor) all need to be at least a 2.0. It’s important to notice these GPAs when advising your students.

- In the Major section, note the Academic Year indicated, for example “2022-2023 Undergrad” (this is the Undergraduate Bulletin Degree Works is following for major requirements) and see if it is following the Bulletin in effect when the student declared the major. To confirm when the student declared a major, look at the unofficial transcript in CUNYfirst, which lists the declared major directly under each term. You can also find this information in the Academics section of CUNYfirst. NOTE: if a student declared a major and then was away from the College for two or more consecutive full semesters (Spring/Fall), the student must follow the major requirements in effect when s/he returns. Any exception to this must be approved by the student’s major coordinator or Kathy Killoran (kkilloran@jjay.cuny.edu).
- Look at the Degree Works completed/in progress/ needed courses and confirm accuracy by looking at the student’s unofficial transcript in CUNYfirst and consulting the appropriate Undergraduate Bulletin.
- Be aware that when Seniors apply to graduate, the Registrar will make a notation at the very bottom of Degree Works indicating a student’s graduation status (for example, “Pending” if they are just waiting for final grades to be posted, or “Denied” if the student is missing a needed requirement. There will be some kind of explanatory note if something is missing).

If you notice any inaccuracies related to the major or a problem with a specific student’s Degree Works, contact Kathy Killoran (kkilloran@jjay.cuny.edu; 212-237-8263).

CUNYfirst

CUNYfirst is a student record system that has a huge range of features, including the student unofficial transcript, course history, a course search function, Registrar notes, and the student course registration system. You will access it regularly in your advising work with students, particularly because you'll want to look at the unofficial transcript for an overview of each student's academic career.

Navigate

EAB Navigate is a student success system purchased by CUNY. It replaced the AdvisorTrac scheduling system as of the 2021-2022 academic year. Faculty and staff will be able to sign in to Navigate from John Jay WebApps, using their CUNYfirst username and ID.

Navigate will allow you to:

- Look up student information and academic history
- Create and save lists of students who need attention
- Customize and run queries/reports of different kinds
- See trends and note patterns of student performance in particular courses
- Email individual students or targeted groups of students in outreach campaigns
- Schedule appointments with students and save notes summarizing those conversations

Note: Starting Fall 2023, EAB Navigate will include the name of every student's assigned general advisor. On the student's main Navigate page, over to the right, it will be the first name listed under "Your Success Team."

For in-depth instructions on how to use the many features of both Navigate and CUNYfirst, see "Navigate and CUNYfirst Functions for Major/Minor Coordinators, Chairs, and Department Administrators":

https://www.dropbox.com/scl/fi/jvtdftk0a2tcnpyi4b3f8/EAB_Navigate_and_CUNYfirst_Function_Instructions_Jun29_23.pdf?rlkey=rbzd6vl4d4kl4fvtbgc4k8zcd&dl=0

If for any reason you have trouble clicking on this link, copy and paste it into a browser to access the instructions!

You can direct questions related to Navigate/CUNYfirst to Alexander Bolesta (abolesta@jjay.cuny.edu) in Academic Programs or B.J. White (wwhite@jjay.cuny.edu) in the Academic Advisement Center.

11. Quick Answer Chart

Student Question/ Issue	What To Do
Student asks where to find an official list of major requirements	Students can go to the Major Resource Pages , click on their major, and find not only major requirements in the Undergraduate Bulletin but all sorts of additional major- related information and materials. Encourage students to use DegreeWorks as well, but only with the appropriate Undergraduate Bulletin to confirm accuracy. If your department has a major checklist of requirements provided to students, it's important that it matches the Bulletin requirements. It can be helpful if the checklist indicates clearly when its requirements went into effect (e.g. somewhere on the form include text such as "For students declaring the major in Fall 2022 or after.") Make sure your up-to-date major checklist is also on your major's Resource Page in the Monitor Your Progress in the Major section. Contact Louise Freymann (lfreymann@jjay.cuny.edu) for any requested additions/edits to your Major Resource Page.
Student wants to declare a major or minor	Students can electronically submit a Declaration of Major or Declaration of Minor form. For both major declaration and minor declaration you'll login with your John Jay email user name and password and follow the navigation. Either form will indicate if any advisor approval is required for the declaration.
Student asks you to grant a substitution for a major/minor requirement	This is your call. See Best Practices section of this Handbook for what to consider when this comes up. Notify the Registrar of any substitutions by submitting a Course Substitution Request form from the Jay Stop website. Go to http://jstop.jjay.cuny.edu/registrar.php , scroll down and click on Course Substitution Request to access the form.
Student can't access Degree Audit	Often this problem is solved when a student logs in to the CUNY Portal , clicks on My Profile, chooses John Jay as the primary college, saves this information and then clicks on DegreeWorks-Online Advisement System. If the problem persists, tell the student to call or visit DoIT, Department of Information Technology : 212-237-8200; L2.73.00 NB.
Student can't access CUNYfirst account	New students should first check in with the Admissions Office at L.64 NB (212-237-8866). Otherwise, students should contact DoIT, Dept of Information Technology , 212-237-8200 (L2.73 NB). Sometimes students are mistakenly putting in their John Jay email username/password, not realizing that CUNYfirst requires its own username and password.
Student asks how to remove a hold on CUNYfirst	The student can click on the hold to see which department put it on and then talk with that department to discuss its removal. See Essential Advising Tools section of this Handbook for more technology information.

<p>Student doesn't know how to use DegreeWorks to maximize its usefulness.</p>	<p>If you can, take a few moments to show the student some best practices. See Essential Advising Tools section of this Handbook for technology information. Academic Advisors and Peer Advisors in the Academic Advisement Center (L73 NB) can also help students understand how to use DegreeWorks.</p>
<p>Student believes DegreeWorks is incorrect about remaining general education requirements or major requirements</p>	<p>You can confirm whether DegreeWorks is accurate in its presentation of major requirements. If it is not, contact Kathy Killoran, kkilloran@jjay.cuny.edu; (212) 237-8263. If it is accurate in its presentation of major requirements but there is a problem specific to that particular student, also contact Kathy Killoran. Refer student to Academic Advisement Center in L.73 NB to confirm whether DegreeWorks is correct about needed general education requirements.</p>
<p>Transfer student asks which transfer courses can count towards the major or minor</p>	<p>Sometimes this is obvious, and sometimes it is not. If you believe that a transfer course that didn't get evaluated/posted as a specific major requirement nevertheless should meet that requirement, you can contact Malleidulid (Maggie) Arismendi in Academic Programs or our Credit Evaluators at evaluations@jjay.cuny.edu to discuss amending the evaluation or you can authorize a course substitution. Make sure the Registrar knows about any substitutions by submitting a Course Substitution Request form. Go to http://jstop.jjay.cuny.edu/registrar.php, scroll down and click on Course Substitution Request to access the form.</p>
<p>Transfer student asks why a course from the other school doesn't appear on the John Jay transcript—or why a course appears only as elective credit</p>	<p>Refer student to John Jay's Credit Evaluators at evaluations@jjay.cuny.edu to discuss any questions regarding course evaluation. If a student receives elective or blanket credit, this means that there is no direct equivalent at John Jay. If you believe that any such credit should count as a major course, you can reach out to Malleidulid (Maggie) Arismendi in Academic Programs or evaluations@jjay.cuny.edu to discuss changing the evaluation if appropriate or you can submit a Course Substitution Request form. Go to http://jstop.jjay.cuny.edu/registrar.php, scroll down and click on Course Substitution Request to access the form.</p>
<p>Transfer student asks if it's necessary to take the CUNY Math test</p>	<p>CUNY has phased out testing for math. Student should consult with an Academic Advisor in L73 NB to confirm whether math placement is needed, and if necessary, discuss steps to determine placement. Math placement may appear in the Milestones area of the student's CUNYfirst Student Center.</p>
<p>Student wants to discuss progress in general education requirements</p>	<p>Refer student to DegreeWorks and also encourage a visit to the Academic Advisement Center at L73 NB (646-557-4872 or 646-557-4816), since DegreeWorks is not always accurate or clear.</p>
<p>Student asks about the deadline for dropping or adding a class</p>	<p>Show student how to access the Academic Calendar. The last day to add or swap is typically end of first week; last day to drop is typically tenth week. The Academic Calendar will show the specific deadlines. All students should be aware of them!</p>

<p>Student asks about study abroad and whether classes from abroad can count towards the major or minor or gen ed requirements</p>	<p>Refer student to the Office of International Studies and Programs at 530 Haaren Hall(212-484-1390) (https://www.jjay.cuny.edu/OISP/studyabroad) If the student is interested in a particular program, they can talk with you about major/minor courses from that program and consult Kathy Killoran (kkilloran@jjay.cuny.edu, 212-237-8263) about study abroad and general education requirements.</p>
<p>Student has questions about financial aid/TAP</p>	<p>Make sure student knows where to find basic Undergraduate Financial Aid information and is aware of the Financial Aid Virtual Front Desk. You can also refer student to Jay Express counter, main floor (L) NB, near 11th Avenue or student can email jayexpress@jjay.cuny.edu. The TAP contact person is Rose O’Neill (212-237-8476, roneill@jjay.cuny.edu)</p>
<p>Student wants to know about internship opportunities and career resources</p>	<p>Share what you know about internships in your major, and refer students to the Center for Career and Professional Development at L.72 NB (212-2378754). Katheryn Crawford (kacrawford@jjay.cuny.edu) is the contact for any internship-related questions. NOTE: Jessica Lawes (jlawes@jjay.cuny.edu) and Kristina Simonsen (ksimonsen@jjay.cuny.edu) in the CCPD are happy to collaborate with Major Coordinators on workshops/events to help prepare students in your major(s) for the professional world.</p>
<p>Student asks when s/he will be able to graduate</p>	<p>This depends on several factors. To confirm, student should discuss major or minor progress with you and also meet (in person or via ZOOM) with an Academic Advisor in L.73 NB.</p>
<p>Student asks about graduation application process</p>	<p>Once a student has earned 105 credits, s/he can file for Graduation in the Student Center in CUNYfirst. Students click the CUNYfirst Academic Records tile and select ‘Apply for Graduation’. If a student does not see that option, there might be some issue to address (e.g. student owes money to the College). As long as the student has checked in with you and a general advisor and all seems to be in order, the student can email registraraudit@jjay.cuny.edu. See <i>Advising the Graduating Senior</i>, p. 17.</p>
<p>Student has applied to graduate but has heard nothing and is concerned</p>	<p>Remind student that the Registrar has to process many graduation applications. Students who have applied can check their CUNYfirst Student Center and click on the Academics tab. It should say APPLIED, or if the Registrar has checked the student’s record and all looks good to go after the student has completed all courses registered for, it should say PENDING. There will also be a note at the bottom of Degree Works. Concerned students can email registraraudit@jjay.cuny.edu but this is unnecessary if PENDING is on the CUNYfirst Academics page. See <i>Advising the Graduating Senior</i>, p. 17.</p>

<p>Student has questions about the commencement ceremony</p>	<p>Refer student to Student Transition Programs in Student Affairs, L2.70.01 NB, 646-557-4797. For a lot of information about commencement, go to www.jjay.cuny.edu/graduation .</p>
<p>Student seems to have a lot of academic difficulty and/or emotional distress</p>	<p>Refer student to the Counseling Services Center at L68 NB (212-237-8100). If the situation seems extreme, and staff is on campus, offer to walk the student there yourself. For academic difficulties, please refer student to the Academic Advisement Center in L73 NB.</p>
<p>Student asks if it's possible to take a class at another campus</p>	<p>Refer student to permit guidelines: http://www.jjay.cuny.edu/permitcourses-cuny-epermit-and-non-cuny-institution-permit and Jay Express. There are different procedures depending on whether a student wishes to attend a CUNY school or anon-CUNY school. The Registrar's office must approve courses that students take elsewhere. For answers to ePermit-related questions, email Ms. Sara Scaldaffery (sscaldaffery@jjay.cuny.edu) or epermit@jjay.cuny.edu.</p>
<p>Student asks if it's possible to receive academic credit for prior work/life experience</p>	<p>It is possible to receive credit for Prior Learning. Refer to Malleidulid Arismendi (marismendi@jjay.cuny.edu).</p>

12. Academic Policies and Procedures

The Undergraduate Bulletin contains all academic policies and procedures and should always be consulted to view the most up-to-date policies. The section titled “Academic Standards” contains the most relevant policies for academic advising, a brief overview of which follows:

Official Class Standing

Each matriculated (degree candidate) student is considered to be in one of eight classes, according to the number of credits that have been earned.

Level	Class Credits
Lower Freshman	0-14.9
Upper Freshman	15-29.9
Lower Sophomore	30-44.9
Upper Sophomore	45-59.9
Lower Junior	60-74.9
Upper Junior	75-89.9
Lower Senior	90-104.9
Upper Senior	105 or more

Maximum Number of Courses in a Term

Undergraduate students are permitted to register for up to 18 credits per term in the fall and spring, and up to 14 credits during a summer term, not to exceed 7 credits in any one summer session. Students can take one course in the winter session. Students may take a 1- credit physical education (PED) activity course in excess of these limits by contacting Jay Express Services (just remember that a maximum of 4 credits from partial credit PED courses can count towards a student’s required 120 credits). Juniors and Seniors with grade point averages of 3.30 or above may take one course in excess of these limits by contacting Jay Express Services.

When making decisions about course load, students are encouraged to take into account factors such as employment and family responsibilities, and to register for the number of courses in which they can reasonably expect to do well. Students should plan to spend at least two hours on course work outside of class each week for every hour they spend in class.

Changing a Major After 45 Credits Earned

If students wish to change their major after earning 45 credits, they must meet with a general academic advisor in the Academic Advisement Center (AAC) to discuss whether this switch is feasible, and do some general planning. If the major change makes sense, the student can submit a [Declaration of Major](#) form electronically, indicating the advisor with whom they met, and Jay Express will forward that request to the advisor for approval. General advisors always tell students they should meet as soon as possible with an advisor for the desired major for an in-depth discussion of how best to complete major requirements.

Exception to this permission protocol: the Spanish major. Students wishing to switch to a Spanish major must get approval from a Spanish major advisor rather than an AAC advisor on the Declaration Form.

Additional exception: Students wishing to switch to any natural science major do not need a general academic advisor's approval, though getting a general advisor's perspective may be very helpful. Only the Science Department can approve a switch to Forensic Science, Cell and Molecular Biology, or Toxicology.

Double Majors

Students can choose to pursue two separate majors after they have earned at least 12 college credits. Both majors must be 45 credits or less (unless an exception is approved by the Dean of Undergraduate Studies Office). **Majors requiring more than 45 credits appear with an asterisk next to them on the Declaration of Major form.** Students must complete all of the degree requirements entirely with a major GPA of at least 2.0 in both majors. When the majors are from different degree designations (BA, BS), the student will receive the degree associated with their first major in CUNYfirst. Students can change the order of their majors at Jay Express.

Degree Overlap Policy

To satisfy the requirements of any degree program, no more than two courses (of 3 credits or more) may overlap between a major and a minor, a major and a second major, a minor and a second minor, or a certificate program and any other degree program. Credits earned from internships and independent studies may **not** be included in the two courses of overlap.

Two Bachelor's Degrees

If students wish to earn two entire degrees and two diplomas, they must complete an additional 30 credits in residence beyond the 120 required for the first bachelor's degree. Students who earn their first bachelor's degree at John Jay and return to earn a second bachelor's degree are not subject to the maximum two course overlap rule.

Required Repetition/Number of Course Failures or Drops

Students who receive the grade of F or FIN in a required course must repeat the course at the next earliest opportunity. However, students who receive the grade of F or FIN—or any combination of these grades—three times for the same course shall be barred from registering the following semester because the student is not making appropriate progress toward a degree. A stop shall be placed on the registration of such students by the Registrar. These students are required to be advised by the Academic Advisement Center or the coordinator of the student’s major or minor, as appropriate, or by a SEEK counselor if the student is in the SEEK Program. Such students shall be permitted to register only after a plan of study is developed and agreed to in writing and official written permission for the student to register is transmitted to the Registrar. If it is determined that the student is unable to make progress toward completing the degree, the student may be permanently barred from registering.

WD, WN, W, and WU Grades

A withdrawal after the financial aid certification date or program adjustment period is assigned the grade of “WD” (Dropped) or “WN” (Never Participated), or “W”(Withdrew), or “WU” (Withdrew Unofficially). Currently WD, W, WN, and (effective as of Fall 2021) WU grades are not academically punitive, which means they do not impact student GPA. For Title IV purposes, the University uses our grading policy (this document) for compliance with R2T4 regulations. The change in WU policy shall supersede and override all undergraduate and graduate program level grading change policies currently in effect at CUNY colleges and schools. Any WU grade earned before Fall 2021 calculates into the student’s GPA as an F.

CUNY F-grade Policy; Repetition of Failed Courses and the Grade Point Average

Starting in 1990 and applying to all future semesters, the grade of F is not computed in the overall grade point average when a student repeats the failed course and receives a grade of C or better. The original F, however, remains on the student’s official transcript. The number of failing credits that can be omitted from the grade point average in this manner is limited to 16 for the duration of the student’s undergraduate enrollment in CUNY. Failed courses at John Jay must be re- taken at John Jay in order for the F grade policy to be applied.

Freshman Forgiveness Policy

The Freshman Forgiveness policy applies to all lower freshman students who enrolled at the College in Spring 2020 or thereafter. In accordance with this policy, if a student passes the suite of freshman courses, they will receive the grade earned which will carry the designated GPA. If a lower freshman is eligible, upon receiving an F or FIN grade, the grade will be administratively converted to “NC – No Credit,” and have no impact on the student's GPA. Once the grade is changed, the student and the faculty member who assigned the original grade will receive an email confirming the change of grade. Students can then repeat the course, ideally at their first available opportunity.

A student who repeats a course that has been assigned an NC grade in the prior term will receive a standard letter grade on the second attempt. The "NC" grade will remain on student transcripts. The Office of Academic Programs will communicate opportunities for students to complete these courses with extra support to best ensure their success in passing them. Students who receive grades of "NC" are not eligible for the Dean's List that semester (or that *year* for part-time students). For the purpose of calculating Latin Honors at the time a student's degree is conferred, "NC" grades will be treated as failing grades. See the 2023-2024 Undergraduate Bulletin for more details about the cohort this policy applies to, along with any restrictions and limitations.

Pass/No Credit option

The pass/no credit option is available for students to take **elective courses** where the grades of Pass "P" and No Credit "NC" received for courses taken under the P/NC option are not computed in the grade point average. In courses where students earn a "P," credit will be awarded, and in courses where students receive "NC," no credits will be awarded. Conditions to apply for Pass/No Credit Option:

- Undergraduate students must have completed 18 credits with a minimum 2.0 grade point average.
- The Pass/NC option may be applied to any course *except* for courses in a student's Major or for any of the college's general education requirements.
- Graduate students taking *undergraduate* courses to meet conditions of matriculation, such as STA 250 or PSY 311, may take them on a Pass/No Credit (P/NC) basis.
- Students can only take one (1) Pass/No credit option in a semester and **at most** four (4) Pass/No credit options throughout their college career.
- Minor: Students may take up to one third of the courses (6 credits) for a minor using the P/NC option per the requirements in the undergraduate bulletin.

The Pass/No Credit application **must be received** by the close of the **second week of classes during fall and spring** semesters. For the **summer**, the application must be received the **first week of the summer session**. For **winter classes**, this application must be received **no later than the 3rd class** of the winter term. **Deadlines are posted on the [Academic Calendar](#) for each term. Once applied, the Pass/No Credit option is irrevocable.**

The Pass/No Credit application can be found at [Jay Stop](#).

Permit/CUNY ePermit Courses

A permit course is a course taken at another college for which students receive credit at John Jay College. See the [Undergraduate Bulletin](#) for details on who is eligible and how to apply. Here is a helpful link:

<http://www.jjay.cuny.edu/permit-courses-cuny-epermit-and-non-cuny-institution-permit>

Email Ms. Sara Scaldafferry (sscaldafferry@jjay.cuny.edu) or epermit@jjay.cuny.edu if you have ePermit-related questions.

Graduation with Honors

Latin Honors

Baccalaureate students qualify for three levels of Latin Honors awarded at graduation:

- Summa cum laude (with highest distinction), awarded to students whose cumulative grade point average is at least 3.9
- Magna cum laude (with great distinction), awarded to students whose cumulative grade point average is at least 3.75
- Cum laude (with distinction), awarded to students whose cumulative grade point average is at least 3.5

To be eligible for graduation with honors, a student must complete at least 56 credits at the College. Students who entered the College with an Associate degree qualify for these honors with a minimum of 52 credits earned at the College. All courses and earned grades obtained at John Jay and elsewhere enter into the computation of the GPA to determine graduation honors. For the purpose of calculating Latin Honors, “NC” grades will be treated as failing grades.

The eligibility of students who transfer into John Jay from other college(s) for such important academic recognition as Latin Honors (summa, magna, cum laude), valedictorian and salutatorian status, and other graduation awards shall include their cumulative GPA at their previous college(s), which shall be averaged in with the grades they have earned at John Jay.

Honors in the Major

To qualify for honors in the major, a student must have completed the credit requirements for the major and have earned at least a 3.5 cumulative grade point average in courses above the 100-level in the major. Grades for major *prerequisite* courses will not be calculated into the major cumulative GPA. Students must also have earned at least a 3.2 overall cumulative grade point average. This honor will be noted on the student’s transcript. Note: some majors have additional requirements for honors in the major. Consult the [Undergraduate Bulletin](#).

Academic Advising and Student Career Prep are Connected!

Faculty are experts in their discipline, their curriculum, and the opportunities their department or program offers students in their Major(s) and Minor(s). Though career exploration and preparation is already part of the college experience for many students, it hasn't been a front and center part of John Jay's culture and academic advising. That is changing. It's changing because we all care what happens to students after they graduate, and we want them to be ready to thrive in the world beyond John Jay.

You don't have to be a career expert to help students move along the exploration and career readiness path. Your curiosity, enthusiasm, and influence, along with some basic career prep knowledge, can go a long way towards nudging students in a productive and confidence-building direction.

What You Can Do:

- Be clear about the integral relationship between academic work and career preparation. Career exploration and prep should not be an afterthought for students, as graduation approaches.
- Look closely at your major curriculum with an eye to how its courses develop analytical, problem-solving, writing, research, and any other kinds of skills that students can carry into the professional world, whatever their career goals may be.
- Mention these broadly applicable skills during your advising conversations.
- Be curious about your students' interests and ask some career-related questions during your major advising conversations:

Do they have any particular career interests right now?

If yes, what are they, and have they taken any steps to research how someone gets into that career and moves ahead successfully?

How can they begin to prepare now?

If no, are they aware that there are easy to access resources to help them get started?

What questions should they be asking at whatever stage of the career prep process they're in?

How to Prepare For These Conversations:

- Know some current data about what employers are looking for in their employees (this data will be shared with you).
- Mention this data during advising conversations.
- Find out what alums from your major are doing now professionally (we hope to help you access this kind of info).
- Attend training workshops for staff and faculty at John Jay that provide basic tools for talking with students about career prep (this would include actual examples of how faculty might talk about career prep during advising conversations) Be on the lookout for emails about such training workshops.
- Be aware of any faculty in your department/program who are blending career-related info and guidance into their courses and advising interactions.
- Talk with these faculty, encourage them to connect and share strategies with you and each other (best practices and possible collaborations to serve students).
- Know campus resources that focus on career preparation and any experiential learning opportunities (Community Outreach and Service Learning; CCPD; Pre-Law Institute, etc.). You will receive information about these resources.
- Know the services that these campus resources provide to *faculty* as well as to students.
- Know key contact people at these career-focused campus resources who can answer your questions and customize training for faculty in your major to give them the confidence and information they need to be able to talk with students about career exploration and preparation.
- Know some online resources that are particularly helpful for students' career searches and information-gathering (ONet, Focus2 Careers, Idealist, OppNet, etc.). Information about these resources will be shared with you.
- Know that you can obtain easily accessible information to share with students about starting the internship/job search process. You will receive this information!

Cherry-picking a link here or a resource there can be helpful in educating faculty and students about career preparation, but the ultimate goal is to create cross campus collaborations and initiatives that will become an ongoing part of the College's *culture*. Individual initiatives are fantastic and always welcome. Building *practices that pull the whole community together* to provide academic excellence while helping students develop the strongest possible foundation for their future professional lives could be transformative. Please join in this effort!