JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Committee on Graduate Studies

October 17th, 2025

12:30–2:30 PM

Join Zoom Meeting https://jjay-cuny.zoom.us/j/87220398559?pwd=U1b2tSC9MObFaun7yKKemFey1cOaVM.1
Meeting ID: 872 2039 8559
Passcode: 051754

1. ***Announcements*** **–** Dean Sidman
   a. **Registrar Form for Extension of INC grades** (longer than 1 semester) – now available!

2. ***Approval of Minutes of September 5, 2025***

3. ***Update from Graduate Admissions*** – Elaine Thompson

4. ***Discussion of Internal Transfer from one Master's Program to Another*** – Dean Sidman & Shavonne McKiever

5. ***Programs***
   1. FEPAC Self-Study for the MS in Forensic Science – Prof. Marta Concheiro-Guisan

6. **Graduate Faculty Approvals**
   a. FOS-MS:
      i. Liana Albano
      ii. Damon Borg
      iii. Jennifer Dorry
      iv. Alejandro Ocampo
      v. Sannia Tauqeer
   b. CRJ-MA:
      i. Alessandra Early (F/T)
      ii. Meriem Rebbani (F/T)

7. ***Math Science Resource Center Conversation –*** Karina Castro-Gonzalez

8. ***New Business***

9. **Program Announcements**

John Jay College of Criminal Justice
City University of New York
Committee on Graduate Studies

Minutes of September 5th, 2025

The Committee on Graduate Studies held a remote meeting September 5th, 2025, at 12:30 P.M., on Zoom. Dean Andrew Sidman called the meeting to order.

Voting Members Present: Jana Arsovska, Marta Concheiro-Guisan, Shweta Jain, Simone Martin-Howard, Susan Pickman, Ian Seda Irizarry, Ellen Sexton, David Shapiro, Andrew Sidman, Dominic Stellini, Rebecca Weiss, Valerie West

Voting Members Absent: Kendra Doychak, Susan Kang, Paul Kearns, Daniel Matos, Chitra Raghavan, Lucia Velotti

Non-voting Attendees Present: Cat Alves, Maggie Arismendi, Alexander Bolesta, Melissa Dolan, Melissa Joseph, Karen Kaplowitz, Kathy Killoran, Shavonne McKiever, Susan's Notetaker, Patrizia Pelgrift, Dyanna Pooley, Fatima Pujols, Sumaya Villanueva, Charlotte Walker-Said

I. Dean's Announcements—Dean Andrew Sidman

A. Welcome – Dean Andrew Sidman

Dean Sidman began by relaying via a communication from Provost Allison Pease that 70% of classes including at the graduate level are in-person, spurring a level of on-campus activity that has not been seen since before 2020. The communication also outlined four goals for Academic Affairs this year: championing research; strengthening the foundational skills of our students, supporting faculty to teach and learn AI, and providing coordinated standards of care for our students. Dean Sidman ended his welcome with an expression of confidence going into this academic year.

B. Introduction of Members

Each member or guest on the Zoom call introduced themselves.

C. Student Affairs Updates – Dean Dominic Stellini

Firstly, Dean Stellini announced that the Wellness Center now has a Nurse Practitioner on staff so that students can get clinical medical services Monday through Friday. The Counseling Center now has the capacity to see students on a walk-in basis rather than students having to wait to receive services. The Accessibilities Office recently started using a piece of software called Accommodate in order to streamline processes. The International Student and Scholars Services office has moved to L69. Dean Stellini chairs the Behavioral Intervention Team, which can respond to concerns that faculty may have with students in their classrooms.

Beyond announcements about services, Dean Stellini noted that participation in the school's Welcome Back events has been phenomenal, with attendance at last night's Club Fair topping 1,000 students.

Professor Ellen Sexton asked whether or not the new Nurse Practitioner is able to prescribe medication. Dean Stellini said he would double-check but was fairly certain the answer is yes.

D. Sealy Library Updates – Prof. Ellen Sexton, Chief Librarian

Professor Sexton said that over the summer the Library needed to move to a new platform due to IT security concerns, and so advised everyone to check their links to the library, as they may need updating. Much out-of-date information has been removed, and the overall experience of students and faculty getting to the information that they want should be more efficient.

On another note, John Jay community members now have the ability to borrow materials directly from SUNY libraries, which greatly expands the overall material available.

The plan to renovate the library is ongoing; it is expected that an architectural firm will be selected possibly by the end of the year, with construction overall taking five or so years.

Vendors are offering us trials of their AI tools. The library is making the AI tool for the database Scopus available to anyone interested in trying it out. Users are encouraged to use it and let the library know how it goes.

The library budget has decreased 30% from the peak in 2016. This means that some print format subscriptions have had to be dropped. Library staff will continue to advocate for more funds. CUNY has shifted the burden of some subscriptions to the university level, however it is still a problem. Another facet to the issue is that procurement staff have been stricter with what subscriptions are approved.

Professor Karen Kaplowitz asked whether the renovation would be adding more space to the library. Professor Sexton replied that it would not, however the goal is for the existing space to become more usable through improvements like a better-placed entrance and more usable windows letting in more natural light.

II. Approval of the minutes of May 16, 2025

There was no discussion.

A motion was made and seconded to approve the minutes of May 16, 2025. The minutes were approved unanimously with 11 votes in favor.

III. Old Business—None

IV. New Business—None

V. Other Business

A. Populate Curriculum Subcommittee

Dean Sidman took the names of volunteers to serve on the curriculum subcommittee of CGS, which vets changes to graduate courses and programs. In addition to Dean Sidman as Chair, Kendra Doychak previous to this meeting volunteered to be on the committee. Professors Valerie West, David Shapiro, and Jana Arsovska agreed to join the committee for this year. Dean Sidman said that anyone else who would like to participate can contact Dean Killoran.

B. Graduate Student Research Symposium Planning – Dean Sidman

This year's symposium is slated for May 4th, 2026 and will likely take place from 6-8 P.M. in the Moot Court. There is plenty of time to change the date if May 4th looks difficult for too many faculty's schedules.

C. Academic Programs/Student Academic Engagement and Retention Strategic Plan – Dean Sidman

The strategic plan for the Academic Programs area has been in development for the past several months. It begins with the same vision laid out in the Vision for Undergraduate Student

Success that was developed by the Office of Undergraduate Studies in the lead up to the last strategic plan. It is a vision that applies equally to graduate programs as well. It challenges the college to be the premier Hispanic- and minority-serving institution, while attracting a vibrant and diverse student body, and providing that student body with an excellent justice-oriented education.

The college has four main goals. First, we want to enhance the core educational experience for our students. Second, we want to foster inclusive and equitable learning environments. Third, we want to prepare students for postgraduate success, especially in the realm of emerging technologies. Finally, we want to provide organizational ability, transparency in our work, and foster continuous improvement.

After expanding on these, Dean Sidman reiterated that the goals laid out here did not appear out of nowhere, but they emerged from numerous conversations and other interactions with the community. What the strategic plan represents is the distillation of these ideas, and the hope is that everyone who contributed can see some facet of themselves in the final product.

D. Final Announcements

Dean Sidman along with Provost Pease, Sumaya Villanueva, Bryce Tolbert, and Kate Szur will be attending a conference hosted by the Gardner Institute. This conference will be graduate student-focused and will feature ways to better support the student academic experience.

At the next CGS meeting in October, Karina Castro-Gonzalez from the Math and Science Resource Center will be hosting a conversation with the group. Attendees were asked by Dean Sidman to think about ways in which the Math and Science Resource Center can help support students in the quantitative aspects of their programs.

VI. Program Announcements

Finally, Dean Sidman said that Wynne Ferdinand is working on a project called Learning in Practice. The goal of this project is to expose our students to postgraduate experiences to better prepare them for life after graduation. Anyone interested in being part of that project should respond to the upcoming announcement from Assistant Dean Ferdinand.

Professor Valerie West expressed interest in bringing the graduate student body together for events appropriate for their level, such as book talks and research talks. However, there is a

concern about the budget for such events. Related to that, Dean Kathy Killoran recalled that last year's student representatives to CGS were very active in planning events. Dean Stellini said that he would make sure that the student representatives get in touch with Deans Sidman and Killoran.

Professor Concheiro-Guisan announced that this year's Forensic Science Symposium would take place on October 17th.

Professor Shweta Jain said that there would be a Cybersecurity-focused conference on October 18th. This is a chance to advertise John Jay's programs, as there is an opportunity to set up a table and communicate with attendees.

The meeting concluded at 1:33 P.M.

Submitted by,
Alexander Bolesta, scribe

Office of the Registrar
T 646-781-5081
F 212-237-8875
registrar@jjay.cuny.edu

INCOMPLETE DEADLINE EXTENSION REQUEST FORM

INCOMPLETE GRADE EXTENSION PROCEDURES
Effective Fall 2024, instructors can request additional time on behalf of students who are unable to meet the standard INCOMPLETE (INC) resolution deadline, and they can also appeal the administrative conversion of an INC to a FIN. It is intended to support cases where timely completion is not feasible due to the nature of the course or external circumstances, particularly those involving fieldwork, practicum, or delayed placements. **Please complete the INC Deadline Extension Request Form and return it to gradechange@jjay.cuny.edu. INC to FIN grade lapse dates can be found on the Academic Calendar.**

SECTION I: STUDENT INFORMATION

Student Name:	**EMPL ID:**
John Jay Email Address:	**Academic Program/Major:**

SECTION II: COURSE INFORMATION

Course Title	Course Number	Section	Se

SECTION III: TYPE OF REQUEST
☐ Instructor-Initiated Extension (Before the Grade Lapses)
☐ Instructor-Initiated Appeal (After the Grade Lapses)

SECTION IV: REASON FOR SUBMITTING EXTENSION
☐ The student needs additional time to complete the assignment(s) and/or exam(s).
☐ The student has extenuating circumstances and needs additional time.
☐ The instructor needs additional time for grading and grade submission.

ADDITIONAL COMMENTS

SECTION V: INSTRUCTOR CERTIFICATION
I certify that I am the instructor of record for this course and recommend approval of this request based on the information provided.

Faculty Signature: _____ **Date**: _____

SECTION VI: PROGRAM DIRECTOR/DEPARTMENT CHAIR APPROVAL: ☐ APPROVED ☐ DENIED

Comments (if any):

Name: _____
Title: _____
Signature: _____ **Date:** _____

FEPAC FORENSIC SCIENCE EDUCATION PROGRAMS ACCREDITATION COMMISSION

FEPAC Form 5.2 BS

Revised 05 14 2025

Graduate Degree Self-Study Report

Instructions:

- This form is meant to capture Program information up to and including the current academic year (Fall 2024 – Spring 2025).
- Responses should be kept to a maximum of 250 words.

Program information

Name of Institution:	John Jay College of Criminal Justice	
City, State:	New York, NY	
Institution Type:	☐Private	☒ Public

The Applicant is pursuing the following **application status**:	☐ Initial Accreditation	☒ Renewal of Accreditation

Enter the **Program Name** (i.e., MS in Forensic Science, MS in Forensic Chemistry, etc.): MS in Forensic Science	Select the FEPAC accreditation Track you are pursuing for the **degree**: ☒ Biology/Chemistry (FEPAC 5.3) ☐ Digital Evidence (FEPAC 5.4)
Enter the Program degree **concentration(s)**, if applicable (i.e., Option in Biology, Emphasis in Chemistry, M.S., Digital Forensics etc.): Forensic Toxicology, Forensic Molecular Biology, and Criminalistics	Select the FEPAC accreditation Track you are pursuing for the specific **concentration(s)** (if multiple concentrations, select all that apply): ☒ Biology/Chemistry (FEPAC 5.3) ☐ Digital Evidence (FEPAC 5.4)
Please specify the **Department, Division School, College, and/or Division** that the offers the program:	Department of Sciences, John Jay College of Criminal Justice, City University of New York

Program Data	
Date Program Established:	1968
Date of First Graduate:	05/1997
Number of Currently Enrolled Students:	56
Number of Graduates to Date:	330

Program Director Contact Information	
Program Director:	Marta Concheiro-Guisan, Pharm.D., Ph.D.
Title(s) (i.e., Program Director/Professor, Associate Professor, Emeritus Faculty, Instructor, etc.):	Associate Professor in Toxicology MS in Forensic Science Program Director Department of Sciences
Mailing Address:	524 West 59th Street Room 5.66.05 NB New York, NY 10019
Telephone:	212-237-8492
E-mail:	mconcheiro-guisan@jjay.cuny.edu
Program Website:	https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science

SECTION 1 – GENERAL STANDARDS

3.0 GENERAL STANDARDS FOR ALL PROGRAMS

All undergraduate and graduate programs seeking FEPAC accreditation must meet basic requirements of eligibility.

3.1 Eligibility

To be eligible for FEPAC accreditation or re-accreditation, a forensic science program shall document that:

a. The institution offering the program is regionally accredited; and

Provide the College or University's link regarding its regional accreditation *status* and provide comments if needed.

John Jay College of Criminal Justice is a senior college within The City University of New York (CUNY) and is accredited by the Middle States Commission on Higher Education. In the 2024/2025 academic year, the Middle States Commission on Higher Education re-accredited our institution. The MS in Forensic Science (MS-FOS) program has awarded Master of Science in Forensic Science degrees since 1968. There was no change in our accreditation status and no gap in graduations during the last year.

The supporting documentation is linked below using URLs.

Supporting Documentation for Standard 3.1:

- Provide references to or copies of any institutional accreditation documentation (in addition to the website link, if needed).

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Enter URL Links to Supporting Documents here**:**

Supporting documentation:

- Mention of Middle State Accreditation on John Jay's Website: https://www.jjay.cuny.edu/about/senior-leadership/institutional-effectiveness/accreditation
- Middle States Commission on Higher Education: https://www.msche.org/institution/0282/
- Forensic Science Program Mission Statement and Accreditation: https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/mission-statement-accreditation

b. The degree awarded upon successful completion of the program is at least a bachelor's degree in one of the following:

1) Forensic Science

2) **Digital Forensics**
3) **A degree in one of the following disciplines with a concentration in forensic science or digital forensics:**
    - **(i) Computer Science**
    - **(ii) Computer/Electrical Engineering**
    - **(iii) Information Systems**
    - **(iv) Information Technology**
    - **(v) A natural science**
    - **(vi) Crime Scene Investigation**

Degree awarded – Name all degrees awarded (as printed on diploma):

Master of Science in Forensic Science

Name of all concentrations (if applicable):

1. Forensic Toxicology
2. Forensic Molecular Biology
3. Criminalistics

Students also have the option of double tracking:

4. Forensic Toxicology and Criminalistics
5. Forensic Molecular Biology and Criminalistics
6. Forensic Toxicology and Forensic Molecular Biology

List any degree concentrations offered by the Program that are to be excluded from consideration for accreditation:
N/A

c. The program has graduated at least two classes before the Application for Accreditation (FEPAC Form 5.1) is submitted.

Program has graduated at least two classes ☒ **YES** ☐ **NO**

3.2 Mission, Goals, and Objectives

3.2.1 The forensic science program shall have a documented and clearly formulated mission that is:
- **a. A succinct representation of the program's purpose for existence, philosophies, goals, and objectives;**
- **b. Appropriate to the institution; and**
- **c. Consistent with the needs of the forensic science community for a technically skilled and educated workforce.**

3.2.2 Supporting goals and educational objectives shall be:
- **a. Clearly specified;**
- **b. Consistent with the mission; and**

c. Appropriate in light of the degree(s) awarded

3.2.3 The mission, goals, and objectives shall be readily available on the program's website.

Provide the URL location (e.g., website) where the mission, goals, and objectives can be found publicly.

- Institutional Mission Statement: https://www.jjay.cuny.edu/about/mission-values
- MS-FOS Program mission statement: https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/mission-statement-accreditation

Program Response:

Describe How the Program Meets the Standard:
Describe the program's mission, goals, and objectives.

The MS-FOS program's mission statement clearly outlines the program's goals, objectives, and intent. It fosters an inclusive environment dedicated to science as it relates to the law. The program trains and provides advanced, substantive knowledge to qualified and highly motivated individuals aspiring to become scientists, administrators, educators, and professionals in the forensic science field. Graduates of the MS-FOS program have gone on to work in various institutions, including local and non-local crime labs, government agencies, private companies, and research institutes. The students we produce align with our mission statement. These qualified and highly motivated individuals are equipped with the knowledge to pursue post-graduate opportunities and secure employment in fields where they can apply their skills.

Discuss Its Strengths and Weaknesses:

Strengths:
The MS-FOS mission statement aligns with the College's mission, goals, and objectives, as well as the Department of Sciences' mission statement.
Our mission statement was recently revised in 2023 to update and clarify the program's goals, objectives, and intent. We highlighted our goal of providing advanced scientific knowledge, reasoning abilities, communication skills, and ethics in both the laboratory and the courtroom. Additionally, we emphasized the program's commitment to educating a diverse and inclusive new generation of forensic scientists and research specialists.

Weaknesses:
Currently, there is no written plan for the frequency of our mission statement reviews and revisions. The program has traditionally addressed this based on discussions within the curriculum committee.

Describe Any Actions Being Taken to Improve the Program:

To ensure that the MS-FOS program continues to foster an educational environment aligned with the mission statement, we will revise our strategic plan to include a review of the mission statement every two years. If the curriculum committee believes changes are necessary, we will update the statement.

Supporting Documentation for Standard 3.2:

- Copies of institutional and program mission statements (in addition to the website link, if needed).

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Document names:
2025-JJ-3.2-Current MS-FOS Mission Statement_11-13-23.docx
2025-JJ-3.2-Current Science Department Mission Statement.docx
2025-JJ-3.2-DepartmentMeetingMinutes-MSFOS Statement Approval Date.docx
2025-JJ-3.2-John Jay Mission Statement.docx

Enter URL Links to Supporting Documents here**:**

- Institutional Mission Statement: https://www.jjay.cuny.edu/about/mission-values
- MS-FOS Program mission statement: https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/mission-statement-accreditation

3.3 Planning and Evaluation

3.3.1 The program shall have an explicit written process for planning and evaluation activities. The evaluation activities shall include and have records to support:

a) Evaluating and monitoring of the efforts made to fulfill the program's mission, goals, and objectives;

Describe the **written process** (e.g., procedural manual, agenda from staff meetings, etc.) the program uses to evaluate and monitor its overall efforts to fulfill its mission, goals, and objectives:

The MS-FOS program has a strategic plan that encompasses faculty, pedagogy, scientific advancements in forensic science, recruitment, and ongoing improvement. The program also includes an assessment plan that evaluates core, specialization, and elective courses, theses, and student and employer surveys. Both the strategic and assessment plans are consolidated into one document. In May 2025, the curriculum committee approved the strategic plan for the upcoming two-year cycle.

All activities outlined in the strategic and assessment plans are managed by the program director, Dr. Marta Concheiro-Guisan, along with her college assistant, Lindsay Lerner. They collaborate with the science department chair, Dr. Jennifer Rosati, and other MS-FOS faculty on pedagogy and scientific advancements. The elected program curriculum committee serves as the internal oversight body, reviewing assessment data and course proposals, and recommending curriculum and other modifications to the program.

John Jay College supports offices such as the Office for Institutional Research, the Registrar, Graduate Admissions, and the Office of Academic Programs. These offices provide metrics for student enrollment and degree completion. The program director also keeps her own database on student enrollment, thesis status, admissions materials, and graduation years, while collecting professional contact information, alumni achievements, and student feedback.

The program planning and evaluation efforts map to the FEPAC required processes as follows:

• Evaluating and monitoring its overall efforts to fulfill its mission, goals, and objectives;	Strategic Plan
• Assessing its effectiveness in serving its various constituencies;	Strategic Plan
• Modifying the curriculum as necessary, based on the results of its evaluation activities;	Curriculum Committee
• Planning to achieve its mission in the future;	Curriculum Committee
• Demonstrating continuous improvement.	Program director and Curriculum Committee.

b) Evaluation of the program's efforts to support its various constituencies.

Describe the program's planning processes to support its constituencies. Describe how the planning process helps the program to meet the needs of its constituents (e.g., **faculty, students, graduates, employers, others**). What (if any) significant changes is the program considering as a result of its planning activities?

The MS-FOS program's strategic planning activity focuses on three main areas to ensure the needs of its constituents are met:

1. Faculty and pedagogy.
2. Scientific developments in Forensic Science.
3. Student cohort size and recruiting.

The first two areas are considered critical for ensuring the program's future success in achieving its mission. Recruitment and program size are related to the ongoing sustainability of the program's budget and its role within the college.

The program has identified several indicators of its success in fulfilling its mission. Please see Table 1 below that outlines the action items, data sources, and evaluation plans. Currently, the program is not considering any major changes.

Table 1. Continuous improvement and evaluation plan.

Demonstration of Continuous Improvement	Data Source(s)	Evaluation Plan
Academic outcome: % four-year graduations	Internal data managed by the Program Director and College Assistant John Jay College Office of Institutional Research (OIR)	Each fall semester, the program director will request data on the 4-year graduation rate and average time to graduation from the John Jay College Office of Institutional Research (OIR). The data will be monitored for trends and reported in the annual evaluation
Assessment scores on learning goals	MS-FOS assessment	Outcome assessment reports on research theses and selected courses provide the most objective scores on the four learning goals. They will be used to track levels of improvement for these parameters.
Range of topics covered in coursework and available instrumentation	Curriculum Committee Review	Course syllabi and course content will be monitored and kept in compliance with College and FEPAC standards through regular reviews by the curriculum committee scheduled for the fall semester. The results of this review will be tabulated.
Effectiveness of Instruction	MS-FOS Assessments and Surveys	Developing new electives is considered continuous improvement and will be reported. Student feedback (exit interviews) and course assessment data will be used to evaluate the impact of adjustments made to the curriculum and individual course content.
Quality of Thesis Research Experience	MS-FOS Assessments and Surveys	The exit surveys administered in conjunction with the program director's thesis approval signature are being monitored on a regular basis to identify immediate action items. The surveys include a question about the students' thesis research experience, which will be evaluated and compared to previous results.

c) Evaluation of the curriculum and documentation of changes made;

Describe the process the program uses to evaluate the curriculum. Describe how the program uses the results of these evaluation activities to modify the curriculum. Describe the process the program uses to record when curriculum changes are made as a result of these activities. **Provide at least one example**.

We use course assessments and student survey reports to evaluate the curriculum. Assessing student learning outcomes can provide essential data for promoting program effectiveness and enhancing course quality. Going beyond simply assessing knowledge acquisition, MS-FOS evaluates students'

mastery of subject matter and their ability to apply knowledge in reasoning (critical thinking and creativity), practical skills, and communication. The MS-FOS assessment is a faculty-led initiative that ensures a direct focus on learning. Ultimately, evaluating student learning outcomes assesses the Program's capability to provide learning opportunities consistent with its mission.

The student satisfaction survey gauges student satisfaction with the curriculum, quality of instruction, and faculty engagement. The survey also collects feedback on how well students feel prepared for employment in the forensic science field or for advanced academic study, as well as their evaluations of individual courses and elective offerings. This ongoing data collection effort is essential for refining our curriculum to ensure that MS FOS graduates possess the knowledge and skills necessary for success in forensic science and related disciplines.

Assessments and survey reports are reviewed, discussed, and approved by the program director and the curriculum committee. The action items detailed in the assessments and reports (see attachments of FOS 710 Assessment in Fall 2024, and Student Satisfaction Survey Report in Spring 2025), along with feedback from the institution, are implemented by the program director and the MS faculty in the following academic year, with monitoring by the curriculum committee.

Document names:
2025-JJ-3.3.3D- StudentSatisfactionSurvey2025.docx
2025-JJ-3.3.2-FOS710_Assessment_Report.docx

d) Future planning related to the program's goals and objectives; and

Describe the process the program uses for both **measurable** long- and short-term planning. Describe who is involved in planning, how changes in the field of forensic science are taken into account in the program's planning activities, etc.

In 2021, former Program Director Dr. Prinz proposed an innovative five-year strategic assessment plan. Despite our best efforts to adhere to that plan, several changes in curriculum, pedagogy, and institutional demands prevent us from doing so. We have designed the following revised two-year plan to be dynamic and adaptable to ongoing changes and challenges in the program. By implementing a two-year plan instead of a five-year plan, we will ensure that we make data-driven decisions aligned with current learning objectives, faculty input, and regulatory compliance.

The program director and her college assistant are responsible for drafting the strategic plan and presenting it to the curriculum committee. The curriculum committee is tasked with reviewing and approving the plan, while the program director and college assistant are responsible for its implementation.

Multi-year activities will include indirect assessment through surveys or direct learning outcome assessments targeting the research thesis or lecture/laboratory classes for various specializations. Since the field is constantly evolving, surveys may not yield sufficient responses, and classes may not proceed as planned. Therefore, the activities mentioned are subject to change with curriculum committee approval. If changes are necessary, they will be documented in the meeting minutes and in an updated strategic plan document.

e) Evaluation of activities designed to support continuous improvement.

Describe how the program uses the results of these evaluation activities to improve the quality of the program. **Give an example** of a recent change to the program that resulted directly from one of these evaluation activities.

The program utilizes evaluation activities like data collection, performance assessments, and feedback mechanisms to guide continuous improvements. These tools ensure alignment with program goals and enable timely identification of strengths and areas requiring adjustment. Input from students, faculty, and external partners fosters ongoing learning and adaptation, enhancing the program's overall quality.

A key evaluation tool is the exit survey, administered alongside thesis approvals. These surveys feature questions about students' research experience and are compared year to year to identify trends. In 2024, the program reviewed exit interviews from 2007 to 2023. Results were overwhelmingly positive: over 90% of students reported feeling well-prepared for their professional goals, and 93% credited the program with enhancing their understanding of forensic science and ethical responsibilities. However, 32% of respondents identified Criminalistics I and II as the least satisfactory courses, citing disorganization and a challenging start to the semester.

In response, the program conducted a targeted assessment of Criminalistics I in Fall 2024. While results showed that students improved academically over the term, early-semester performance remained a concern. As a direct result of this evaluation, the program has committed to further investigating the root causes of these issues and implementing solutions, as outlined in the assessment's action plan.

Document names:
2025-JJ-3.3.2-Exit_Interview_Report
2025-JJ-3.3.2-FOS710_Assessment_Report

3.3.2 The program shall conduct an annual analytical self-evaluation that responds to the FEPAC standards.

Provide evidence of annual analytical self-evaluation.
If applying for **continued accreditation** (re-accreditation) – provide evidence of annual analytical self-evaluation against all FEPAC standards.

Documents discussed above:
2025-JJ-3.3.2 -2020FEPAC
2025-JJ-3.3.2-2021FEPAC
2025-JJ-3.3.2-2022FEPAC
2025-JJ-3.3.2-2023FEPAC
2025-JJ-3.3.2-2024FEPAC

If applying for **initial accreditation** – explain how the program collects and uses annual analytical self-evaluation data consistent with standard 3.3.

N/A

3.3.3 Documentation of the annual self-evaluation shall include:

a) A summary statement about the program's compliance with each standard that identifies both successful practices that meet the standard and areas that need improvement.

b) An evaluation of the success of the program with regard to student achievement. The program shall provide documentation of how collected information is used in the evaluation and development of the program to meet its stated mission, goals, and objectives.

Briefly describe the **process** the program uses to evaluate whether students who complete the program have developed a basic foundation in the forensic sciences necessary for success in a modern crime laboratory.

To evaluate whether students who complete the program have developed a foundational knowledge of forensic science, essential for success in a modern crime laboratory, the program administers various assessments. These include Alumni Surveys, Exit Interviews, and Employer Surveys, which together provide feedback on graduates' preparedness, applied skills, and overall competency in the field. This multi-source evaluation process ensures that program outcomes align with industry standards and employer expectations.

Documents discussed:
2025-JJ-3.3.2-Exit_Interview_Report
2025-JJ-3.3.3G-AlumniSurvey2021
2025-JJ-3.3.3H-EmployerSurvey2015

Describe how the program uses the **results of these evaluation activities** to improve the quality of the program. Give an example of a recent change to the program that resulted directly from one of these evaluation activities.

The 2018–2019 exit interview surveys identified two major areas of concern: the lack of a thesis budget and limited mentor availability. The limited mentor availability was linked to the low number of hours that professors received for mentoring graduate students (0.6 hours for thesis deposit) and the uncertainty regarding laboratory supplies support, due to the absence of an established budget.

To address the first issue, the former program director, Dr. Prinz, modified the thesis prospectus series in Fall 2023, so the third prospectus class (FOS 797) requires students to work on a research project under the guidance of a faculty member. This change provided students with a more structured path for thesis completion and increased the number of hours faculty receive for mentoring graduate students (a total of 1.2 hours: 0.6 hours for FOS 797 and 0.6 hours for thesis deposit). Regarding laboratory supplies support, the current director, Dr. Concheiro-Guisan, successfully secured an annual budget of $20,000 for lab supplies from the Dean of Academic Programs, which has been in place since 2024.

Provide the results of the program's various evaluation activities related to the assessment of student achievement. Use tables, graphs, or other means to display the data, as appropriate.
Where data is available, show trends over the past five years. What do the results of the program's various evaluation activities show about the quality of the program? What do they reveal about specific strengths and weaknesses of the program? What do the results show about the program's compliance with Standard 3.3?

The program evaluates student achievement through three assessments: thesis-outcome reviews, satisfaction surveys, and post-graduation feedback. In the most recent thesis review cycle (2017-2021, n=52, 20 sampled), five faculty members assessed each thesis based on 11 criteria related to four learning goals. Across all goals, 90–100% of students met or mostly met expectations, with written communication and scientific reasoning being particularly strong. The only ongoing weakness identified is the use of appropriate statistical analyses. This is being addressed through additional statistics lectures (an elective course) and workshops. Additionally, a new core course focused on statistics for forensic scientists (FOS 709 Applied Statistics and Data Analytics for the Laboratory Forensic Sciences) has been developed and approved, set to begin in Spring 2026.

Student Satisfaction Surveys (2011, 2014, 2016, 2019, 2025) indicate a clear upward trend. The 2025 Survey documented 8–15-point increases over 2019 in areas such as course satisfaction, lab preparedness, and faculty engagement. A significant majority of students would recommend the program to a friend (92%), an improvement compared to the previous survey (72% in 2019). Strengths include rigorous laboratory training, a relevant curriculum, and small class sizes. Ongoing concerns involve mentor availability, faculty access outside class, aging lab equipment, and professional development. Responsive measures include a recurring laboratory-supply budget, faculty incentives to widen the mentor pool, and centralized listings of internships and jobs shared via LinkedIn and broadcast emails.

Overall, these evaluations demonstrate that the program meets its learning objectives, promptly addresses identified gaps, and remains fully aligned with Standard 3.3's mandate for systematic assessment and continuous improvement.

The program also tracks metrics via an employer survey; however, due to confidentiality issues with employers, only one respondent (n=1) to the 2021 request for information was available. Therefore, the 2015 survey is the only available employer survey. We are rethinking ways to collect this information and revising our survey this year.

Documentation discussed**:**

- A: 2025-JJ-3.3.3- StategicPlan 2026-2027 & Approval
- B: 2025-JJ-3.3.3.B- ThesisGuideBook
- C: 2025-JJ-3.3.3.C- ThesisAssessment2021
- D: 2025-JJ-3.3.3.D- StudentSatisfactionSurvey2025
- E: 2025-JJ-3.3.3.E- StudentSatisfactionSurvey2018/2019
- F: 2025-JJ-3.3.2-Exit_Interview_Report
- G: 2025-JJ-3.3.3.G-AlumniSurvey2021
- H: 2025-JJ-3.3.3H-EmployerSurvey2015

Documentation available via URL**:**

Faculty mentors of current students will notify the program director of student achievements like conference presentations, awards, or publications. This is also a question in the exit interview. The information is then posted on the website and/or the program's LinkedIn page.

LinkedIn:
https://www.linkedin.com/groups/12472238/

https://www.linkedin.com/in/john-jay-ms-in-forensic-sciences-41061a1b8/recent-activity/all/

Program website:
https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/celebrating-student-research.

Places of employment are being captured during the exit interviews, through informal updates, and alumni surveys. The list posted on the website is updated as needed, e.g., if a new employer is mentioned (https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/employment-information).

1) The evaluation system shall include:

(i) Data on student and program performance as outlined in Section 3.3.4; and

(ii) Exit questionnaire or interview of graduates.

After the MS-FOS program director approves a student's research thesis for submission, the student is invited to attend a meeting for a final signature and to participate in an exit interview. Prior to 2024, there was no formal written report on the exit interviews; instead, responses were compiled into a spreadsheet and used immediately to inform curriculum committee discussions and program planning.

The exit interview includes questions about students' favorite and least favorite courses, topics they felt were missing from the curriculum, details about their research and thesis experience, and suggestions for program improvements. This feedback is crucial for identifying potential new electives and provides insight into the effectiveness of specific courses and instructors.

Students are also asked how well the program prepared them to achieve their professional goals, whether John Jay helped cultivate an awareness of professional responsibilities and ethical practices, and whether their critical thinking and scientific skills improved during their time in the program. The results have been overwhelmingly positive. Over 90% of students reported that the program prepared them well to achieve their professional goals. More than 93% stated that John Jay fostered their awareness of forensic science, professional responsibilities, and ethical standards. Notably, 100% of students indicated that their critical thinking and scientific knowledge improved while enrolled in the program.

2) Documentation of the evaluation system shall be retained for at least 5 years.

Describe the measures the program uses to document the record of student performance (e.g., degree completion rates, job placement rates, or other measures). Simply recounting degree completion rates is not considered an adequate response.

To evaluate student performance and support continuous improvement, the MS in Forensic Science program at John Jay College monitors graduation rates, time to completion, thesis progression, and job placement rates. We analyze each cohort in detail in terms of percentage of students that graduate in the intended two-year timeline, that needed extra time, students that finished all the coursework except the thesis (all-but-thesis, ABT), and the percentage that withdraw. These results are in Table 1. This data informs targeted interventions to support student retention and timely degree completion.

Graduation within the intended two-year timeline is challenging due to the demands of thesis research and students' non-academic obligations.

Table 1. Graduation rates and thesis progress by cohort (2019-2023)

Cohort	Cohort Size	% Graduated in 2-years	% Took Additional Time	% ABT	% Withdraws
2019	20	20	20	15	47
2020	19	42	26	0	32
2021	21	48	9.5	9.5	19
2022	16	25	12.5	31	12.5
2023	26	42	NA	19	15

In response to the issues observed with the 2-year graduation, the program revised its thesis prospectus sequence in Fall 2023. Previously taught in a group setting with limited mentor engagement, the new model consists of three sequenced courses (FOS795–FOS797), culminating in one-on-one mentorship during FOS797 with defined collaboration hours. This restructuring aims to formalize the mentor-student relationship and encourage timely thesis completion. Early data suggest these reforms are effective. These ongoing improvements demonstrate the program's commitment to student support and enhanced degree completion outcomes.

Table 2 shows the number of students who graduated in each academic year since 2020-2021, and the percentage of students with job offers or admitted to advanced degrees. Most of our graduates have a job offer or are accepted into an advanced degree when they graduate, showing that the preparation they received fulfills the work market requirements.

Table 2. Number of graduate students and percentage of students with job offers and accepted in advanced degrees.

	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024	AY 2024-2025
# Graduated students	12	12	14	18	17
% students with job offers	67	50	71	67	71
% students accepted in advanced degress	8	8	0	6	6

% students didn't respond	0	42	29	28	0

c) An operational strategy that includes:

1) At least one long-term initiative or goal designed to promote reflection and ongoing improvement of the program. The program shall demonstrate progress toward this initiative or goal annually; and,

Describe one **measurable** long-term goal designed to promote continuous improvement. Provide evidence of progress toward this goal or initiative in the past year.

One measurable long-term goal aimed at promoting continuous improvement in the MS in Forensic Science program is to enhance students' statistical knowledge, better preparing them for research and professional practice. This goal arose from various forms of student input, including exit interviews, student satisfaction surveys, thesis outcomes reports, and informal feedback, in which students consistently expressed a desire for more training in statistics. Although we offered a statistics elective (FOS 705 Mathematical Statistics for Forensic Scientists), students conveyed a need for more practical statistics training with a laboratory component. In response, the curriculum committee developed and implemented a new core statistics course specifically designed for forensic science students. This course, FOS 709 Applied Statistics and Data Analytics for Forensic Scientists, received approval in the past academic year and will be a required component of the program starting in the academic year 2025-2026. The new course directly addresses the identified gap and demonstrates the program's commitment to continuous, data-driven improvement.

To view information on the new course, see appendix 2025-JJ-3.3.3.L-FOS709.

2) Any remediation conducted that addresses weaknesses or areas needing improvement with any FEPAC Standards.

If the program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

The program has identified several areas for improvement based on recent assessments. While overall faculty support was rated positively, a group of students reported difficulties with out-of-classroom faculty availability. Some students also expressed lower confidence in their scientific knowledge, indicating the need for additional academic support. Satisfaction with laboratory facilities has slightly declined compared to previous surveys, highlighting a need to improve resources and address equipment deficiencies.

Mentorship availability continues to be a significant concern. The 2025 student survey revealed a decrease in the number of students reporting access to thesis mentors compared to 2019. To address this, the program director is working to secure a higher annual thesis budget (currently at $20,000 for 23 students) from the Dean of Academic Programs to support student research and incentivize faculty participation. Additionally, the program is exploring new partnerships with local labs, such as the Office

of Chief Medical Examiner (NYC-OCME), NYPD laboratories, and DEA Northeast laboratory, to expand mentorship and research opportunities.

Another challenge is communication regarding professional development resources. Despite ongoing efforts to distribute information on internships and job postings, some students reported not receiving this information. In response, the program has begun regularly posting opportunities on LinkedIn and emailing them directly to students to enhance visibility.

These targeted actions aim to strengthen academic support, enhance mentorship, improve research infrastructure, and ensure students are better informed and prepared for professional success.

3.3.4 The program shall provide current, readily accessible, and accurate data to the public on its website regarding student and program performance.

Provide the **website address(es)** where **each type of student performance data** listed below is disclosed.

Please use the following URLs to access additional student performance data:

Enrollment and Graduation data: https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/our-students-alumni

Student Research Accomplishments: https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/celebrating-student-research

Employment and Alumni information: https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/employment-information

Student Thesis information: https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/student-handbook-thesis-requirements

a) These data shall be updated by the time of submission of the annual report.

b) The data provided shall encompass at least the past three years and at least the following measures of student performance, program performance, and academic quality:

1) The number of full-time students enrolled in each degree program;
2) The number of students enrolled in each concentration where applicable;
3) The number of graduates in each year reported and the results of an employment survey sent 180 days post-graduation to capture:

(i) Number of graduates with job offers;
(ii) Number of graduates admitted into an advanced degree program;
(iii) Number of graduates who were unreachable or did not respond; and

Describe the specific processes the program uses to **gather information from graduates** and **perform post-graduate assessment**. Indicate how long the program has been using this type of evaluation processes.

The program collects information from graduates and conducts post-graduate assessments through several ongoing processes. We gather information from graduates using exit interviews. For the post-graduate assessment, a primary tool is the program's LinkedIn page, which has been active for the past four years. This platform enables current students, faculty, and alumni to stay connected, share professional opportunities, and highlight research achievements. Before LinkedIn, the program utilized a Facebook page but transitioned as LinkedIn became more relevant professionally.

Additionally, the program's college assistant maintains a detailed alumni contact list, including current employment information and up-to-date contact details. This list is regularly updated through annual outreach efforts, such as direct email requests and LinkedIn messaging. Formal post-graduate assessments, like the employer and alumni surveys, are administered via email. These practices have existed in various forms for several years and continue to evolve to ensure meaningful engagement with graduates and inform program improvements.

(iv) Other (if applicable); and 4) A list of all internship locations, research project titles or topics, and/or capstone course titles.

Describe the specific processes the program uses to evaluate student performance in **capstone experience**. Indicate how long the program has been using this type of evaluation processes.

Each student must complete an independent research or capstone project (master's thesis). The purpose of the research/capstone project is to provide an opportunity for faculty and students to contribute to the knowledge base of forensic science, including projects aimed at enhancing the practice of forensic science. Thus, it should focus on a forensically relevant topic that ideally has a practical, real-world impact on operational forensic laboratories.

The research/capstone project culminates in a thesis or written report of publishable quality. The program evaluates the written report through the thesis committee against a rubric that outlines the characteristics of a report considered to be of publishable quality. The program has established written guidelines for the report format and a rubric for evaluating the oral presentation and written report. The rubric was revised in Fall 2024 to incorporate the assessment of the written report.

Each student must have a committee of at least three individuals responsible for mentoring the project. One member of the committee must be a full-time faculty member in forensic science. The other two members may be full-time or part-time faculty, forensic practitioners, or others with specialized knowledge, with at least one member external to the department. Each student is required to present the results of their work orally in a public forum before the committee. The program director is responsible for monitoring the student's thesis progress, ensuring compliance with all requirements, and approving the final version of the thesis. This evaluation process has been utilized by the program since 2014.

Document name: 2025-JJ-3.3.4-ThesisRubric

List the enrollment and graduate data for the past **3 academic years**. For these tables, a traditional academic year runs from Fall to Spring (or Summer, if applicable).

Enrollment/Graduates Data

Enrollment/Graduates Data			
Degree Program Name: Masters in Forensic Science Program	**Academic Year past 3rd year: 2022- 2023**	**Academic Year past 2nd year: 2023-2024**	**Academic Year - previous year: 2024-2025**
# of FT students enrolled in **degree program**	50	51	57
# of students enrolled in each **concentration /emphasis/ track** (if applicable)	Criminalistics: 4 Toxicology: 5 Molecular Biology: 5	Criminalistics: 5 Toxicology: 12 Molecular Biology: 7	Criminalistics: 8 Toxicology: 11 Molecular Biology: 7
# of graduates in reported in each year	14	18	17

List the post-graduation survey data. Be sure to include the academic YEAR in the column heading for each column in the table.

Post – Graduation Survey Data			
Degree Program Name: Masters in Forensic Science Program	**Academic Year past 3rd year: 2022- 2023**	**Academic Year past 2nd year: 2023-2024**	**Academic Year - previous year: 2024-2025**
# of graduates with job offers	10	12	12
# of graduates admitted into advanced degree program	0	1	1
# of graduates unreachable / did not respond	4	5	0

List the internship, research project, or capstone information below:

Internship / Research Project/ Capstone Experience Information			
Academic Year	**Type of Experience (internship, research, or capstone):**	**Title or topic of project / area of study:**	**Location (applicable if internship is the 'type of experience'):**
Past 3rd year: 2022-2023	Research	Open Fire: The Expansion of 9mm Hollow Point Bullets in Relation to Tissue Thickness	John Jay

Example: 2021-2022	Research	"Identification of Different Hair Dyes in Dyed Hair using Attenuated To" by Nicholas Lovera	John Jay
	Research	Detection of Delta-9-tetrahydrocannabinol and Cannabidiol In Utero Exposure by Umbilical Cord Analysis	John Jay
	Research	Comparison of Hydrolysis Efficiency and Performance of Four Recombinant β-glucuronidase Enzymes for the Detection of Opioids in Urine Samples by LC-MS/MS	John Jay
	Internship, Research	"Extraction of Challenging Forensic Samples Using the MicroGEM DNA Extr" by Falyn R. Vega	NYC Office of Chief Medical Examiner
	Research	"DNA Shedding Propensity and Individual Characteristics" by Genesis Echavarria	John Jay
	Research	The Effect of Henna and Bleach Treatments on Cocaine Hair External Contamination	John Jay
	Research	"Analysis of Polymer-Coated Bullets Using Spectroscopic Methods" by Liana R. Albano	John Jay
	Research	Investigation into the utility of the submaxillary gland androgen-regulated protein 3B (SMR3B) as a normalizing factor in oral fluid	John Jay
	Research	Hair and Drugs: The Impact of Dry Shampoo and Gel on Cocaine-Contaminated Hair	John Jay
	Research	The Effect of Resource Quality and Species Interactions on Dermestes maculatus	John Jay
	Research	Comparing Bone Histology, Topography, and Other Physical Attributes to the Presence of Viable DNA After Interval Cremation	John Jay
	Research	"Method Development and Validation of Controlled Substances on a Gas Ch" by Regina E. Filus	John Jay
Past 2nd year: 2023-2024 **Example: 2022-2023**	Internship, Research	The Method Development and Validation of Designer Benzodiazepines in Oral Fluid using Solid Phase Extraction and LC-MS/MS	Navis Clinical Lab (American Forensic Toxicology Services)
	Research	Delta-9-Tetrahydrocannabinol and Cannabidiol Effect on Dopamine Transporter Expression and Function	John Jay
	Internship, Research	An Internal Validation of the ANDE Rapid DNA Instrument for Bone, Tissue, and Blood Samples	NYC Office of Chief Medical Examiner

	Research	Determination of Common Drugs of Abuse and Metabolites in Oral Fluid: Comparison of Different Extraction Procedure	John Jay
	Research	Stability of DNA in saliva evidence collected with two different swabbing solutions	John Jay
	Internship, Research	Investigation of the Prevalence of Designer Fentanyl in a Drug Testing Population Using Liquid Chromatography Tandem Mass Spectrometry (LC-MS-MS)	Navis Clinical Lab (American Forensic Toxicology Services)
	Research	Hairry Potter World: Are gel and oil the scorchers magic to altering external cocaine and BE concentrations in hair	John Jay
Previous year: 2024-2025 **Example: 2023-2024**	Research	Comparison of Methods for Amphetamine Enantiomer Analysis Using HPLC and 1H-NMR	John Jay
	Research	Development and Validation of an Analytical Method for the Determination of Tryptamines in Plasma by Liquid Chromatography-Tandem Mass Spectrometry	John Jay
	Research *	Fast & Forensic: Rapid Detection & Quantitation of 30 + Emerging Novel Psychoactive Substances in Hair Using LC-MS/MS	John Jay
	Research *	DNA Extraction and Species Determination of Historic Museum Pelts	John Jay
	Research *	Quick and Easy Method for the Determination of Cocaine and Six Metabolites in Postmortem Hair	John Jay
	Research *	The Effect of Bullet Morphology and Intermediate Targets on Bullet Path	John Jay
	Research *	A Qualitative NMR and Histological Analysis of Adipocere Formation in Different Aqueous Environments using Sus Scrofa Models	John Jay
	Research *	Histomorphology of Sharp-Force Trauma on Partially Cremated Remains	John Jay
	Research *	The Bones Never Rest: Determination of Alkaloids in Bones in an Archeo-Toxicological Context	John Jay

	Research *	Transfer of Material Derived from Polymer-Jacketed Bullets During Cycling and Discharge	John Jay
	Research *	Non-Destructive Dry Vacuum Recovery of DNA from Fabric	John Jay
	Research *	Bullet Ricochet and Tunnelling of Wood Substrates	John Jay
	Research *	PFAS Levels in Hair: Comparing US Populations to Global Trends	John Jay
	Research *	An Exploratory Study of Tattoo Documentation Quality Among Investigators and Medical Examiners	John Jay

*PDF copies of the thesis, which is not yet available online due to an embargo, are available upon request. Please note that official posting may take several weeks to months.

Program Response:

Describe How the Program Meets the Standard:

The program includes a mandatory research thesis as its capstone experience. Students receive guidance on how to find a thesis advisor that aligns with their research interests, are required to complete an independent research project, and must submit a written thesis to qualify for graduation. The thesis topics should enhance forensic science knowledge and demonstrate proficiency in research methods. Additionally, a public defense of the thesis offers experience in scientific communication.

Discuss Its Strengths and Weaknesses:

Strengths: Students receive support throughout the thesis process via structured training in the formal Thesis Prospectus Series (FOS 795 Thesis Prospectus I, FOS 796 Thesis Prospectus II), which introduces them to research design, scientific writing, and presentation skills. Additionally, students are matched with a dedicated full-time faculty advisor (FOS 797 Thesis Prospectus III) and supported by a three-member thesis committee, ensuring comprehensive academic guidance and mentorship throughout the research and writing process. Furthermore, the program director follows up on the student's thesis progress, checks compliance with all requirements, and approves the final version of the thesis.

Weaknesses: Compiling and completing the thesis typically requires several semesters, often extending through the summer, or even several semesters after the coursework is finished. This extended timeline can delay graduation and contribute to the current status of 19 students classified as ABT (all-but-thesis). Additionally, there is a significant burden on faculty, especially those working with multiple students conducting specialized research. Faculty members are often tasked with advising several theses, which can be time-consuming and challenging to balance alongside teaching and other service obligations.

Describe Any Actions Being Taken to Improve the Program:

To support timely thesis completion, students are encouraged to secure an advisor and define their research topic by the end of their first year. In fact, students are required to have a mentor and present a thesis proposal to pass FOS 796 Thesis Prospectus II, and submit their thesis to pass FOS 797 Thesis Prospectus III, providing a structured process. If extra funds are available, the program offers summer thesis boot camps and writing workshops to enhance structure.

To address mentorship strain due to the required commitment and resources from faculty, the program is collaborating with the Provost and the Dean of Academic Programs to explore manageable advising loads and funding incentives, helping to ensure faculty capacity and student success. Additionally, the program is exploring new partnerships with local labs, such as the Office of Chief Medical Examiner (NYC-OCME), NYPD laboratories, and the DEA Northeast laboratory, to expand mentorship and research opportunities.

Supporting Documentation for Standard 3.3:

- A copy of the program's evaluation plan.
- A copy of the program's procedures for evaluation.
- Data on completion rates, job placement rates, or other measures the program uses to document the record of student achievement.
- Data on exit or other surveys of graduates and any other measures the program uses to gather information from graduates.
- An analysis of the results of students' performance in their capstone experience.
- Copies of all instruments or surveys used to collect the evaluation data.
- A copy of any internal or external review conducted of the program in the past five years.
- Copies of any strategic plans or other planning documents the program uses.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Eighteen documents have been uploaded.

Enter URL Links to Supporting Documents here**:**

Supporting Links:

Alumni: https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/our-students-alumni

Employment: https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/employment-information

Research: https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/student-handbook-thesis-requirements

3.4 Institutional Support

It is imperative for the program to receive adequate support from the institution commensurate with other natural or computer science programs, sufficient to allow the program to achieve its mission, goals, and objectives.

3.4.1 The program shall demonstrate the following are sufficient to allow the program to achieve its mission, goals, and objectives:

a) The financial resources the institution makes available to the program;

Describe the financial resources the institution makes available to the program.

As part of the Department of Sciences, the MS-FOS receives support from the department for lectures and laboratory courses. The Department of Sciences' OTPS (Other Than Personal Service) budget supports three BS programs (Forensic Sciences, Cellular and Molecular Biology, and Toxicology) along with the MS in Forensic Sciences, which includes a total of 772 students as of Fall 2024. The Department of Sciences' budget for FY 2023-2024 was $555,582.53, and for FY 2024-2025 was $680,075.02. This budget covers the science office, lab insurance, instructional training, lecture/computer supplies, reagent/lab supplies, instrument/equipment/software purchases, laboratory service contracts, and laboratory instrument/equipment repair.

The Dean of Academic Programs supports the MS-FOS by providing a part-time college assistant for administrative support ($15,000 per year) and a research laboratory supplies budget. Since the academic year 2023/2024, the Dean has pledged $20,000 of financial support for thesis research each year. This budget is distributed annually among new students actively engaged in research projects with a mentor, resulting in $625 in 2024 and $740 in 2025 per student.

Additionally, the Department of Sciences and the Program of Research Initiatives in Science and Math (PRISM) at John Jay College have provided financial support for the program's activities, including social and networking events and seminars. Other programs at John Jay College, such as the Student Travel Program, support our MS-FOS students' attendance at scientific conferences in forensic sciences (https://www.jjay.cuny.edu/studenttravel).

b) The financial resources available to the program are comparable to the financial resources available to other natural or computer science programs at the institution;

Evaluate the financial resources available to the program in comparison to those available to other natural science programs at the institution.

The Department of Sciences and the Program of Research Initiatives in Science and Math (PRISM) at John Jay College have provided financial support for the program's activities, including social and networking events, seminars, and graduation luncheons. Additionally, our program has funds available from the Dean of Academic Programs for thesis research. The resources available are comparable to those provided to other MS programs at John Jay, such as Digital Forensics & Cybersecurity, Emergency Management, and Security Management.

c) The physical facilities the institution makes available to the program, including classrooms, laboratories, and other resources such as equipment and supplies; and

Describe the physical facilities available to the program, including classrooms, laboratories, and any other facilities the program routinely uses.

The new building at John Jay College of Criminal Justice opened on November 2, 2011, as part of an expansion project that included a new 13-story, 625,000-square-foot building and a landscaped area connecting it to the historic Haaren Hall. The Department of Sciences occupies the 3rd, 4th, and 5th floors of this new building. The classrooms are equipped with multimedia technology, including computers with internet access, projectors, and screens. Additionally, the Department of Sciences features a computer lab and other state-of-the-art facilities for instruction.

Regarding the laboratories, the Department of Sciences at John Jay maintains advanced laboratories for research and teaching, overseen by the department's faculty, the Chief College Laboratory Technician (Dr. David Warunek), the Director of Laboratory Operations (Natalya Timmer), the Director of Instrumentation, Equipment, and Laboratory Facilities (Argeliz Pomales), and various full-time college laboratory technicians. The department houses a suite of specialized instruments and equipment necessary for conducting faculty and student research, such as gas chromatographs (GC), liquid chromatography tandem mass spectrometry instruments (LC-MSMS), high-pressure liquid chromatographs (HPLC) equipped with absorbance and fluorescence detectors, UV-VIS spectrophotometers, fluorometers, circular dichroism (CD) spectrophotometers, confocal and fluorescence microscopes, scanning electron microscopes, flow cytometers, a variety of centrifuges (low and ultra-speed), analytical balances, ovens, refrigerators, and freezers. The complete list of instrumentation is in Appendix 2025-JJ-3.4.-Equipment. Collectively, these resources ensure that students receive rigorous scientific training with direct exposure to industry-standard forensic instrumentation.

d) The instructional and academic support services available to the program, including the library, learning center, computer center, and other major academic support services.

John Jay College offers a wide array of instructional and academic support services to enhance student success, particularly within the Forensic Science program. The Lloyd Sealy Library provides comprehensive scientific research support through databases such as ScienceDirect, PubMed, and JSTOR. It grants access to peer-reviewed journals, subject-specific research guides, and citation tools, alongside personalized assistance via the "Ask a Librarian" service.

The Career Learning Lab aids students, alumni, and faculty with career readiness. It offers résumé and cover letter reviews, LinkedIn and interview preparation, as well as access to tools like Handshake and VMock. The Lab also holds internship programs, industry networking events, and career panels, equipping students for professional success.

The Student Computer Lab Center in room L2.72.00 is a modern workspace featuring advanced computers, printers, scanners, and essential academic software such as SPSS and MS Office. It also provides laptop and iPad loans, tech support, and extended hours during exam periods, making it a vital hub for coursework and research.

Additionally, Academic Resources & Services include 24/7 tutoring through Tutor.com and specialized on-campus centers for writing, math, science, and languages. The college also offers holistic student support through centers focused on immigrant students, LGBTQ+ students, veterans, gender justice, student leadership, and childcare. Together, these resources ensure that students receive the academic, technological, and personal support needed to thrive in a rigorous graduate program.

3.4.2 Institutional support shall be such that the number of part-time or adjunct faculty does not exceed the parameters described in standard 3.5.

Program part-time or adjunct faculty number does not exceed the parameters in standard

☒ YES ☐NO

Program Response:

Describe How the Program Meets the Standard:
Evaluate the adequacy of the institution's support for the program, including the financial resources, the facilities, and the various instructional and academic support services available to the program.

The current institutional support for the MS-FOS is sufficient, as discussed in previous sections. The classrooms and laboratories are equipped with the necessary resources to provide effective academic and technological support to our students. The state-of-the-art instrumentation in our laboratories enables us to foster a high-quality educational environment and facilitate impactful research in forensic sciences.

Discuss Its Strengths and Weaknesses:
What do the results of these evaluations reveal about the institution's support for the program? What do they reveal in terms of specific strengths and weaknesses of that support?
What do the results show about the extent to which the program complies with Standard 3.4?

As indicated in the previous sections, the current institutional support is adequate and allows us to fulfill the mission and goals of the MS-FOS. The strengths of this support exist at multiple levels, highlighting the classrooms and laboratories, along with college-wide support (travel grants and other student support services). However, we would like to point out that additional support for research and theses is necessary. This support includes more financial resources for laboratory supplies and increased support for faculty in terms of the workload hours they receive for mentoring. These critical aspects will increase the number of mentors and improve students' outcomes.

Describe Any Actions Being Taken to Improve the Program:
If the program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis

The current plan to address the concern regarding institutional support for the MS-FOS thesis is to discuss our recommendations with Provost Alison Pease and Dean of Academic Programs Andrew Sidman. Together with the chair of the Department of Sciences, Dr. Jennifer Rosati, we have developed a recommendation for the resources needed to maintain and expand undergraduate and graduate research at John Jay, as well as the technological and instrumental requirements necessary to sustain

and enhance our forensic sciences programs. We also monitor external funding opportunities and encourage our faculty to apply for them to fulfill this aspect of our mission.

Supporting Documentation for Standard 3.4:

- A copy of the program's budget for the past two years.
- A list of the major equipment available to the program.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

This information is in the files 2025-JJ-3.4-MS-FOS program budget.docx and 2025-JJ-3.4-Equipment.docx.

Enter URL Links to Supporting Documents here**:**

NA

3.5 Faculty

Forensic science faculty members with working experience in a forensic science laboratory are preferred. Forensic science faculty includes any faculty or instructional staff member who teaches a forensic science course; these are those required for the fulfillment of sections 4.3, 4.6.4, 4.7.4, 4.8.4, 4.9.4, 4.10.3, 4.10.4, 5.4.4, or 5.4.5.

List the Faculty information below:

Number of Faculty	Current Academic Year	Previous Academic Year
Full-time	**12**	**12**
Part-time	**6**	**6**

Number of Students	Current Academic Year	Previous Academic Year
Full-time	**33**	**33**
Part-time	**17**	**18**

3.5.1 All faculty members shall be appropriately qualified, by education and experience, to implement the instructional program. The following faculty education requirements apply separately to each degree program (e.g., B.S., M.S.):

Describe the process the program uses to evaluate the effectiveness of the faculty in supporting the program's mission, goals, and objectives. Describe any changes made recently as a result of such an evaluation of faculty effectiveness.

The MS-FOS program at John Jay College evaluates faculty effectiveness in supporting its mission and goals through both formal and informal methods. Faculty participate in the college's annual evaluation process, which includes student course evaluations, peer observations, and assessments of research productivity, service, and advising. Additionally, insights are gained from student satisfaction surveys

and exit interviews. The program director also gathers informal feedback, especially from students involved in thesis research and lab courses.

The MS-FOS faculty comprises a multidisciplinary group with expertise in chemistry, biology, toxicology, criminalistics, and related fields. Many hold PhDs and bring real-world forensic experience, enhancing students' ability to connect theory and practice. Faculty significantly contribute to curriculum development, student advising, thesis mentoring, and career preparation.

Faculty effectiveness is also evident in strong external partnerships. The program collaborates with organizations such as the NYC Office of the Chief Medical Examiner, the NYPD Lab, and the New Jersey State Police, among others. These relationships facilitate internships, research projects, and mentoring. Notably, professionals from these agencies also serve as adjunct faculty, further enriching the learning experience with applied knowledge.

Faculty actively assist students in developing thesis projects, guiding experimental design, lab work, and scientific writing. They also maintain professional engagement through regular publications and participation in forensic science conferences, ensuring instructional content remains aligned with current scientific and industry standards.

No major changes have been made recently in faculty structure, but continuous feedback ensures a high level of teaching, mentoring, and applied training that supports student success and the advancement of forensic science.

Describe the process the program uses to ensure that part-time faculty are knowledgeable about the program's mission, goals, and objectives and work in concert with full-time faculty to accomplish the mission, goals, and objectives.

The MS-FOS program at John Jay College ensures that part-time faculty align with the program's mission, goals, and objectives through a structured onboarding and integration process. New adjuncts receive an orientation from the program director, which includes an overview of the curriculum, learning goals, and expectations for student outcomes. They are also provided with syllabi templates, assessment tools, and course materials to promote consistency across sections.

Part-time faculty are often practitioners or subject matter experts actively working in the field, many of whom are affiliated with agencies such as the NYC Office of Chief Medical Examiner and the New Jersey State Police. Their applied expertise strengthens the program's aim of combining academic rigor with real-world relevance.

The program fosters communication and collaboration between part-time and full-time faculty through meetings, email updates, and invitations to participate in thesis defenses and curriculum discussions. Adjuncts are encouraged to provide feedback and are often consulted when the program revises course content based on industry trends or student needs. This collaborative environment ensures that part-time faculty contribute meaningfully to student learning while reinforcing the program's broader goals of scientific excellence, ethical practice, and career readiness.

a) **In the Forensic Biology, Forensic Chemistry, and Criminalistics programs, 100% of the full-time forensic science faculty shall have at least an appropriate master's degree or equivalent and at least 50% of the full-time forensic science faculty shall have an appropriate doctoral degree or equivalent;**

b) In the Crime Scene Investigations and Digital Evidence programs, 100% of the full-time forensic science faculty shall have at least an appropriate master's degree; and

c) All full-time forensic science faculty who have a master's degree, but not an appropriate doctoral degree, shall have at least 3 years of full-time or equivalent relevant work experience.

d) Full-time forensic science faculty who were previously approved by FEPAC through initial or re-accreditation prior to the release of these standards shall be allowed to keep their current positions, even if they do not meet the terms of the new standards.

List the Faculty information below. Indicate when the faculty member joined the faculty and the courses the faculty member is assigned to teach.

Full Time Faculty Members (including all Faculty that mentor students in their thesis- FOS 797)

Name	**Degree** (PhD, MS, etc.)	**Job Title**	**Full or Part Time** (FT/PT)	**Date of Entry as a Forensic Science Faculty**	**List of Course # and Titles Responsible for Teaching:**
Champeil, Elise	PhD, Chemistry	Tenure, Professor	FT	11/10/2008	Organic Compound Structure Determination (FOS 717)
Cheng, Shu-Yuan	PhD, Toxicology in Phamaceutical Science	Tenure, Associate Professor	FT	11/10/2008	Thesis Prospectus III (FOS 797)
Concheiro-Guisan, Marta	PhD, Forensic Toxicology	Tenure, Associate Professor	FT	2/3/2015	Forensic Toxicology 1 (FOS 725); Forensic Toxicology 2 (FOS726); Thesis Prospectus Series (FOS 795,796, FOS797)
Corthals, Angelique	PhD, Forensic Anthroplogy	Tenure, Professor	FT	12/9/2009	Forensic Anthropology: Osteological & Genetic Identification (FOS761); Thesis Prospectus III (FOS 797)
Delgado-Cruzata, Lissette	PhD, Enviormental Health Sciences	Tenure, Associate Professor	FT	2/11/2014	Advanced Genetics (FOS 704), Advanced Molecular Biology 1 (FOS732); Thesis Prospectus III (FOS 797)
Diaczuk, Peter	PhD, Forensic Science	Tenure Track, Assistant Professor	FT	11/10/2008	Advanced Criminalistics 1 (FOS 710); Advanced Criminalistics 2 (FOS 711); Firearms and Toolmarks (FOS 736); Thesis Prospectus III (FOS 797)
He, Yi	PhD, Analytical Chemistry	Tenure, Professor	FT	11/10/2008	Thesis Prospectus III (FOS 797)
Hietpas, Jack	PhD, Geology	Tenure track, Assistant Professor	FT	5/17/2024	Physical & Biological Evidence (FOS 706); CSI for Forensic Scientists (FOS

					738); Advanced Criminalistics 1 (FOS 710); Advanced Criminalistics 2 (FOS 711); Thesis Prospectus III (FOS 797)
Kocak, Ali	PhD, Analytical and Physical Biochemistry	Tenure, Associate Professor	FT	11/10/2008	Thesis Prospectus III (FOS 797)
Kubic, Thomas	PhD, Forensic Science	Tenure, Professor	FT	11/10/2008	Advanced Instrumental Analysis 1 (FOS 721); Advanced Instrumental Analysis 2 (FOS722); Scientific Evidence, Expert Testimony, and Ethics for Research and Forensic Scientists (FOS760); Advanced Topics in Physical Science (FOS735); Thesis Prospectus III (FOS 797)
Lents, Nathan	PhD, Pharmacological and Physiological Sciences	Tenure Professor	FT	11/10/2008	Thesis Prospectus III (FOS 797)
Li, Richard	PhD, Molecular Biology	Tenure, Associate Professor	FT	11/10/2008	Advanced Molecular Biology 2 (FOS733)
Pego, Ana	PhD, Physiopathology and Toxicology	Tenure track, Assistant Professor	FT	3/8/2022	Forensic Toxicology 1 (FOS 725); Thesis Prospectus III (FOS 797)
Petraco, Nicholas	PhD, Theoretical Chemistry	Tenure, Professor	FT	11/10/2008	Mathematical Statistics for Forensic Scientist (FOS705)
Prinz, Mechthild	PhD, Human Biology	Tenure, Professor	FT	2/11/2014	Advanced Molecular Biology 2 (FOS733); Thesis Prospectus III (FOS 797)
Proni, Gloria	PhD, Cell and Molecular Biotechnologies	Tenure, Associate Professor	FT	11/10/2008	Organic Compound Structure Determination (FOS 717)
Rosati, Jennifer	PhD, Forensic Entomology	Tenure Track, Assistant Professor	FT	9/11/2014	Current Trends in Forensic Pathology and Entomology (FOS762)
Rourke, Linda	MS, Forensic Science	Lecturer	FT	11/10/2008	Physical and Biological Evidence (FOS 706)
Stripp, Richard	PhD, Pharmacology and Toxicology	Tenure, Associate Professor	FT	11/10/2008	Fundamentals of Forensic Toxicology (FOS 707); Thesis Prospectus III (FOS 797)

Part Time Faculty Members

Name	Degree (PhD, MS, etc.)	Job Title	Full or Part Time (FT/PT)	Date of Entry as a Forensic Science Faculty	List of Course # and Titles Responsible for Teaching:
Acosta, Teeshavi	MS, Forensic Science	Adjunct Instructor	PT	3/13/2018	Forensic Toxicology 1 (FOS 725); Forensic Toxicology 2 (FOS726)
Cooper, Gail	Ph.D, Forensic Toxicology	Assistant Adjunct Professor	PT	9/13/2016	Forensic Toxicology I (FOS 725); Forensic Toxicology 2 (FOS726)
Delvalle, Antonio	MS, Forensic Sciences	Adjunct Instructor	PT	10/17/2022	Advanced Instrumental Analysis 1 (FOS 721); Advanced Instrumental Analysis 2 (FOS722)
Gordon, Michelle	MS, Forensic science	Adjunct Instructor	PT	10/17/2022	Advanced Molecular Biology 1 (FOS732)
Miranda, Michelle	Ph.D, Forensic Science	Assistant Adjunct Professor	PT	10/10/2017	Advanced Instrumental Analysis 1 (FOS 721); Advanced Instrumental Analysis 2 (FOS722)
Sherman, Suzanne	MS, Biology	Adjunct Instructor	PT	2/10/2016	Forensic DNA Technology (FOS730)

3.5.2 The scientific and educational capabilities of the faculty shall be distributed over the major areas of the program.

3.5.3 The number of faculty members shall be sufficient to ensure regular offerings of all courses needed for the degree program. Students shall not experience delays in graduating because of a lack of course offerings.

Evaluate the effectiveness of the faculty in implementing the instructional program, taking into account their education and experience, **their specific forensic science experience**, and their number. What do the results of the evaluation reveal about specific strengths and weaknesses of the faculty? What do the results show about the extent to which the program complies with the Standard?

The MS-FOS program at John Jay College regularly evaluates faculty effectiveness through targeted assessments across its three specializations (Molecular Biology, Criminalistics, and Toxicology) to ensure high-quality instruction and positive student learning outcomes. These evaluations take into account faculty expertise, teaching performance, and student achievement of learning objectives.

In Molecular Biology, the 2024 assessment of FOS 704 Advanced Genetics revealed that students exceeded expectations in essential scientific knowledge areas aligned with FBI DNA Analysis Methods standards. However, students required additional support in grasping genetic recombination and in effectively utilizing scientific literature in their final assignments, leading to plans for enhanced scaffolding.

In Criminalistics, the 2024 evaluation of FOS 710 Advanced Criminalistics I demonstrated steady improvement across laboratory exercises. While initial labs indicated poor performance in foundational skills, students progressively advanced, culminating in high performance during a Moot Court exercise, which showcased their capabilities in technical application and scientific communication. These results affirm the instructional program's success in preparing students for practical forensic work.

In Toxicology, the 2022 assessment of FOS 725 and FOS 726 indicated that students met or exceeded expectations in communication, reasoning, and practical lab skills. The improvement between early and final lab reports highlighted the importance of repeated practice and timely feedback.

These results confirm that the program's faculty, well-qualified scientists with both academic and real-world forensic experience, are effectively implementing the curriculum. The program adheres to accreditation standards and continues to refine instruction based on data, ensuring rigorous preparation for careers in forensic science.

Documentation discussed:

I: 2025-JJ-3.3.2-FOS710_Assessment_Report
J: 2025-JJ-3.3.3J-FOS725/26Assessment
K: 2025-JJ-3.3.3K-FOS704Assessment

3.5.4 At least 50% of the credit hours in forensic science courses in a program shall be taught by full-time faculty.

3.5.5 Undergraduate capstone research projects shall be overseen by a forensic science faculty with previous or current research activity appropriate to their institution's mission.

3.5.6 Only full-time forensic science faculty teaching in graduate programs may serve as the chair of a forensic graduate student's capstone committee. This faculty member shall have current or previous demonstrated research activity appropriate to their institution's mission.

3.5.7 Oversight of the forensic science curriculum to ensure its applicability to the program's missions, goals, and objectives shall be the responsibility of the program director or their designee(s). Designees, if used, shall be documented and shall be full-time forensic science faculty.

3.5.8 The program shall have well-defined policies and procedures to recruit, appoint, and promote qualified faculty, to evaluate the competence and performance of faculty, and to support the professional development and advancement of faculty.

Describe the resources available for faculty development and the policies that govern faculty development. Give examples of recent faculty development activities that support the forensic science program.

All faculty can attend a one-day event, the faculty development day, at the beginning of each semester. This event features a full day of seminars and activities aimed at enhancing faculty pedagogy and related skills. Throughout the year, various faculty development activities are also available through the TLC (Teaching and Learning Center). The Interim Dean of Faculty, Angela Crossman, shares weekly emails highlighting faculty development opportunities and other resources.

Particularly in the forensic sciences program, faculty are invited to the forensic science seminar series every spring, organized by the MS-FOS program, as well as the annual Forensic Science Symposium held every October by the Department of Sciences. Both events are significant for faculty to broaden their knowledge and network with peers.

Additionally, in the Department of Sciences, all faculty are invited to in-house training and educational sessions conducted by various companies. These training sessions occur when a new instrument is acquired or may be obtained by the Department. In spring 2025, faculty had the opportunity to attend the event "John Jay College New Brevis GC Introduction/Lunch n' Learn" organized by Shimadzu. This event included several presentations and a hands-on demo of GC-2050.

The Department of Sciences supports faculty travel with up to $1,000 per year to attend scientific conferences or to cover scientific association dues. Although this support is limited, it encourages faculty to engage with scientific associations.

3.5.9 The program's faculty recruitment practices shall demonstrate equitable opportunities in accordance with the institution's hiring policies.

Program Response:

Describe How the Program Meets the Standard:

John Jay College of Criminal Justice has institutional hiring policies that encompass recruitment, employment, and accommodation. These policies promote fair and equitable hiring practices while also addressing the specific needs of students and employees. For each new hire, a search committee is established, consisting of a chair and five additional members. All committee members are required to undergo training related to their roles and responsibilities in the search process and other pertinent topics. The HR department reviews the hiring paperwork (job posting, flow log) to ensure compliance with institutional hiring policies.

Discuss Its Strengths and Weaknesses:

Strengths: John Jay is committed to equal employment opportunities and prohibits discrimination based on various protected characteristics. The college provides guidelines for employers, including notification requirements for second-round interviews and a deadline for accepting offers. It offers mechanisms for employees and applicants to request reasonable accommodations to participate in the application and interview processes. John Jay follows the Principles for Professional Conduct established by the National Association of Colleges and Employers (NACE), which prohibit alcohol consumption during recruitment. Additionally, John Jay has an affirmative action program to ensure fair hiring practices and promote diversity within the workforce. The college's HR policies cover multiple aspects of employment, including leaves of absence, equal opportunity, and other workplace issues.

Weaknesses: N/A

Describe Any Actions Being Taken to Improve the Program:

N/A

Supporting Documentation for Standard 3.5:

- The curriculum vitae for all full-time faculty members teaching in the forensic science program were provided during the application process.

Documents requested:

- 2025-JJ-3.5.9-Champeil.pdf
- 2025-JJ-3.5.9-Cheng.pdf
- 2025-JJ-3.5.9-Concheiro-Guisan.pdf
- 2025-JJ-3.5.9-Corthals.pdf
- 2025-JJ-3.5.9-Delgado-Cruzata.pdf
- 2025-JJ-3.5.9-Diaczuk.doc
- 2025-JJ-3.5.9-He.pdf
- 2025-JJ-3.5.9-Hietpas.pdf
- 2025-JJ-3.5.9-Kocak.pdf
- 2025-JJ-3.5.9-Kubic.pdf
- 2025-JJ-3.5.9-Lents.pdf
- 2025-JJ-3.5.9-Li.pdf
- 2025-JJ-3.5.9-Pego.pdf
- 2025-JJ-3.5.9-Petraco.pdf
- 2025-JJ-3.5.9-Prinz.pdf
- 2025-JJ-3.5.9-Proni.pdf
- 2025-JJ-3.5.9-Rosati.pdf
- 2025-JJ-3.5.9-Rourke.pdf
- 2025-JJ-3.5.9-Stripp.docx
- 2025-JJ-3.5.9-Acosta.pdf
- 2025-JJ-3.5.9-Cooper.pdf
- 2025-JJ-3.5.9-Delvalle.pdf
- 2025-JJ-3.5.9-Gordon.pdf
- 2025-JJ-3.5.9-Miranda.pdf
- 2025-JJ-3.5.9-Sherman.docx

- Provide copies (or a description) of the policies and procedures used to recruit, appoint, and promote qualified faculty, to evaluate the competence and performance of faculty, and to support their professional development and advancement.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Enter URL Links to Supporting Documents here**:**

John Jay HR Policies:
All HR procedures: https://www.jjay.cuny.edu/about/senior-leadership/office-finance-administration/human-resources/employee-resources/hr-policies-procedures

Search Committee:
https://www.jjay.cuny.edu/sites/default/files/2023-11/Guidelines_for_the_Composition_and_Formation_of_Search_Committees_for_Executive_and_Administrative_Positions_HR.050.pdf#page=2.00

Recruitment Policies:
https://www.jjay.cuny.edu/student-life/career-building-job-search/career-learning-lab/employers/recruitment-policies

John Jay Full-Time Faculty Promotion Guidelines:
https://www.jjay.cuny.edu/about/senior-leadership/academic-affairs/faculty-services/full-time-faculty/promotion

3.6 Recruiting and Admissions Practices, Academic Calendars, Catalogs, Publications, Grading, and Advertising

3.6.1 The program shall have policies and procedures for student recruitment and admissions that locate and select qualified individuals who have the educational prerequisites and the interest and motivation to pursue careers in forensic science.

3.6.2 These policies and procedures shall identify the scientific background necessary and clearly define the expectations for admission to, continuation in, and completion of the program.

Describe the policies, procedures, and criteria the program uses to recruit students.

Recruitment is coordinated through the Office of Graduate Admissions in collaboration with the program director and faculty. The program adheres to CUNY-wide policies on non-discrimination and equal opportunity, ensuring that all applicants are evaluated fairly. Recruitment activities include participation in graduate fairs, online information sessions, open houses, and outreach to STEM departments at colleges nationwide. Additionally, the program promotes itself through digital marketing, alumni networks, faculty presentations at professional conferences, and targeted outreach to underrepresented groups in STEM and forensic science.

3.6.3 All statements made about the program in any promotional advertising, catalogs, or other institutional publications shall be accurate.

3.6.4 During the recruitment and admissions process, the student shall be advised and informed of the typical suitability requirements particular to employment in the field. Specifically, students should be advised that background checks similar to those required for law enforcement officers are likely to be a condition of employment (Reference: NIJ Report NCJ 203099 – "Qualifications for a Career in Forensic Science," pp.7-10).

Describe the types of information the program routinely provides to prospective students, including information about possible background checks and discipline-specific employment guidelines.

As part of recruitment and admissions communications, including program information sessions, the program's website, email correspondence, and admissions materials, prospective students are informed that careers in forensic science often involve employment with law enforcement agencies or government laboratories. Consequently, employment may be contingent upon passing stringent background checks similar to those required for law enforcement officers. This may include reviews of criminal history, drug use, credit history, and personal conduct, as outlined in the NIJ Report NCJ 203099, "Qualifications for a Career in Forensic Science." Students are also made aware that integrity, professionalism, and adherence to ethical standards are essential in the field.

3.6.5 The program shall ensure that all students receive timely and accurate information about the academic calendar, required coursework and degree requirements, grading policies and satisfactory academic progress, and other relevant academic policies.

Describe how the program informs students about academic policies-required coursework, degree requirements, grading policies, satisfactory academic progress, and the academic calendar.

The primary source of academic policies is the John Jay College Graduate Bulletin, which is available online. It outlines required coursework, degree requirements, grading policies, satisfactory academic progress standards, and the academic calendar. The program website also offers up-to-date information on curriculum structure, course descriptions, prerequisites, and expected timelines for thesis completion. If policies change, students are notified via email from the college assistant. The college assistant also sends semesterly emails with important dates based on the academic calendar (e.g., registration deadlines, course withdrawal deadlines). One week before registration opens, the program director emails students with general registration and course requirements guidelines and schedules academic advisement appointments. The program director monitors the progress of all students, including those on probation (GPA<3.0). Every faculty member shares the course syllabus with students at the beginning of the semester. This syllabus contains the course description and objectives, learning outcomes, prerequisites, college policies on plagiarism, Americans with Disabilities Act policies, course schedule, assignments, and grading, among other details.

3.6.6 All application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students, regardless of age, sex, race, disability, religion, or national origin.

Provide a link to the location where the non-discrimination policy is addressed (e.g., university homepage, bulletin, etc.):

https://jjay.smartcatalogiq.com/en/2018-2019/undergraduate-bulletin/federal-state-university-regulations/notice-of-non-discrimination/#:~:text=It%20is%20the%20policy%20of,creed%2C%20national%20origin%2C%20ethnicity%2C

Program Response:

Describe How the Program Meets the Standard:

Evaluate the effectiveness of the program's admissions policies and procedures, especially the program's effectiveness in locating and selecting qualified students who have the intellectual and educational prerequisites to complete the program.

The MS in Forensic Science program at John Jay College employs a rigorous and selective admissions process aimed at identifying applicants with strong academic backgrounds, relevant scientific training, and the intellectual potential to thrive in a challenging graduate curriculum. Admissions decisions are made holistically by the MS-FOS admissions committee, which comprises the program director and four MS-FOS faculty members. They evaluate each applicant's academic record, personal statement, letters of recommendation, and research or laboratory experience. The program prioritizes students with undergraduate degrees in chemistry, biology, forensic science, or related scientific fields, ensuring that incoming students have the foundational knowledge necessary for advanced coursework and thesis research.

To measure the effectiveness of its admissions policies, the program tracks key academic metrics, such as first-semester GPA, thesis completion rates, time-to-degree, and graduation outcomes. Our most recent admissions assessment revealed that most students entering the program meet our 3.0 GPA requirements. Over the past several years, admitted students have demonstrated strong academic performance, with the majority progressing on schedule and completing high-quality research projects.

Additionally, the program collaborates with John Jay's Admissions Office to enhance recruitment efforts targeting qualified applicants. Outreach includes graduate program fairs, webinars, and partnerships with undergraduate institutions that provide strong STEM preparation.

Through this structured admissions process, the program consistently admits cohorts capable of meeting the degree requirements. This demonstrates that the admissions policies successfully identify and select students who possess the intellectual and educational prerequisites necessary to complete the program and enter the forensic science workforce.

Discuss Its Strengths and Weaknesses:
What do the results of these evaluations reveal about the recruiting and admissions practices for the program? What do they reveal in terms of specific strengths and weaknesses of these practices?
Do the results show the program's compliance with Standard 3.6?

Strengths: Recent evaluations suggest that the MS in Forensic Science program's recruiting and admissions practices are largely effective and compliant with Standard 3.6. A Spring 2025 review of admissions data shows that the program has become increasingly selective, admitting 52% of applicants in 2024 compared to 74% in 2020. This tightening of admissions criteria reflects a commitment to academic excellence and ensures that only well-qualified students are accepted. Furthermore, the program has improved its yield rate; the percentage of admitted students who ultimately enroll rose from 55.9% in 2020 to 72.7% in 2024, indicating more effective outreach and clearer communication of program value to prospective students.

Weaknesses: However, the review also revealed areas for improvement. While the program admits an average of 5 international applicants annually, few of these students ultimately enroll due to challenges related to visa acquisition and the financial burden of studying in the U.S. This limits the program's global reach and diversity. Moreover, the applicant pool is heavily concentrated in New York State, with

limited growth in out-of-state applications. This may reflect a need to expand national marketing and recruiting efforts.

Describe Any Actions Being Taken to Improve the Program:
If the program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

To address these concerns, the program is collaborating with the Office of Graduate Admissions to develop targeted strategies for recruiting out-of-state and international students. This includes improved digital outreach, partnerships with undergraduate STEM programs outside New York, and clearer financial aid and visa process guidance.

Document discussed: 2025-JJ-3.6-AdmissionsReport .docx

Supporting Documentation for Standard 3.6:

- Copies of the current catalog, student handbook, and any other key documents the institution/program uses to convey information to students about academic policies and procedures.
- Copies of any materials specific to forensic science that the program routinely provides to students (e.g., bulletin, prospectus).
- Provide evidence of the Program's notification to potential applicants and newly matriculating students about the possibility of background investigations for forensic science employment and the implications of this possibility.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Documents discussed**:**

- 2025-JJ-3.6-AdmissionsReport .docx
- 2025-JJ-3.6-Handbook.docx
- 2025-JJ-3.6-Booklet.docx

Enter URL Links to Supporting Documents here**:**

Bulletin: https://jjay.smartcatalogiq.com/en/2024-2025/graduate-bulletin/degrees-offered/forensic-science-master-of-science/

Academic Requirements and Regulations:

https://jjay.smartcatalogiq.com/en/2024-2025/graduate-bulletin/academic-requirements/

Website with links to student handbook, track maps, etc.:
https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/student-handbook-thesis-requirements

Website with links to the possibility of background investigations for forensic science employment and the implications of this possibility:

https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/how-apply

3.7 Student Support Services

3.7.1 The program shall provide adequate student support services, including mentoring, academic advising, and career and placement services.

Describe the types of student support services available to the program (e.g., mentoring, academic advising, career advising, and placement services).
Evaluate the adequacy of the student support services available to the program. Are the services adequate for the size and scope of the program?

John Jay College offers a robust array of student support services that effectively meet the needs of its graduate Forensic Science program. These services include academic, career, technological, and personal support resources that are well-suited to the size and interdisciplinary nature of the program.

Career support is provided through the Career Learning Lab, which equips students with individualized guidance on résumés, cover letters, LinkedIn profiles, interview preparation, and job searching through tools like Handshake and VMock. The lab also coordinates career panels, employer sessions, and CareerCon, offering valuable networking and internship opportunities that align well with the program's professional focus.

The Student Computer Lab Center further assists students by providing access to advanced computing tools, multimedia classrooms, and a laptop loan service, ensuring access to necessary technology regardless of a student's financial situation. This center is open during evenings and weekends, accommodating the demanding schedules of graduate students. Additional academic support includes 24/7 online and in-person tutoring, as well as specialized services for LGBTQ+ students, veterans, parents, and more, fostering a supportive and inclusive learning environment.

Additionally, the program director hosts annual speed mentoring events with local labs and supports career development through the program's LinkedIn account. The program director also conducts semesterly advisement sessions for students in the program to ensure they are on track to graduate.

Overall, the breadth and quality of student support services available to MS-FOS students is not only adequate but well-tailored to the demands of a rigorous and diverse graduate-level forensic science program.

3.7.2 The program shall also provide an environment and culture that are congruent with professional standards and behaviors.

Evaluate the success of the program in providing an environment and culture congruent with professional standards and behaviors.

The MS-FOS program at John Jay College effectively fosters an environment and culture that embodies the professional standards and behaviors inherent in the forensic science field. This is achieved through

a blend of academic rigor, practical training, ethical instruction, and professional engagement opportunities that collectively communicate the expectations of the discipline. The faculty, consisting of seasoned researchers and practitioners, exemplify professional behavior and maintain high standards for scientific accuracy, communication, and ethical practices. Their involvement in active research, conference presentations, and collaborations with organizations like the NYPD, OCME, and DEA helps to root the program in contemporary professional practice.

Additionally, the program offers career panels, networking events, and mentoring that directly connect students with industry professionals, providing them with insights into workplace norms and expectations. Furthermore, students are educated about the necessary background checks and ethical qualifications for careers in forensic science, assisting them in aligning their academic and personal conduct with industry standards.

3.7.3 Students shall be advised of specific curricular requirements of individual disciplines. For example, if pursuing a career as a forensic DNA analyst, the student must have completed specific coursework, as laid out in the FBI's Quality Assurance Standards (QAS). In addition, students should be made aware of local or regional licensure requirements.

Describe any special support services the program provides to forensic science students (e.g., a special orientation program for forensic science students or special faculty advising).

Incoming students participate in a dedicated orientation session tailored for forensic science students. This orientation includes an overview of the curriculum, laboratory safety protocols, and an introduction to career pathways in forensic science. Importantly, students learn about discipline-specific curricular requirements, such as the FBI's Quality Assurance Standards (QAS) for DNA analysts, which mandate specific coursework in molecular biology, genetics, statistics, and biochemistry. These topics are revisited and reinforced in the Thesis Prospectus I (FOS 795) and other courses throughout the curriculum. In the FOS 795 course, the program director explains and details the requirements for different disciplines, as well as federal, state, or local requirements, including the Certificate of Fitness for Non-Production Chemical Laboratories (C-14) required by the New York City Fire Department to work in a laboratory.

Program Response:

Describe How the Program Meets the Standard:
The program director supports students during their studies through the Thesis Prospectus series (FOS 795 and FOS 796), addressing regular inquiries, and hosting both Zoom and in-person meetings. Additionally, structured faculty advising is offered from the first semester, allowing students to choose a thesis faculty advisor based on their specialization (such as molecular biology, criminalistics, or toxicology). These faculty advisors meet frequently with students to track academic progress, ensure the fulfillment of curricular milestones, and offer career-oriented guidance, including information on licensure requirements when relevant. They also guide students in selecting elective courses and research projects that align with their professional aspirations. Throughout the program, students benefit from career panels focused on forensics, employer information sessions, and guest lectures that emphasize professional standards and expectations.

Discuss Its Strengths and Weaknesses:
What do the results of these evaluations reveal in terms of strengths or weaknesses of the student

support services? Do the results show compliance with Standard 3.7?

Strengths: The program provides holistic support to the students, including academic support, career advising, and mentoring. The College provides additional support through the Career Learning Lab, Student Computer Lab, among other services. All these services include academic, career, technological, and personal support resources that are well-suited to the size and interdisciplinary nature of the program.

Weaknesses: The program does not have specific placement services, since most of the theses are performed at John Jay and the external placements (about 2-3 per year) are coordinated by the program director.

Describe Any Actions Being Taken to Improve the Program:
If the program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

We are complying with standard 3.7. We are collaborating with other MS-FOS faculty to establish more formal partnerships with local laboratories for placement services.

Supporting Documentation for Standard 3.7:

- Copies of any brochures, pamphlets, or other material (e.g., links to appropriate web pages) the program provides students as part of its academic advising, career advising, or other student support activity.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Documents discussed**:**

- 2025-JJ-3.7-ThesisGuide .docx
- 2025-JJ-3.7-Handbook.docx
- 2025-JJ-3.7-Booklet.docx

Enter URL Links to Supporting Documents here**:**

Website with links to handbook, guidebooks, etc.: https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/student-handbook-thesis-requirements

3.8 Record of Student Complaints

3.8.1 The program shall have a procedure for handling student complaints, which, at a minimum, shall include informing students of their right to file a complaint with the college or university and providing students with the institution's procedures for filing such a complaint.

Describe the institution or program's procedure for handling student complaints.

There has been no change in the student complaint process over the past five years. The program director maintains a complaint log. Students are encouraged to contact the program director or her administrative assistant to file a complaint. The process includes informing students of their right to file a complaint with the college or university and providing them with the institution's procedures for doing so. If the complaint is not resolved through university recourse, the student is informed that they have the right to contact FEPAC and given the procedures for doing so.

3.8.2 If a student's complaint is not resolved by university recourse, student shall be informed that they have the right to contact FEPAC with a complaint and notified of the process to do so.

3.8.3 The program shall maintain a record of all complaints it receives, as well as the resolution of those complaints.

Describe the process the program uses to keep a record of student complaints.
How many complaints have there been against the forensic science program in the past five years? Include all complaints about the curriculum, a faculty member, or some other aspect of the program. How were the complaints handled?

The program keeps a formal record of student complaints in a secure binder stored in the program director's office. This system guarantees confidentiality and consistent documentation of all concerns related to the curriculum, faculty, or other program aspects. Over the past five years, only one formal complaint has been filed against the forensic science program. In December 2022, a student raised a concern about a faculty member's grading practices in a laboratory course. The program director started an internal review in early 2023, during which the professor provided a detailed explanation of the grading process. After the explanation was shared with the student, the student decided to withdraw the complaint. No further action was needed. This low number of formal complaints demonstrates the program's commitment to transparency, clear communication, and proactive resolution of student issues.

3.8.4 The program shall make this record available to members of the on-site evaluation team during the on-site visit.

Program Response:

Describe How the Program Meets the Standard:

The program meets the standard following the procedure described above. The procedure includes informing students of their right to file a complaint with the college or university and providing students with the institution's procedures for filing such a complaint. The program maintains a formal record of student complaints in a secure binder located in the Program Director's office. This system ensures confidentiality and consistent documentation of all reported concerns related to the curriculum, faculty, or other aspects of the program.

Discuss Its Strengths and Weaknesses:
What does the record of student complaints reveal about the quality of the program? Does the record reveal any systemic weaknesses or other matters that the program needs to address?

Strengths: The program has received only one complaint in the past five years, which was deemed a misunderstanding. This low number of formal complaints demonstrates the program's dedication to transparency, clear communication, and proactive handling of student concerns.

Weaknesses: There is a possibility of underreporting complaints by students due to their discomfort and fears that it could impact their grades.

Describe Any Actions Being Taken to Improve the Program:
If the program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

The program has a strong record of addressing student complaints. The program director will continue to remind students that she is available to listen and ready to assist if needed. The program is exploring different ways to make reporting complaints easier.

Supporting Documentation for Standard 3.8:

- The record of all student complaints within the past five years. (Note: This documentation does not need to be submitted with the Self-Study, but it does need to be made available to the on-site evaluation team during site visit. The documents may be anonymous to shield the complainants' identities.
- A copy of the institution or program's policy on handling student complaints.

NOTE: FERPA exempts accrediting organizations in order to carry out their accrediting functions. (Ref. Legislative History of Major FERPA Provisions.)

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

2025-JJ-3.8-Revised Grade Appeal Policy.pdf
2025-JJ-3.8-Student-Complaints-About-Faculty-Conduct-in-Academic-Settings.pdf

Enter URL Links to Supporting Documents here**:**

Website with links to handbook, which includes the program's policy on handling student complaints:
https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/student-handbook-thesis-requirements

Website with links to John Jay Student Complaints (faculty conduct in academic settings, compliance and diversity, behavior creating tensions involving students):

https://www.jjay.cuny.edu/student-life/dean-students/office-student-relations

https://www.jjay.cuny.edu/about/compliance-diversity/report-complaint

3.9 Distance Learning and Other Alternative Delivery Mechanisms

FEPAC considers distance learning to be one of several acceptable forms of instructional methodology. Therefore, FEPAC does not maintain separate standards for distance learning or other alternative delivery mechanisms.

Describe which (if any) components of the forensic science program a student may complete via distance learning or an alternative delivery mechanism.

How does the curriculum differ from that used in a traditional setting (i.e., professor and students in the same place [classroom/lab] at the same time?

What is the nature of the content delivery?

We have resumed in-person classes following COVID-19. Laboratories are always conducted in person. While there is some flexibility for lectures to be held online, if necessary, they are currently in person. The program has access to a hybrid classroom and several Zoom boards. According to John Jay policy, more than 70% of the courses must be offered in person.

3.9.1 All programs shall meet the same standards for accreditation, regardless of the instructional methodology used.
How does the program ensure that students taking forensic science courses via distance learning or an alternative delivery mechanism acquire the same (or equivalent) education in forensic science that students enrolled in a campus-based program acquire?

Include explanation and/or clarification on faculty-student interaction, advising, and tests/exams/evaluation.

NA- our program is in person.

3.9.2 Any program that offers at least some instruction via distance learning shall demonstrate that it includes appropriate on-site, in-person, hands-on laboratory experiences for all students.

If there is a distance-learning component to the forensic science program, describe how the program provides appropriate laboratory experience for distance learners.

NA- our program is in person.

Program Response:

Describe How the Program Meets the Standard:
How satisfied are students with the program's approach to distance learning and alternative methods for educational delivery?

Summarize the program's efforts to address the equivalence of education and student satisfaction for distance education or other alternative methods of delivery.

NA- our program is in person.

Discuss Its Strengths and Weaknesses:
What does the evaluation of the distance learning methods reveal about the quality of the program? Do the methods reveal any systemic weaknesses or other matters that the program needs to address?

NA- our program is in person.

Describe Any Actions Being Taken to Improve the Program:
If the program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

NA- our program is in person.

Supporting Documentation for Standard 3.9:

- A list of all courses offered through distance learning, together with enrollment figures and syllabi for each course for the past five years.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Enter URL Links to Supporting Documents here**:**

3.10 Professional Involvement

The purpose of this standard is to provide opportunities for faculty and students to contribute to the advancement of the field of forensic science, to maintain program currency and credibility with practitioners and forensic science laboratory administrators, and to provide service to the forensic science profession and to the community through some combination of communication, collaboration, consultation, technical assistance, continuing education programs, and any other means it may have for sharing the program's professional knowledge and competence.

3.10.1 The activities meeting these standards shall be directly related to the forensic science community and represent contributions to the field.

Program Response:

Describe How the Program Meets the Standard:
Describe the program's working relationship with the forensic science community in providing opportunities for faculty and students both to contribute to the advancement of the field of forensic science and to maintain program currency and credibility with practitioners and forensic science laboratory administrators.

Describe any services the program provides to the forensic science profession and community.

List any means the program may have for sharing the program's professional knowledge.

Describe the nature of the relationship.

Describe how any services provided contribute to program success.

The program maintains active collaborations with the NYC Office of Chief Medical Examiner (OCME), NYPD Police Laboratory, Suffolk County Crime Lab and Medical Examiner's Office, New Jersey State Police, Drug Enforcement Agency, Navis Clinical Laboratories, and Alliance Toxicology. These collaborations include thesis research, student internships, and career mentoring events. Additionally, staff from the NYC Office of Chief Medical Examiner (Gail Cooper, Michelle Gordon) and New Jersey State Police (Susanne Sherman) serve as adjunct faculty in our MS-FOS program. This remains unchanged.

Discuss Its Strengths and Weaknesses:
Evaluate the effectiveness of the program's working relationship with the forensic science community in providing opportunities for faculty and students both to contribute to the advancement of the field of forensic science and to maintain program currency and credibility with practitioners and forensic science laboratory administrators.

What are the strengths and weaknesses of the program's professional involvement with the forensic science community? Do the results of the program's evaluation of these efforts show the program's compliance with Standard 3.10?

The program maintains strong and effective partnerships with key organizations in the forensic science community, including the NYC Office of Chief Medical Examiner (OCME), NYPD Police Laboratory, Suffolk County Crime Lab and Medical Examiner's Office, New Jersey State Police, the Drug Enforcement Agency, Navis Clinical Laboratories, and Alliance Toxicology. These collaborations have created valuable opportunities for both faculty and students, such as thesis research, competitive internships, and career mentoring events. Notably, involving practitioners as adjunct faculty members, like Dr. Gail Cooper and Michelle Gordon from OCME and Susanne Sherman from the New Jersey State Police, helps keep the curriculum aligned with field standards and fosters a smooth connection between academic learning and practical forensic science. These relationships boost the program's credibility and visibility within the forensic science community, providing students with important professional exposure and mentorship, while giving faculty insights into current trends, casework challenges, and emerging technologies. This alignment ensures the program stays current with industry developments and employer expectations.

One potential weakness is that, although the program's partnerships are strong within the New York and New Jersey area, expanding collaborations on a national or international level could increase opportunities and diversify student experiences. Additionally, systematic evaluation of these partnerships, such as through regular feedback from agency partners or alumni outcomes, could help guide further program improvements. Overall, the program demonstrates solid compliance with Standard 3.10 and continues to connect students and faculty with a professionally engaged, practice-oriented forensic science network.

Describe Any Actions Being Taken to Improve the Program:
If the program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

The program will work on collaborating with labs outside the tri-state area.

Supporting Documentation for Standard 3.10:

- Refer to supporting documentation and tables - FEPAC standards 3.10.2 and 3.10.3 below.

3.10.2 Interaction with Forensic Science Laboratory

The program shall demonstrate formal interaction with one operational forensic science laboratory.

a) This relationship shall take the form of two or more of the following:

1) **Student internships;**
2) **Training opportunities in which the program provides instruction to laboratory personnel;**
3) **Faculty serving on laboratory advisory committees;**
4) **Coordinated research initiatives between the laboratory and academic program;**
5) **Professional activities coordinated between the laboratory and the academic program; and**
6) **Laboratory personnel serving in an advisory capacity to the academic program.**

b) This interaction shall be on-going and documented.

c) Activity in support of the relationship shall occur at least biennially.

List the operational forensic science laboratory (-ies) with which the program has a formal relationship. Explain the type of agreement (Is there a formal Memorandum of Understanding (MOU)?), the frequency of each activity, and the process for documenting the interaction (i.e., meeting agenda and minutes, training agenda/curriculum, etc.)

The program maintains active collaborations with the NYC Office of the Chief Medical Examiner (OCME), NYPD Police Laboratory, Suffolk County Crime Laboratory and Medical Examiner's Office, New Jersey State Police, Drug Enforcement Agency, Navis Clinical Laboratories, and Alliance Toxicology. However, it lacks a formal MOU with these laboratories.

Documentation of the established interaction shall be available for the assessment team to review. Examples of documentation may include, but are not limited to: letters of support/commitment; a memorandum of understanding between the program and agency; letters of intent for internship acceptance each year with corresponding records of internships completed; records of appointments to, or meeting minutes from, advisory boards; coordinated research proposals with each agency's role articulated; and training program materials or seminar syllabi.

Program Response:

Describe How the Program Meets the Standard:

Describe the type of relationship and the nature of involvement the program has with operational forensic science laboratory (-ies). Describe the type of activity the faculty and/or students provide to/perform for the laboratory? Do faculty and/or students participate in the meetings?

This includes thesis research, student internships, and career mentoring events. Also, staff from the NYC Office of Chief Medical Examiner (Gail Cooper, Michelle Gordon), and New Jersey State Police (Susanne Sherman) are adjunct faculty in our MS-FOS program.

Discuss Its Strengths and Weaknesses:
Evaluate the effectiveness of the program's working relationship with the forensic science laboratory(-ies) and its (their) administrators.
What are the strengths and weaknesses of the program's relationship(s)? What do the results of the program's evaluation of these efforts reveal about compliance with Standard 3.10.2?

The main strength is that these collaborations are successful and recurrent. The program has been engaged in different activities with external laboratories. All these interactions have proven beneficial for the program. Several students have been employed in the agencies where they performed their thesis or did an internship. Thanks to these collaborations, several publications and national and international meeting presentations have been produced. The program's annual speed mentoring event has been successful, receiving extraordinary feedback from the laboratory representatives and the students, and being a perfect venue for networking and mentoring.

Describe Any Actions Being Taken to Improve the Program:
If program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

The program is working on developing a more formal collaboration with these agencies. As proof, the program director is meeting with the NYPD Training and Professional Development office this summer to explore this option. Similar conversations were scheduled last spring with the Drug Enforcement Agency Northeastern Laboratory; however, they had to be postponed due to changes in their budget, which forced the cancellation of the internship program.

Supporting Documentation for Standard 3.10.2:

- Provide copies of any documentation demonstrating the agreement of the relationship between the program and laboratories.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Ten documents have been uploaded.

Enter URL Links to Supporting Documents here**:**

NA

3.10.3 Interaction with Forensic Science Organizations

The program shall demonstrate annual interaction with one or more professional forensic science organizations.

a) **Interactions shall take the form of two or more activities from among the following. The two activities may take place within the same category (e.g., performing two or more distinct service activities for one or more professional organizations within a year).However, a single**

paper co-authored by a faculty and a student does not count as both a 1) and 2) activity at the same time.

1) **Faculty participation at a local, regional, national, or international forensic science conference. Participation is not met by attendance alone (including attendance at workshops) and shall include activities such as co-authoring, moderating, abstract reviews, volunteering, or other activities in support of the conference;**
2) **Student attendance or participation at local, regional, national, or international forensic science conferences;**
3) **Service activities to or for a professional organization; and**
4) **Hosting an educational, training, or outreach program with an external professional organization.**

List the Program Interactions that meet the Standard:

The list reflects the activities in the last two academic years (2023-2024 and 2024-2025):

	Professional Forensic Science Organization (Name)	Date(s) of Activity:	Name of Event / Type of Activity	Individual(s) /Participant(s)
Faculty participation at forensic science conference (co-authoring, moderating, abstract reviews, volunteering etc.)	The International Association of Forensic Toxicologists (TIAFT)	August 27- 31, 2023	Conference in Rome, Italy Co-authoring, moderating, abstract reviews	Ana Pego Marta Concheiro-Guisan
	Society of Forensic Toxicologists (SOFT)	October 31-November 3,2023	Conference in Denver, CO Co-authoring, moderating, abstract reviews	Ana Pego Marta Concheiro-Guisan
	Northeastern Association of Forensic Scientists (NEAFS)	November 6-10, 2023	Conference in Mystic, CT Co-authoring, moderating, abstract reviews	Mechthild Prinz Jack Hietpas Peter Diaczuk
	American Academy of Forensic Science (AAFS)	February 19- 24, 2024	Conference in Denver, CO Co-authoring, moderating, abstract reviews	Mechthild Prinz Jack Hietpas Peter Diaczuk Linda Rourke Marta Concheiro-Guisan Thomas Kubic

	The Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy (Pittcon)	February 24, 2024 9:00 AM to Wednesday, February 28, 2024	Conference in San Diego, CA Co-authoring, moderating, abstract reviews	Yi He
	The International Association of Forensic Toxicologists (TIAFT)	September 3-6, 2024	Conference in St Gallen, Switzerland Co-authoring, moderating, abstract reviews	Ana Pego Marta Concheiro-Guisan
	International Society for Forensic Genetics (ISFG)	September 9-13, 2024	Conference in Santiago de Compostela, Spain Chairperson of the Oral Presentation Prize selection committee	Mechthild Prinz
	Northeastern Association of Forensic Scientists (NEAFS)	October 21-25, 2024	Conference in Atlantic City, NJ Co-authoring	Jack Hietpas Peter Diaczuk
	Society of Forensic Toxicologists (SOFT)	October 29-November 1,2024	Conference in St. Louis, MO Co-authoring, abstract reviews	Ana Pego Marta Concheiro-Guisan
	Eastern Analytical Symposium (EAS)	November 18-20, 2024	Conference in San Plainsboro, NJ Co-authoring, moderating, abstract reviews	Yi He Thomas Kubic
	SDSU Data Science Symposium	February 6-7, 2025	Conference in Sioux Falls, SD Co-authoring	Jack Hietpas
	American Academy of Forensic Science (AAFS)	February 17- 22, 2025	Conference in Baltimore, MD Co-authoring, moderating, abstract reviews	Mechthild Prinz Jack Hietpas Peter Diaczuk Linda Rourke Marta Concheiro-Guisan Thomas Kubic

	The European Academy of Forensic Sciences (EAFS)	May 26-30, 2025	Conference in Dublin, Ireland Co-authoring	Jack Hietpas
	Society of Hair Testing (SoHT)	June 4-6, 2025	Conference in London, UK Co-authoring	Ana Pego Marta Concheiro-Guisan
Student attendance or participation at forensic science conference	The International Association of Forensic Toxicologists (TIAFT)	August 27- 31, 2023	Conference in Rome, Italy Poster presentation	Emily Pagano (Marta Concheiro-Guisan's student) Maria Faure Betancourt (Ana Pego's student)
	Society of Forensic Toxicologists (SOFT)	October 31-November 3,2023	Conference in Denver, CO Oral presentation & ERA awardee	Bridget O'Leary (Marta Concheiro-Guisan's student)
	Northeastern Association of Forensic Scientists (NEAFS)	November 6-10, 2023	Conference in Groton, CT Poster presentation	Kuanwei Lu (Mechthild Prinz's student)
	American Academy of Forensic Science (AAFS)	February 19- 24, 2024	Conference in Denver, CO Poster (ESZM) and Oral (DP) Presentations	Emily San-Zee-Moi Devyn Pirtle (Mechthild Prinz's students)
	Northeastern Association of Forensic Scientists (NEAFS)	October 21-25, 2024	Conference in Atlantic City, NJ Poster (NA, MM, EF, SA) Presentations	Natalia Aguilar, Maria Mayol, Ethan Frazer (Dr. Diaczuk's students) Sydney Arnold (Dr. Delgado-Cruzata's student)
	Society of Forensic Toxicologists (SOFT)	October 29-November 1,2024	Conference in St. Louis, MO Co-authoring Poster (SM) and Oral (MK) Presentations	Samantha Mulkeen (Dr. Pego's student) Melissa Koffer (Dr. Concheiro-Guisan's student)
	American Academy of Forensic Science (AAFS)	February 17- 22, 2025	Conference in Baltimore, MD Poster (MM) and Oral Presentations (DC, CMG)	Maria Mayol (Dr. Diaczuk's student) Deanna Corsetti (Mechthild Prinz's students) Christopher McGrowder (Dr.

				Concheiro-Guisan's student)
	The European Academy of Forensic Sciences (EAFS)	May 26-30, 2025	Conference in Dublin, Ireland Oral Presentation	Deanna Corsetti (Mechthild Prinz's student)
	Society of Hair Testing (SoHT)	June 4-6, 2025	Conference in London, UK Oral Presentation	Justin Allen (Dr. Pego's student)
Service activities to or for a professional organization	American Academy of Forensic Science	February 19- 24, 2024	Conference in Denver, CO Jury member for Emerging Young Forensic Scientist Award	Mechthild Prinz
	Eastern Analytical Symposium Board Member	2024	Organizing webinars and networking events	Yi He
	President for Chinese American Chromatography Association	2022-2024	Organizing webinars and networking events	Yi He
	Organization of Scientific Area Committees for Forensic Science	2024-2027	Geological Materials subcommittee member	Jack Hietpas
	American Academy of Forensic Science	2023-2024	Chair Criminalistics Section	Peter Diaczuk
	Northeastern Association of Forensic Scientists (NEAFS)	2023	Certification Chairperson	Peter Diaczuk
	American Board of Criminalistics (ABC)	2023-2024	Member on FSAT subcommittee; Member of Board of Directors	Peter Diaczuk
	American Society of Testing and Materials (ASTM)	2023-2024	Member of the E30 Committee on Criminalistics	Peter Diaczuk

	New York Microscopical Society (NYMS)	2025	Members of Board of Manager	Peter Diaczuk Jack Hietpas
	Society of Forensic Toxicologists (SOFT)	2020-2025	Member of the Professional Mentoring Program Committee	Marta Concheiro-Guisan
	Journal of Forensic Sciences	2021-2026 2023-2028	Associate Editors	Marta Concheiro-Guisan (Toxicology) Mechthild Prinz (Criminalistics)
	The International Association of Forensic Toxicologists (TIAFT)	2024-2025	Member of the TIAFT Executive Board	Marta Concheiro-Guisan
Co-hosting an educational, training, or outreach program	Northeastern Association of Forensic Scientists (NEAFS)	November 6-10, 2023	Trace Evidence on Bullets Workshop	Jack Hietpas and Peter Diaczuk
	John Jay Annual Forensic Science Symposium	October 13, 2023	Forensic Investigation and Legal Implication of Genetic Genealogy Criminal Law and the Opioid Epidemic: Impact on Death Investigation and Prosecution	Mechthild Prinz & Marta Concheiro-Guisan as Symposium Chairs
	CLE Training presentation at the Nassau County Academy of Law	September 19, 2024	DNA Evidence in Your Case: Is it Over Before it Starts? Not so Fast	Mechthild Prinz
	John Jay Annual Forensic Science Symposium	September 27, 2024	Forensic Science Supporting Courtroom Integrity: Firearms & Fingerprints	Jack Hietpas & Peter Diaczuk
	Northeastern Association of Forensic Scientists (NEAFS)	October 21-25, 2024	Trace Evidence on Bullets Workshop	Jack Hietpas & Peter Diaczuk

Program Response:

Describe How the Program Meets the Standard:
Describe any services the program provides to forensic science professional organizations and/or the forensic science community. List all forensic science organizations with which the program or its faculty or students is involved. Describe the nature of the involvement and relationship. Do faculty and/or students attend national and/or regional meetings? Do faculty and/or students participate in the meetings?

The MS in Forensic Science program at John Jay College showcases strong and sustained engagement with numerous professional forensic science organizations. Full-time and adjunct faculty, along with students, participate in national and international organizations, including the American Academy of Forensic Sciences (AAFS), Northeastern Association of Forensic Scientists (NEAFS), Society of Forensic Toxicologists (SOFT), The International Association of Forensic Toxicologists (TIAFT), Eastern Analytical Symposium (EAS), and others. Faculty regularly co-author presentations, moderate sessions, review abstracts, and take on leadership and service roles. Students actively contribute by presenting posters and giving oral presentations at conferences, sometimes earning recognition (e.g., the ERA award at SOFT 2023).

The college offers support for faculty travel for conference participation. Although funding for student travel is limited, students are encouraged to apply for the John Jay Student Travel Fund. Furthermore, the Department of Sciences hosts an annual Forensic Science Symposium, now in its sixth year, that brings together faculty, students, prosecutors, defense attorneys, and other forensic science stakeholders to discuss critical issues such as forensic genealogy, the opioid epidemic, and firearms and fingerprints issues in the courtroom setting.

Discuss Its Strengths and Weaknesses:

Strengths: The program cultivates strong professional relationships with leading forensic science organizations. Faculty contribute meaningfully beyond mere attendance, engaging in activities such as moderating panels, co-authoring presentations, serving on executive and editorial boards, and taking on high-impact service roles like subcommittee members, award jurors, and board chairs. These partnerships offer students opportunities to participate in current scientific discussions and expose them to a variety of forensic science topics and experts. The annual Forensic Science Symposium hosted at John Jay further promotes professional engagement and public outreach, reinforcing the program's leadership in forensic education and community involvement.

Weaknesses: Financial support for faculty and students is limited. Faculty receive $1,000 per year for travel support; however, given the current registration fees and travel expenses (lodging, flights, etc.), this is insufficient. Although a Travel Fund exists for John Jay students, it often does not cover the full cost of conference attendance, restricting broader student participation. Even though faculty are highly active, their ability to support more students in presenting or attending conferences is limited by budgetary and logistical challenges.

Describe Any Actions Being Taken to Improve the Program:
If the program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

The program is actively exploring strategies to expand student access to professional development opportunities. This includes encouraging students to apply for external travel scholarships and increasing awareness of internal travel funding. The program is also seeking opportunities to partner with professional organizations to provide remote or hybrid participation in conferences and webinars, which may reduce costs while maintaining student exposure to the professional community. Furthermore, faculty continue to mentor students in producing high-quality research suitable for presentation at professional meetings. These actions aim to ensure sustained compliance with Standard 3.10.3 and further strengthen the program's professional integration.

Supporting Documentation for Standard 3.10.3:

- Provide documentation demonstrating the relationship between the program and forensic science organizations.
- Provide copies of any meeting materials that indicate participation by individuals associated with the program (e.g., meeting program, agenda, or abstract acceptance, etc.).

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

2025-JJ-3.10.3-Combined-Faculty-Participation-Documentation
2025-JJ-3.10.3-Combined-Student-Attendance-Documentation
2025-JJ-3.10.3-Combined-Service-Documentation
2025-JJ-3.10.3-Co-Hosting-Documentation

Enter URL Links to Supporting Documents here**:**

Student Travel Fund: https://www.jjay.cuny.edu/studenttravel

Section 2 – STANDARDS FOR GRADUATE PROGRAM

5.0 GRADUATE PROGRAM STANDARDS

A graduate forensic science program provides advanced education in the scientific, technical, and/or laboratory problem-solving skills necessary for success in a modern forensic laboratory. Such a program combines rigorous scientific, technical, and/or laboratory training with exposure to the breadth of forensic science disciplines, including forensic science practice, law enforcement, and ethics.

5.1 Graduate Admission Requirements

Describe the requirements for admission to a graduate program at the institution.
Describe any special requirements for admission to the graduate forensic science program.
Does the program control admissions?

The Master of Science in Forensic Science program accepts applications for the Fall semester only. Applicants must have earned a bachelor's degree from an accredited post-secondary institution, or international equivalent, with a grade point average (GPA) of 3.0 or higher, and a calculated Math/Science GPA of 3.0 or higher. International students should contact the program about these prerequisites.
In addition, applicants should have successfully completed the following undergraduate STEM coursework:

two semesters of General Biology, (Typically - General Biology I and II)
two semesters of General Chemistry, (Typically - General Chemistry I and II)
two semesters of Organic Chemistry, (Typically - Organic Chemistry I and II)
two semesters of Calculus, (Typically - Calculus I and II; Pre-calculus does not count)
two semesters of Physics, (Typically - Physics I and Physics II)
one semester of Biochemistry, (combined courses do not count)
one semester of Statistics (must be a mathematically based Statistics course)

Students may be conditionally accepted while missing up to three of the 12 pre-requisite courses, provided that these courses are successfully completed in parallel to their graduate coursework.
The program controls its own admissions process. Students are admitted via an admissions committee vote. The admissions committee consists of the program director and four MS-FOS faculty members. These faculty members are elected by all the MS-FOS faculty in elections celebrated each Spring.

How are prospective students informed about potential background investigations, drug tests, polygraph, and other pre-employment strategies sometimes used by law enforcement agencies?

Perspective students are informed via info sessions, emails, and the following statement is listed on the program website page:
In addition to having a strong interest in natural sciences and applied research, a solid undergraduate background in a STEM field, and enthusiasm for public service, Forensic Science master's students are committed to a high standard of personal conduct. The following is an excerpt from the National Institute of Justice 2004 report on education and training in forensic science:
Because forensic science is part of the criminal justice system, personal honesty, integrity, and scientific objectivity are paramount. Those seeking careers in this field should be aware that background checks similar to those required for law enforcement officers are likely to be a condition of employment. The following may be conducted and/or reviewed before an employment offer is made and may remain as ongoing conditions of employment (this list is not all inclusive):

1. *Drug tests*
2. *History of drug use*
3. *Criminal history*
4. *Personal associations*
5. *Polygraph examination*
6. *Driving record*
7. *Past work performance*
8. *Credit history*
9. *Medical or physical examination*

5.1.1 A bachelor's degree in forensic or natural sciences (or its equivalent coursework in a relevant field) shall be required for entrance into the graduate forensic science program in any emphasis other than digital evidence.

a) A process shall be in place to evaluate undergraduate work to determine if the applicant has sufficient scientific background to successfully complete the graduate program.

Describe the system the program uses to make sure that students have the requisite science and mathematics for success in the graduate program.

To ensure that applicants have the necessary science and mathematics foundation for success in the graduate program, the MS-FOS program has established a structured application review process. Each applicant's file is prepared by the college assistant and the program director, including a summary cover sheet that captures key academic metrics. This template highlights the applicant's overall GPA, science GPA, declared major and minor, and a complete listing of all STEM-related coursework (including biology, chemistry, physics, and mathematics).

This system enables the admissions committee to swiftly and consistently evaluate whether an applicant's academic background supports the rigorous scientific demands of the forensic science curriculum. Special attention is given to laboratory-based courses and upper-level science classes that indicate readiness for graduate-level work.

If an applicant's academic history reveals gaps in foundational areas, the application may be flagged for further review or a recommendation for prerequisite coursework. This process ensures that all admitted students are well-prepared to meet the program's expectations and aligns with Standard 5.1.1(a) by verifying that applicants possess an appropriate scientific background prior to matriculation.

Documents Discussed: 2025-JJ-5.1- ApplicantCoverSheet

5.1.2 For forensic science programs with an emphasis in digital evidence, a bachelor's degree in a discipline related (or closely related) to Digital and Multimedia Forensics (e.g., Information Systems, Information Technology Cybersecurity, Computer Science, etc.) shall be required for entrance into the graduate forensic science program.
a) A process shall be in place to evaluate undergraduate work to determine if the applicant has sufficient technical background to successfully complete the graduate program with an emphasis in digital evidence.

Describe the system the program uses to make sure that students entering the digital evidence emphasis have the requisite degree and coursework for success in the graduate program.

NA- We do not have a digital evidence emphasis.

5.1.3 For a bachelor's master's degree linked or contiguous program, sometimes referred to as a 4+1, 3+2, or 5-year program, the program shall have well-defined admission requirements and defined policies for dual enrollment.

a) With a linked or contiguous program, a student shall be able to complete the bachelor's degree without completing the master's degree.

The forensic science program seeking accreditation is:

☐	**Forensic Science with an emphasis in biology and/or chemistry**

☐	**Forensic Science with an emphasis in digital evidence**
X	**Accelerated Degree program** (BS/MS i.e., 4+1)

Program Response:

Describe How the Program Meets the Standard:
Evaluate the effectiveness of the admissions requirements in attracting qualified students to the program and admitting students who are a good fit with the program. Are there any indications that the requirements are inadequate (e.g., excessive drop-out rate, a high rate of academic failures, etc.)?

The accelerated degree program builds on the BS Forensic Science major, providing comprehensive instruction in specialized forensic disciplines such as Forensic Molecular Biology, Toxicology, and Criminalistics. Students are eligible for the program if:

- They are enrolled in the BS Forensic Science major at John Jay College.
- They have a math and science GPA and an overall GPA of 3.0 or above.
- They are still at the freshman or sophomore level.
- They have not started to take Instrumental Analysis or any of the FOS Specialization Track classes.

The application process resembles that of a graduate school; it requires a personal statement and two letters of recommendation. Thus far, all students who have been admitted and enrolled have been successful in the program. The admissions and recruitment process mirrors the graduate admissions process. We recruit directly from John Jay's Forensic Science undergraduates.

Discuss Its Strengths and Weaknesses:
What are the strengths and weaknesses of the program's admissions practices for graduate students? What do the results of the program's evaluation of these efforts reveal about compliance with Standard 5.1?

Strengths and weaknesses: The BS/MS program provides Forensic Majors with a faster path to a graduate degree, enabling students to earn both degrees in five years. The BS/MS dual admission accelerated program was first proposed in 2021. In 2022, the program held its first admissions cycle. On average, nine students apply to the BS/MS program each year. During the inaugural admissions cycle, 11 applicants applied. Seven were admitted, while four were rejected for not meeting the qualifications of the rigorous program. In 2023 and 2024, we adopted a more targeted approach, promoting the program exclusively to eligible applicants—those with a high science GPA, among other criteria. As a result of these efforts, all applicants were qualified and subsequently admitted. The BS/MS students recruited to date have proven to be highly committed individuals, graduating on time (four years for BS and one additional year for MS) with GPAs well above 3.0.

AY	Number of BS-MS Applicants	Number of BS-MS Students Admitted to the Program	Number of BS-MS Students Rejected from the Program
2022/23	11	7	4
2023/24	7	7	0
2024/25	9	9	0

Describe Any Actions Being Taken to Improve the Program:
If the program has plans for change, enhancement, or remediation, describe them. Summarize the program's plans to address any concerns identified as relevant to compliance with this standard.

BS/MS enrollment is complex, as some students apply and become eligible for courses the following year, while others apply but still have an additional two years of undergraduate coursework to complete. The program is working on creating an advisement system to better track students' progress, status, and completed courses.

Supporting Documentation for Standard 5.1:
• Institution and program admission policies.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Documents Discussed:

- 2025-JJ-5.1-ApplicantCoverSheet
- 2025-JJ-5.1-BS_MS_Proposal
- 2025-JJ-5.1_flyer
- 2025-JJ-5.1-BS_MS-ProgramRevisionForm
- 2025-JJ-5.1-courseflow

Enter URL Links to Supporting Documents here**:**

BS-MS Website: https://www.jjay.cuny.edu/academics/academic-departments/department-sciences/academics/undergraduate-graduate-degrees/bsms-forensic-science

5.2 Curriculum

The graduate program in forensic science shall offer a coherent curriculum that reflects the mission and goals of the program.

5.2.1 General Curricular Requirements - The curriculum shall, at a minimum, ensure that each student:

a) Develops an understanding of the areas of knowledge that are essential to forensic science;
b) Acquires skills and experience in the application of basic forensic science concepts and of specialty knowledge to problem solving;
c) Understands the importance of professional values and ethical standards as well as the potential consequences of bias and the relevance of human factors in the practice of forensic science; and
d) Demonstrates integration of knowledge and skills through a capstone experience as defined in standard 5.3.6.

Describe how the program ensures that the graduate forensic science curriculum is coherent, develops an understanding of forensic science, teaches basic forensic science concepts and problem solving, and is oriented to professional values, concepts, and ethics.

The MS in Forensic Science program ensures its curriculum is coherent, rigorous, and aligned with professional standards through a structured sequence of coursework, skill development, and ethical orientation. The curriculum is centered around a core set of required courses that provide a strong foundation in forensic science principles, including criminalistics, toxicology, molecular biology, instrumental analysis, and fundamentals of evidence. These courses are enhanced by specialization tracks that enable students to gain advanced knowledge in fields such as molecular biology, toxicology, and criminalistics, ensuring both breadth and depth of understanding in the forensic science domain.

5.2.2 The program shall define clear learning objectives for each discrete component of the curriculum.

Discuss how the curriculum is designed to allow students to obtain the knowledge, skills, and abilities listed in Standard 5.2.1:

Problem-solving is integrated throughout the curriculum through hands-on laboratory experiences, case-based assignments, research design, and capstone projects like the master's thesis. Students are routinely required to analyze data, interpret forensic evidence, and defend their conclusions using scientific reasoning and methodologies. Many courses incorporate mock casework, moot court simulations, or collaborative projects with practitioners to further reinforce analytical thinking in real-world contexts.

Professional values and ethics are highlighted in both lecture courses and embedded within lab-based and applied courses. Students engage with topics such as quality assurance, standards of practice, reporting responsibilities, and the ethical challenges faced by forensic practitioners. The faculty includes both academic and practitioner experts, ensuring students are exposed to current field expectations and ethical obligations.

The curriculum undergoes regular reviews by faculty (curriculum committee) and external advisors to align with evolving professional standards and ensure that graduates are well-equipped for careers in forensic science.

5.2.3 The program shall have clear procedures for assessing and documenting each student's progress toward the fulfillment of these learning objectives and toward readiness for forensic science practice.

Describe the process the program utilizes to evaluate the student's progress in meeting the program learning objectives and preparedness for professional practice:

Building on the learning goals approved by the Department of Science faculty, students in the MS-FOS Program develop a deep understanding of the physical laws that govern biology, chemistry, and toxicology. The program focuses on teaching the fundamentals of science rather than on techniques that may change over time. In a profession that requires mastering constantly evolving techniques for analyzing physical and biological evidence, this program provides them with a unique professional advantage. Students will enhance their skills in the following four categories:

Reasoning - Draw appropriate scientific conclusions from evidence and experimental data; critically evaluate current biological, chemical, and physical knowledge, recognize the significance of the scientific process in problem-solving, develop a valid research approach; determine and compose appropriate conclusions based on scientific evidence.

Knowledge - Acquire fundamental concepts, theories, and principles in the physical and biological sciences; develop a strong understanding of basic science and current scientific discoveries relevant to their study and research; accurately apply information from popular media and primary scientific literature to support their perspectives and research findings.

Practical Skills - Accumulate hands-on laboratory and practical research skills, emphasizing the role of quality assurance and objectivity in scientific data collection and how these relate to the system of professional ethics in science; apply research protocols and advanced experimental techniques for analyzing biological, chemical, and physical processes, including the use of quality assurance/quality control systems; design hypothesis-driven experiments and troubleshoot or modify experimental protocols; utilize appropriate statistical analyses.

Communication - Develop competence in both oral and written forms of scientific communication, including providing testimony in an adversarial legal system and writing theses; employ sound scientific reporting techniques.

Students are evaluated throughout the program by faculty in each course, the thesis committee, and the program director through the Thesis Prospectus series and final thesis approval.

5.2.4 The program shall provide students with the basic knowledge necessary for effective testimony as an expert witness.

Describe the format for delivery of testimony and expert witness training:

The main moot court exercise in the program takes place in the core course FOS 710 Advanced Criminalistics I. This course is mandatory for all the students in the program. A moot court is integrated into the lectures and laboratory exercises by requiring each student to analyze evidence, prepare written reports, and present their findings as expert witnesses in a courtroom setting. The mock court scenario is based on a simulated crime and evidence collected from the scene. The proper handling, record keeping, and analysis of the evidence are part of the instructions given to the students throughout this course. Each student is required to participate in this exercise. Their performance is graded and constitutes 20% of their final grade for the Criminalistics course.

In the specialization courses FOS 733 Advanced Molecular Biology II and FOS 726 Forensic Toxicology II, students explore expert witness testimony related to these disciplines and complete both a class and a lab exercise.

Throughout the curriculum the testimony and expert witness subject is also discussed but without a practical exercise with the students. These courses include FOS 706 Physical and Biological Evidence, FOS 707 Fundamentals of Forensic Toxicology, FOS 721 Advanced Instrumental Analysis I, FOS 722 Advanced Instrumental II, FOS 730 Forensic DNA Technology, FOS 795 Thesis Prospectus I and FOS 796 Thesis Prospectus II.

5.2.5 The program shall require that each student participate in practical experiences where they will provide expert testimony (e.g., moot court).

Indicate the course ID and name where these topics are covered.

Course ID	Course Name
FOS 710	Advanced Criminalistics I
FOS 726	Forensic Toxicology II
FOS 733	Advanced Molecular Biology II

Program Response:

Note for Standard 5.2.1—The curriculum may offer elective courses, but students must be required to take courses covering all the required topics in 5.3.1 and/or 5.4.1. The specified courses are to be at an advanced level.

Describe How the Program Meets the Standard:

In the narrative, provide a general description of the graduate forensic science curriculum, outlining the courses students take in each year of the program. If there are different majors or concentrations within a major, be sure to provide a description of each major or concentration. In addition, if the program overall emphasizes a particular forensic discipline, please indicate that fact. If there are multiple concentrations, etc., you can select which ones are being submitted for accreditation consideration. Clearly indicate any such concentrations that are NOT being submitted for consideration.

The Master of Science program is based on 41-43 credits of courses (depending on the track) and the writing of a research-based thesis. The program offers three specializations: Criminalistics, Forensic Toxicology, and Molecular Biology. All students must take a series of required courses followed by a selection of courses specifically geared toward their chosen specialization.

The program core courses, specialization courses, and electives are taken as follows:

Master of Science Program in Forensic Science	**Core Requirements:**	**24 Credits**
	Free Electives:	**6 Credits**
	Specializations:	**11- 13 Credits**
	***Criminalistics,**	
	***Molecular Biology, and**	
Total Credits: 41- 43	***Forensic Toxicology**	

JOHN JAY COLLEGE OF CRIMINAL JUSTICE — CUNY THE CITY UNIVERSITY OF NEW YORK

Fall 1	**CR**	**Spring 1**	**CR**
FOS 706 Physical and Biological Evidence	3	FOS 722* Instrumental Analysis II	5
FOS 707 Principles of Forensic Toxicology	3	FOS 796 Thesis Prospectus II	1
FOS 721* Instrumental Analysis	5		
FOS 795 Thesis Prospectus 1	1	**Criminalistics or Toxicology Specialty:** FOS730 Forensic DNA Technology	3
		Molecular Biology Speciality: FOS704 Advanced Genetics	3
Term Total Credits	12	Term Total Credits	9
Fall 2	**CR**	**Spring 2**	**CR**
FOS 710* Advanced Criminalistics I	5	**Criminalistics Specialty:** FOS 711* Advanced Criminalistics	5
		Criminalistics Specialty: One of Three	3
Criminalistics Specialty: Elective 1	3	Option 1: FOS 735 Advanced Topics in Physical Science	
Molecular Biology Specialty: FOS 732* Advanced Molecular Biology I	5	Option 2: FOS 736 Examination of Firearms and Toolmarks	
Forensic Toxicology Specialty: FOS 725* Forensic Toxicology I	5	Option 3: FOS 717 Organic Compound Structure Determination	
		Molecular Biology Speciality: FOS733* Advanced Molecular Biology II	5
		Molecular Biology Speciality: Elective 1	3
		Forensic Toxicology Speciality: FOS726* Forensic Toxicology II	5
		Forensic Toxicology Speciality: Elective 1	3
		All Students: Elective 2	3
Term Total Credits	8 to 10	Term Total Credits	11

*Indicates a lecture/laboratory course

Discuss Its Strengths and Weaknesses:

Evaluate the effectiveness of the curriculum in providing students with the knowledge, skills, and abilities listed in the Standard. Identify any strengths and weaknesses.

Strengths:

The MS-FOS curriculum provides a comprehensive yet in-depth education for students through three critical specializations in forensic sciences: criminalistics, molecular biology, and toxicology. The combination of core courses and specialization courses equips all students, regardless of their track, with robust and extensive knowledge in forensic sciences. One of the program's key strengths is its practical approach, which includes a significant laboratory component and hands-on experience. Another vital aspect of the curriculum is the master's thesis. This requirement involves students working under the guidance of a faculty member to conduct research in a forensic field. The research culminates in the writing and approval of a thesis. Students are supported throughout the research process with required courses and academic advisement. The goal of preparing and writing a thesis is for students to present and publish their research in a forensic science forum, ultimately benefiting their professional development and helping them establish themselves in the field of forensic science.

Weaknesses:

Due to the program's size and the number of faculty, most graduate classes are offered either only in the Fall or only in the Spring, and for some of them, enrollment is conditional on having passed another graduate course (see prerequisites in brackets above). This can make it challenging for part-time students to graduate on time. Another issue is that the only option to fulfill the capstone requirement is

the master's thesis, which could pose difficulties for some part-time students who are working part-time or full-time, as they may struggle to find a mentor and a project that fits their schedule.

Describe Any Actions Being Taken to Improve the Program. If the program has plans for change, describe them:

The program has recently modified some core requirements and the number of required electives. The College and FEPAC have approved these changes and will be implemented them in the academic year 2025-2026. We will monitor their implementation and results. We merged two courses related to molecular biology (FOS 704 Advanced Genetics and FOS 730 DNA Technology) into one course, FOS 708 Human Genetics and DNA Technology. This change will increase enrollment numbers in the new course and address the current low enrollment issues in FOS 704. Additionally, this merge will strengthen the educational core courses in the program. We added a statistics core course focused on forensic science applications (FOS 709 Applied Statistics and Data Analytics for Forensic Scientists). Adding this statistics course as a core requirement aligns with the current professional demands in forensic sciences. To avoid a significant increase in the total number of credits, we removed one elective requirement (3 credits), and therefore, with the inclusion of the core statistics course (4 credits), the total number of required credits will increase by just one additional credit, from 41-43 to 42-44, depending on the track.

Supporting Documentation for Standard 5.2:

- Links to or copies of learning objectives as outlined for discrete curriculum components.
- Links to or copies of policies and/or procedures to assess and document student progress, knowledge transfer of program objectives, and career preparedness.
- Links to or Copies of course syllabi for all courses the program lists for standard 5.2.4 and 5.2.5.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Enter URL Links to Supporting Documents here**:**

Documents Discussed:

- 2025-JJ-5.2.1-Handbook
- 2025-JJ-5.2.1-ThesisGuide
- 2025-JJ-5.2.1-CombinedCoursesSyllabi
- 2025-JJ-5.2.1-FOS708
- 2025-JJ-5.2.1-FOS709

Enter URL Links to Supporting Documents here**:**

Website:
https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/student-handbook-thesis-requirements

Courses:
https://jjay.smartcatalogiq.com/en/2023-2024/graduate-bulletin/courses/fos-forensic-science/

For forensic science programs with an emphasis in biology and/or chemistry, standard 5.3 shall be followed. For forensic science programs with an emphasis in digital evidence, standard 5.4 shall be followed.

5.3 Forensic Science Programs with an Emphasis in Biology and/or Chemistry:

5.3.1 The specific requirements within this curriculum shall include the following core forensic science topics:

List the course ID, course name, semester credit hours, and contact hours in which the required topics are addressed.

Topic	Course ID	Course Name	Semester Credit Hours	Contact instructional hours
Crime Scene Investigation	FOS 706	Physical & Biological Evidence	3	5.5
	FOS 710	Advanced Criminalistics I	5	6
	FOS 730	Forensic DNA Technology	3	2
Law/Science Interface	FOS 706	Physical & Biological Evidence	3	1
	FOS 707	Fundamentals of Forensic Toxicology	3	1
	FOS 710	Advanced Criminalistics I	5	8
	FOS 721	Advanced Instrumental Analysis I	5	3
	FOS 722	Advanced Instrumental Analysis II	5	3
	FOS 730	Forensic DNA Technology	3	1
	FOS 795	Thesis Prospectus I	1	1
	FOS 796	Thesis Prospectus II	1	2
Ethics & Professional Responsibilities	FOS 706	Physical & Biological Evidence	3	1
	FOS 707	Fundamentals of Forensic Toxicology	3	1
	FOS 710	Advanced Criminalistics I	5	4
	FOS 721	Advanced Instrumental Analysis I	5	2
	FOS 722	Advanced Instrumental Analysis II	5	2
	FOS 730	Forensic DNA Technology	3	1
	FOS 795	Thesis Prospectus I	1	1
	FOS 796	Thesis Prospectus II	1	4
Quality Assurance	FOS 706	Physical & Biological Evidence	3	1
	FOS 707	Fundamentals of Forensic Toxicology	3	1
	FOS 710	Advanced Criminalistics I	5	4
	FOS 721	Advanced Instrumental Analysis I	5	4
	FOS 722	Advanced Instrumental Analysis II	5	4
	FOS 730	Forensic DNA Technology	5	1
	FOS 795	Thesis Prospectus I	1	1
	FOS 796	Thesis Prospectus II	1	1

Analytical Chemistry & Instrumental Methods of Analysis	FOS 706 FOS 707 FOS 721 FOS 722	Physical & Biological Evidence Fundamentals of Forensic Toxicology Advanced Instrumental Analysis I Advanced Instrumental Analysis II	3 3 5 5	0.5 1 >9 >9
Drug Chemistry/Toxicology	FOS 707	Fundamentals of Forensic Toxicology	3	>9
Microscopy & Materials Analysis	FOS 706 FOS 710	Physical & Biological Evidence Advanced Criminalistics I	3 5	5.5 >9
Forensic Biology	FOS 706 FOS 730	Physical & Biological Evidence Forensic DNA Technology	3 3	1.5 >9
Pattern Analysis	FOS 706 FOS 710	Physical & Biological Evidence Advanced Criminalistics I	3 5	5 >9

An instructional hour is a 50-min or 60-min class period. Instructional Hours = Number of instructional hours per week X number of weeks in the term (e.g. semester, quarter, trimester).

5.3.2 The emphasis on each topic should be appropriate in light of the degrees awarded. However, a minimum of nine instructional hours shall be spent on each topic.

5.3.3 Coverage of a topic listed in Section 5.3.1 shall involve multiple class meetings and may involve multiple learning modalities, such as lectures, laboratories, and demonstrations. Evaluation of student learning of each topic may be done through a number of modalities, but the topic material shall be specifically documented in relevant syllabi.

Describe How the Program Meets the Standard:

The MS in Forensic Science program at John Jay College effectively meets FEPAC Standard 5.3 by ensuring that all required core forensic science topics are thoroughly covered through dedicated coursework. Each topic (e.g., Crime Scene Investigation, Analytical Chemistry, Microscopy, Quality Assurance, Ethics, and Drug Chemistry/Toxicology) is incorporated into the curriculum with structured lectures, hands-on laboratory experiences, and demonstrations. The program guarantees a minimum of nine instructional hours are allocated to each required area as mandated, often exceeding this minimum. These topics are taught across multiple courses (e.g., FOS 706, FOS 707, FOS 710, FOS 721/722, and FOS 795/796) using various instructional methods and numerous class sessions to enhance learning. Furthermore, syllabi clearly outline topic coverage, and students are assessed through exams, lab reports, presentations, and research assignments.

Discuss Its Strengths and Weaknesses:

Strengths: A significant strength of the program lies in the integration of all required forensic science topics into the core curriculum, ensuring that every student, regardless of specialization, is uniformly exposed to foundational competencies. Courses such as FOS 710 (Advanced Criminalistics I) and FOS 721/722 (Advanced Instrumental Analysis I & II) surpass the minimum instructional hours for various topics, demonstrating comprehensive coverage in areas like pattern analysis, instrumental methods, and

microscopy. Several topics are reinforced throughout different courses (e.g., Law/Science Interface and Ethics are addressed in at least four separate courses), facilitating layered learning and retention.

Weaknesses: Although all topics are addressed, some are spread across multiple courses, and not always with clearly defined standalone modules, which may make tracking coverage less transparent to external reviewers.

Describe Any Actions Being Taken to Improve the Program:
If the program has plans for changes, describe them.
Summarize the program's plans to address any concerns relevant to compliance with this standard

Currently, the program exceeds the minimum standards required by FEPAC and has no deficiencies in topic coverage. However, to further enhance compliance and transparency, the program is working on standardizing syllabi templates across all forensic science courses to ensure that the coverage of required topics, instructional hours, and learning objectives is explicitly documented.

Supporting Documentation for Standard 5.3.1:

- Links to or Copies of course syllabi for all courses the program lists for this standard.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Documents Discussed:

- 2025-JJ-5.3.1-FEPAC Topics in Core Courses.pdf
- 2025-JJ-5.3.1-FOS706.pdf
- 2025-JJ-5.3.1-FOS707.pdf
- 2025-JJ-5.3.1-FOS710.pdf
- 2025-JJ-5.3.1-FOS721.pdf
- 2025-JJ-5.3.1-FOS722.pdf
- 2025-JJ-5.3.1-FOS730.pdf
- 2025-JJ-5.3.1-FOS795.pdf
- 2025-JJ-5.3.1-FOS796.pdf

Enter URL Links to Supporting Documents here**:** NA

5.3.4 Courses in Specialized Areas - Biology and/or Chemistry

The curriculum shall include graduate-level science courses appropriate for specialization. For example, courses covering the topics of molecular biology and population genetics, advanced analytical chemistry, toxicology, and materials analysis may be appropriate.

Specialized courses offered may be specific for a track(s) and/or concentration(s) offered by that institution, if applicable.

List the specialized science courses students are **required** to take (both course number and course title).

If the program does not have any concentrations, so indicate.

The specialized courses should conform with any program concentrations. If the program has no concentrations, list specialized courses available to students as electives.

All course list:

Course ID	Required (R) or Elective (E)	Name of Concentration or N/A (not applicable)	Course Name	Notes (If applicable)
FOS706	R	N/A- Core	Physical and Biological Evidence	
FOS707	R	N/A- Core	Fundamental of Forensic Toxicology	
FOS708	R	N/A- Core	Human Genetics and Forensic DNA Technology	From 2025-2026 AY: Replaces FOS704/F0S730 (R)
FOS709	R	N/A- Core	Applied Statistics and Data Analyics for Forensic Scientist	From 2025-2026 AY: Replaces FOS705(E)
FOS795	R	N/A- Core	Thesis Prospectus I	
FOS796	R	N/A- Core	Thesis Prospectus II	
FOS797	R	N/A- Core	Thesis Prospectus III	
FOS721	R	N/A- Core	Instrumental Analysis I	
FOS722	R	N/A- Core	Instrumental Analysis II	
FOS710	R	N/A- Core	Advanced Criminalistics I	
FOS711	R if in Crim track	Criminalistics	Advanced Criminalistics II	
FOS 704	R if in MoBio track	Molecular Biology	Advanced Genetics	
FOS732	R if in MoBio track	Molecular Biology	Advanced Molecular Biology I	
FOS733	R if in MoBio track	Molecular Biology	Advanced Molecular Biology II	
FOS725	R if in Tox track	Toxiciology	Advanced Toxicology I	
FOS726	R if in Tox track	Toxiciology	Advanced Toxicology II	
FOS727	E	N/A-Elective	Case Analysis for Forensic Toxicology	
FOS762	E	N/A-Elective	Current Trends in Forensic Pathology and Entomology	Ran as a special seminar in Fall 2021- Death Scene Investigation and Forensic Entomology
FOS761	E	N/A-Elective	Forensic Anthropology	

FOS717	E	N/A-Elective	Organic Compound Structure Determination	Last offered Spring 2017
FOS737	E	N/A-Elective	Microscopy, Spectrometry and Diffraction with Electrons in Forensic and Chemical Analysis	Previously named Forensic Electron Microscopy: Last ran in Fall 2014
FOS760	E	N/A-Elective	Scientific Evidence, Expert Testimony, and Ethics for Research and Forensic Science	
FOS736	E or R if in Crim track	NA-Elective	Firearms and Toolmarks*	
FOS738	E or R if in Crim track	NA-Elective	Crime Scene Investigation for Forensic Science*	
FOS735	E or R if in Crim track	NA-Elective	Advanced Topics in Physical Science*	Last offered Fall 2014
CRJ708	E	NA-Elective	Law, Evidence, and Ethics	
FOS822	E	NA-Elective	Data Analysis for Forensic Scientist	Experimental - Last offered Spring 2015
FOS852	E	NA-Elective	Impression Evidence	Experimental - Last offered Fall 2017

Note: If in Criminalistics track, students must take one of the courses marked with an *

Courses Recently Replaced or Removed from Curriculum:

- Please note that FOS704 and FOS730 were merged into Human Genetics and Forensic DNA Technology (FOS708); FEPAC approved this change on March 5, 2025.

- Please note that Mathematics Statistics (FOS705) was replaced by the new core statistics course (Applied Statistics and Data Analytics for Forensic Scientists); FEPAC approved this change on March 5, 2025.

Program Response:

Describe How the Program Meets the Standard:

The MS in Forensic Science offers a robust suite of specialized science courses designed to allow students to tailor their training to specific areas of interest (i.e., tracks), including Molecular Biology, Criminalistics, and Toxicology. All specialization courses, except FOS 735 and FOS 736, include a lecture and a laboratory component. The core courses provide foundational knowledge of forensic science, while track-specific required courses and electives offer advanced content in molecular biology, analytical chemistry, toxicology, and materials analysis, as recommended in the FEPAC standard.

Discuss Its Strengths and Weaknesses:

Strengths: A major strength of the program is the flexibility it offers to students in customizing their academic paths based on their career goals and scientific interests. By providing a diverse range of specialized courses, the program ensures that students gain advanced expertise in key forensic science areas such as forensic biology, drug chemistry/toxicology, criminalistics, and instrumentation. This structure supports individualized learning while maintaining adherence to rigorous forensic science

standards. Additionally, students benefit from access to modern instrumentation and applied laboratory experiences that enhance their hands-on training.

Weaknesses: One of the primary challenges the program faces is course availability and scheduling constraints. While many electives are listed in the bulletin, not all are offered regularly due to limitations in faculty availability, laboratory space, and minimum enrollment requirements (about 8 students). Although high-demand courses such as FOS 738 CSI for Forensic Scientists are scheduled frequently, other electives, such as FOS 717 Organic Compound Structure Determination, have not been offered in several years (last available in Spring 2017), often due to low student interest or limited instructional resources. This can reduce the practical availability of some specialized content areas for students.

Describe Any Actions Being Taken to Improve the Program:
If the program has plans for changes, describe them.
Summarize the program's plans to address any concerns relevant to compliance with this standard.

To address these challenges and ensure continued alignment with FEPAC standards, the program is actively evaluating trends in course demand and student feedback to guide the selection of elective offerings each academic year. Faculty members are collaborating with department leadership to prioritize the scheduling of high-demand courses while seeking opportunities to cross-train or hire adjunct instructors to cover low-frequency but valuable electives. Furthermore, efforts are underway to improve lab scheduling and optimize space usage to accommodate additional course sections.

Supporting Documentation for Standard 5.3.4:
• Links to or Copies or course syllabi for all courses the program lists for this standard.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Documents discussed:
2025-JJ-5.3.4-CombinedCourse Syllabi.pdf
2025-JJ-5.3.4-Thesis Guide

Enter URL Links to Supporting Documents here**:**

5.3.5 Graduate Seminar - Biology and/or Chemistry

A formal graduate seminar, presented by a combination of invited experts, faculty, and/or students covering topics such as published work, original research, and other relevant topics shall be included within the curriculum of a required course.

List the course number and title students are required to take:

Course ID	Course Name
FOS796	Thesis Prospectus II

Program Response:

Describe How the Program Meets the Standard:
Describe the required graduate seminar course or program. (The seminar program could be part of another course, but it must be a credit course).
How often does it meet?
What types of people are invited to speak at these seminars? What topics are typically discussed in these seminars?

The second course in the three-part thesis prospectus sequence (FOS 796) serves as the required graduate seminar and is designed to introduce students to scholarly research practices, professional development, and ethical considerations in forensic science. This formal seminar meets once a week during the Spring semester and offers one credit hour. It features presentations from a variety of contributors, including invited experts from different forensic disciplines, faculty members, and students. Commonly addressed topics include recent publications, ongoing research projects, methodological advancements, and contemporary challenges in the field of forensic science. These seminars provide students with exposure to diverse perspectives and emerging issues that complement and enhance their own research training. We offer a hybrid format, allowing us to expand our speakers from local representatives to experts from other states and even other countries.

Discuss Its Strengths and Weaknesses:

Strengths: The seminar format enables students to engage directly with experts in the field and stay informed about cutting-edge developments in forensic science. The diversity of speakers, ranging from international researchers to local practitioners, ensures that students receive a well-rounded and global perspective. For instance, during the Spring semester, guest speakers included Dr. Hilary Hamnett from the United Kingdom, who led a discussion on cognitive bias in forensic science, and Dr. Justine Sorrentino, a local toxicologist from the NYC Office of Chief Medical Examiner (OCME), who shared insights into her research on novel psychoactive substances. These experiences enhance the students' understanding of the real-world applications and ethical dimensions of their work.

Weaknesses: Due to logistical constraints and speaker availability, not all guest lectures can be conducted in person. Consequently, the course is delivered in a hybrid format using Zoom-enabled classrooms. While this model increases access to global experts, it can sometimes limit the interactivity of in-person engagement. Although this is not a significant weakness, the program aspires to host more speakers on campus, which could provide additional networking opportunities for students.

Describe Any Actions Being Taken to Improve the Program:
If the program has plans for changes, describe them.
Summarize the program's plans to address any concerns relevant to compliance with this standard.

The hybrid format will continue to be used strategically to ensure broad access to expertise across geographic boundaries. Without this option, we would not be able to get speakers like Dr. Hamnet and Dr. Primeau from the United Kingdom to join us. Efforts are also underway to gather formal feedback from students on seminar sessions, which will help refine speaker selection and improve the relevance and impact of future seminars. However, informal feedback suggests that students are highly satisfied with the selected speakers.

Supporting Documentation for Standard 5.3.5:
• A list of seminar topics and seminar speakers for the past two years.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Documents Discussed:

- 2025-JJ-5.3.5-Speakers-2024.pdf
- 2025-JJ-5.3.5-Speakers-2025.pdf

Enter URL Links to Supporting Documents here**:**

5.3.6 Forensic Science Research or Capstone - Biology and/or Chemistry

Each student shall complete an independent research or capstone project.

a) The research/capstone project shall contribute to the knowledge base of forensic science and be focused on a forensically relevant topic, preferably of a nature to have practical, real-world impact on operational forensic laboratories.

b) The research/capstone project shall culminate in a thesis or written report of publishable quality.

1) The program shall evaluate each written report against a rubric that describes the characteristics of a report of publishable quality that will be accepted.
2) The academic program shall have written guidelines for the format of the thesis/report.

c) Each student shall have a committee of at least three individuals who are responsible for mentoring the project.

1) One member of the student's research committee shall be a full-time forensic science faculty member of the program. The other two members can include full- or part-time faculty, forensic practitioners, and others with specialized knowledge.
2) At least one member of the committee shall be external to the department sponsoring the research.

d) Each student shall present the results of the work orally, in a public forum, before the committee. Presentations at professional meetings do not meet this requirement.

1) The academic program shall have a rubric for the evaluation of the oral presentation.

e) The research shall be conducted in an environment conducive to research and scholarly inquiry.

X Check to acknowledge the academic program has written guidelines for the format of the thesis/report and for the evaluation of the oral presentation.

Program Response:

Describe How the Program Meets the Standard:
Describe the nature of the independent research or capstone project required of each student.
Indicate if the project is a thesis or other written report.
Indicate the type of public forum used to present and evaluate the project with the research committee present.

Every MS-FOS student must complete an independent research project that culminates in a written thesis. Work on the thesis begins in the three-course Thesis Prospectus sequence (FOS 795, 796, 797), during which students (i) select a faculty mentor, (ii) write a formal prospectus, and (iii) conduct mentored laboratory research. The finished product is a scholarly thesis manuscript that demonstrates an original contribution to forensic science and mastery of research methods. Before final submission, the student presents an open, public oral defense before a three-member committee (advisor + second reader + external reader) and any interested faculty, students, or professionals. The committee evaluates both the presentation and the written document, signs an evaluation form, and assigns the final grade. Only after the committee and program director approve does the student upload the thesis to CUNY Academic Works and ProQuest ETD to satisfy the degree requirement.

Discuss Its Strengths and Weaknesses:

Strengths: The MS in Forensic Science program provides a structured and supportive approach to the thesis process. One of its key strengths is the three-semester Prospectus sequence, which effectively scaffolds students' development in proposal writing, ethics training, and laboratory research. This phased structure ensures that students are well-prepared to engage in independent research and scientific inquiry. Additionally, the program maintains rigorous academic standards through a public thesis defense before a cross-disciplinary faculty committee. This process not only guarantees the scholarly quality of student work but also aids in developing students' communication and presentation skills. Another notable strength is the clear documentation provided through the annually updated Thesis Guide, which outlines critical milestones, formatting guidelines, electronic submission protocols, and key deadlines to support student success.

Weaknesses: Despite the structured design, the completion of the thesis often extends beyond the traditional four-semester timeline, resulting in "All But Thesis" (ABT) delays for some students. This can affect graduation rates and delay entry into the workforce or further academic pursuits. Another concern is the burden placed on faculty advisors, many of whom mentor multiple thesis students simultaneously. This situation can strain faculty resources and may limit the depth of individualized mentorship that students receive.

Describe Any Actions Being Taken to Improve the Program:
If the program has plans for changes, describe them.
Summarize the program's plans to address any concerns relevant to compliance with this standard.

To help boost thesis completion and mentor support, the program director is requesting additional assistance from the administration regarding funds for laboratory supplies and faculty workload. We hope that these two components will increase the number of mentors in the program. The program director is also exploring additional collaborations with external laboratories, where the students could perform their research project.

To address the issue of the ABT students, the program is exploring alternative capstone options, in addition to the experimental thesis, to ensure that students graduate on time.

Supporting Documentation for Standard 5.3.6:
• Any materials used to communicate program policies to the students regarding committee composition, presentation requirements, evaluation, deadlines, etc., thesis guidelines if a thesis is required.
• Select copies of the documentation or written project reports should be available for inspection by the on-site evaluation team.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

DOCUMENTS DISCUSSED	
Thesis Examples: Criminalistics	2025-JJ-5.3.6-Khalifa.pdf
	2025-JJ-5.3.6-Frazer.pdf
Thesis Examples: Molecular Biology	2025-JJ-5.3.6-Sam-Zee-Moi.pdf
	2025-JJ-5.3.6-Leichnam.pdf
Thesis Examples: Toxicology	2025-JJ-5.3.6-Ameer.pdf
	2025-JJ-5.3.6-Mulkeen.pdf

Enter URL Links to Supporting Documents here**:**

Website: https://www.jjay.cuny.edu/academics/graduate-programs/ms-forensic-science/student-handbook-thesis-requirements

5.4 Forensic Science Programs with an Emphasis in Digital Evidence:

5.4.1 The specific requirements for this curriculum shall include the following:

List the course ID, course name, semester credit hours, and contact hours in which the required topics are addressed.

Course ID	Course Name	Semester Hours	*Instructional Hours	Crime scene Investigation	Law / science interface	Ethics and professional responsibilities	Quality assurance	Pattern evidence

An instructional hour is a 50-min or 60-min class period. Instructional Hours = Number of instructional hours per week X number of weeks in the term (e.g. semester, quarter, trimester).

5.4.2 The emphasis on each topic should be appropriate in light of the degrees awarded. However, a minimum of nine instructional hours shall be spent on each topic.

5.4.3 Normally, a topic will involve multiple class meetings and may involve multiple learning modalities, such as lectures, laboratories, and demonstrations. Evaluation of student mastery of each topic may be conducted through a number of modalities, but the topic material shall be specifically addressed in a syllabus and assessed.

Program Response:

Describe How the Program Meets the Standard:
Discuss Its Strengths and Weaknesses:
Describe Any Actions Being Taken to Improve the Program: If the program has plans for changes, describe them.

Summarize the program's plans to address any concerns relevant to compliance with this standard.

Supporting Documentation for Standard 5.4.1:

- Links for course syllabi for all courses the program lists for this standard.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Enter URL Links to Supporting Documents here**:**

5.4.4 Courses in Specialized Areas – Digital Evidence

The curriculum shall include graduate-level courses appropriate to digital forensics and should contain the following concepts or topics:

a) Hardware forensics
b) Software forensics
c) Network forensics
d) Mobile device forensics

In addition, specialized courses may be offered, if applicable, in topics to include embedded device forensics, incident response, reverse engineering, multimedia forensics, information security, and/or operational management.

List the specialized courses students are required to take (both course number and course title) and the number of semester credit hours for each course. The specialized courses should conform with any program specializations, tracks, or emphasis.

Course ID	Course

Program Response:

Describe How the Program Meets the Standard: Note the specific advanced computer and network forensics course that requires a graduate course prerequisite requirement and describe how it is met.
Discuss Its Strengths and Weaknesses:
Describe Any Actions Being Taken to Improve the Program: If the program has plans for changes, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

Supporting Documentation for Standard 5.4.4:

- Links for course syllabi for all courses the program lists for this standard.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Enter URL Links to Supporting Documents here**:**

Graduate Seminar – Digital Evidence

5.4.5 An advanced digital forensics course that requires a graduate course as a prerequisite shall be completed.

5.4.6 A formal seminar, presented by a combination of invited experts, faculty, and/or students covering topics such as published work, original research, and other relevant topics shall be included within the curriculum as a required course.

List the course number and title students are required to take:

Course ID	Course Name

Program Response:

Describe How the Program Meets the Standard: Describe the required graduate seminar course or program. (The seminar program could be part of another course, but it must be a credit course.) How often does it meet? What types of people are invited to speak at these seminars? What topics are typically discussed in these seminars?
Discuss Its Strengths and Weaknesses:

Describe Any Actions Being Taken to Improve the Program: If the program has plans for changes, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

Supporting Documentation Recommended for Standard 5.4.6:
• A list of seminar topics and seminar speakers for the past two years.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Enter URL Links to Supporting Documents here**:**

5.4.7 Forensic Science Research or Capstone – Digital Evidence

Each student shall complete an independent research or capstone project. The purpose of the research/capstone project is to provide the opportunity for faculty and students to contribute to the knowledge base of forensic science, including research/capstone projects directed at improving the practice of forensic science. Thus, it should be focused on a forensically relevant topic, preferably of a nature to have a practical, real-world impact on operational forensic laboratories.

a) The research/capstone project shall culminate in a thesis or written report of publishable quality.

1) The program shall evaluate the written report against a rubric that describes the characteristics of a report of publishable quality that will be accepted.

2) The academic program shall have written guidelines for the format of the report and a rubric for the evaluation of the oral presentation.

b) Each student shall have a committee of at least three individuals who are responsible for mentoring the project.

1) One member of the student's research committee shall be a full-time forensic science faculty member of the program. The other two members can include full- or part-time faculty, forensic practitioners, and others with specialized knowledge.

2) At least one member of the committee shall be external to the department sponsoring the research.

c) Each student shall present the results of the work orally, in a public forum, before the committee. Presentations at professional meetings do not meet this requirement.

1) The academic program shall have a rubric for the evaluation of the oral presentation.

☐ **Check to acknowledge the academic program has written guidelines for the format of the thesis/report and for the evaluation of the oral presentation.**

Program Response:

Describe How the Program Meets the Standard: Describe the nature of the independent research or capstone project required of each student. Indicate if the project is a thesis or other written report. Indicate the type of public forum used to present and evaluate the project with the research committee present.
Discuss Its Strengths and Weaknesses:
Describe Any Actions Being Taken to Improve the Program: If the program has plans for changes, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

Supporting Documentation Recommended for Standard 5.4.7:

• Any materials used to communicate program policies to the students regarding committee composition, presentation requirements, evaluation, deadlines, etc., thesis guidelines if a thesis is required.

• Select copies of research project or written project reports should be available for inspection by the on-site evaluation team.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Enter URL Links to Supporting Documents here**:**

5.5 Graduate Program Director

5.5.1 The program director shall be a full-time forensic faculty member at the academic institution.

5.5.2 The program director shall be appropriately qualified by academic experience, research qualifications, and background in program administration to meet the program's stated mission, goals, and objectives, and to provide leadership in forensic science education, research, and other scholarly activities so students are adequately prepared for forensic science practice.

5.5.3 The program director shall meet the following requirements:

a) A minimum of an earned doctorate degree in a field appropriate for at least one forensic concentration that is offered by the program;
b) At least five years full-time or equivalent relevant experience as an academic forensic scientist that includes appropriate educational, research, and service contributions to forensic science; OR at least five years full-time or equivalent relevant experience as a forensic science practitioner, not including any training time, in an operational forensic science laboratory setting;
c) Documented previous or current research experience in a forensic science discipline or in methods and techniques adapted, validated, and implemented by the forensic science community; and
d) Documented management experience appropriate to the duties assigned to the position.

Program Response:

Describe How the Program Meets the Standard:
Describe the program director's qualifications for the position, including his/her educational background, teaching and professional experience, and research and scholarly activities.

Ensure that the program director meets the criteria stated in the standard, including holding a degree appropriate for forensic science, either practitioner or academic experience for the specified amount of time, and management experience adequate to the program director's duties.

Describe the program director's time commitment to the program.

The Program Director is nominated and elected by vote of the core (full-time) MS FOS program faculty to a three-year term of office, subject to approval by the Provost and Senior Vice President for Academic Affairs. The Program Director serves on the Committee on Graduate Studies. The Program Director receives a total of 6 contract hours per academic year (equivalent to 2 graduate lecture courses) to dedicate to the program management.

The Dean of Graduate Studies evaluates the program director annually based on criteria established in consultation with the members of the faculty of the Committee on Graduate Studies. The president can remove program Directors for cause.

As stated in the program bylaws, the Program Director's responsibilities include:
- Providing vision and leadership for the graduate program, its faculty and students
- Representing the MS FOS program before the Department Chair and relevant committees
- Administering the process of identifying new faculty to teach graduate program courses and proposing them to Committee on Graduate Studies for approval
- Developing and seeking program faculty approval for program policies and procedures
- Overseeing academic advisement for MS-FOS students
- Overseeing the thesis process
- Developing the schedule of courses
- Participating in the admissions process

The current MS-FOS program director, Dr. Marta Concheiro-Guisan, is Associate Professor of Toxicology at John Jay College of Criminal Justice, CUNY. She received her Pharm.D. in 2002 and her Ph.D. in Toxicology in 2006, both from the University of Santiago de Compostela, Spain. During her

Ph.D., she performed research projects at other European institutions, specifically at the *Institute de Médicine Légale et de Médicine Social* in Strasbourg (France) and at the *Instituto Nacional de Medicina Legal* in Lisbon (Portugal). She did her postdoctoral training (2008-2009) at the Chemistry and Drug Metabolism Section at the National Institute on Drug Abuse (NIDA), in Baltimore, MD, where she worked as Research Scientist until 2014. Dr. Concheiro has received several awards, including the 2020 Faculty Scholarly Excellence Award from the Office for the Advancement of Research-CUNY, and the 2018 Achievement Award from The International Association of Forensic Toxicologists (TIAFT). Dr. Concheiro is Associate Editor of the Journal of Forensic Sciences. Dr. Concheiro has more than 100 publications in peer-reviewed journals, and she has participated presenting her work at more than 50 professional toxicology meetings.
Discuss Its Strengths and Weaknesses: The current MS-FOS program director fulfills and exceeds the FEPAC standards. Her management experience and knowledge of both forensic science research needs and required skill sets for crime laboratory employment make her uniquely qualified for this position. Besides addressing all her responsibilities as program director, she is constantly looking for new ideas and ways to improve the program, she is part of the teaching faculty, and a really active mentor. Dr. Concheiro also creates a collaborative environment with the other MS-FOS faculty to develop common projects that benefit the program. Dr. Concheiro-Guisan devotes more time to the program than the administratively recognized (6 contract hours). The actual commitment is about two to three full days per week.
Describe Any Actions Being Taken to Improve the Program: If the program has plans for change, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard. The Science Department faculty elected Dr. Concheiro-Guisan as Program Director in May 2023. New elections will happen in Spring 2026, and she plans to be a candidate again. The program director has been requiring more hours of administrative support (college assistant from 15 h to 21 h) to the administration (Dean of Academic Programs) to manage the increasing demands of the program and the BS/MS new component.

Supporting Documentation for Standard 5.5.3:
- An up-to-date copy of the curriculum vitae or résumé of the program director.
- A copy of the job description for the program director.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Documents discussed:
2025-JJ-5.5.3-Program Director Job Description-MS FOS Bylaws pdf
2025-JJ-5.5.3-Program Director CV-Concheiro-Guisan.pdf

Enter URL Links to Supporting Documents here**:**

NA

5.6 Graduate Interim Program Director

5.6.1 At times, a program may find it necessary to appoint an interim program director while a search is being conducted for a full-time replacement or during a period of unavailability of the regular program director. In those circumstances, the interim program director shall meet the following requirements:

a) Be a full-time faculty member at the academic institution appropriately qualified by academic experience, research qualifications, and background in program administration to meet the program's stated mission, goals, and objectives, and to provide leadership in forensic science education, research, and other scholarly activities so students are adequately prepared for forensic science practice; and
b) A minimum of an earned master's or equivalent degree appropriate for a forensic discipline offered by the program.

5.6.2 The interim program director is not intended to be a long-term solution. Programs that are appointing an interim program director shall notify FEPAC through a Substantive Change form of the appointment, along with an estimate of the timeframe for a permanent solution.

5.6.3 A permanent program director shall be under contract within a period of one year from the date the program director position is officially vacated unless an explanation is submitted to FEPAC within this period showing good cause.

Describe How the Program Meets the Standard:
Describe the interim program director's qualifications for the position, including his/her educational background, teaching and professional experience, and research and scholarly activities.
Ensure that the interim program director meets the qualifications stated in the standard with respect to appropriate degree, required academic or practitioner experience, research experience, and managerial qualifications.

NA- Our program director has held her position since 2023.

Discuss Its Strengths and Weaknesses:

NA- Our program director has held her position since 2023.

Describe Any Actions Being Taken to Improve the Program:
If the program has plans for change, describe them.
Summarize the program's plans to address any concerns relevant to compliance with this standard.

NA- Our program director has held her position since 2023.

Supporting Documentation for Standard 5.6:

- An up-to-date copy of the curriculum vitae or résumé of the interim program director.

To **upload** copies (file types allowed are .doc, .docx, and .pdf) of supporting documents please **use the corresponding upload button** in the **Self Study portal site**. Please ensure you are using the proper naming convention: [Year of Upload] [School Initials] [FEPAC Standard Number] [Document Name (e.g., CV Smith, Mission Statement, CSI123 Course Syllabus, etc.)]

Enter URL Links to Supporting Documents here**:**

Attestation of Completion

The Program attests to the completion of the Forensic Science Educational Programs Accreditation Commission (FEPAC) Form 5.2 Self-Study.

Name: __Marta Concheiro-Guisan_____

Title:__ Associate Professor and MS-FOS Program Director_____

Signature: 

Date: June 29, 2025_____

Date Revised	Summary of Revisions	Approved By
May 14, 2025	Page 1 – removed check boxes for undergraduate standard tracks and replaced with graduate standard tracks (Biology/Chemistry 5.3 and Digital Evidence 5.4)	FEPAC
May 14, 2025	Standard 5.5 Program Director – revised guidance for program response box.	FEPAC

Liana Albano

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Education

2021 to 2023	M.S. Forensic Science John Jay College of Criminal Justice, New York, NY
2017 to 2021	B.S. Forensic Science John Jay College of Criminal Justice, New York, NY
2013 to 2017	Regents Diploma with Advanced Designation, The Mary Louis Academy, Jamaica, NY

Honors

Dean's List, John Jay College of Criminal Justice, Spring 2021

Dean's List, John Jay College of Criminal Justice, Fall 2020

Dean's List, John Jay College of Criminal Justice, Spring 2020

John Jay Forensic Science and Computer Science Scholarship, John Jay College of Criminal Justice, Fall 2019

Dean's List, John Jay College of Criminal Justice, Spring 2018

New York State Science Honor Society, The Mary Louis Academy, 2017

Women in Science Certificate of Recognition, St. John's University, 2017

National Honor Society, The Mary Louis Academy, 2016

Mother Cabrini Honor Society for Italian, The Mary Louis Academy, 2015

Experience

Adjunct Laboratory Instructor, John Jay College of Criminal Justice, Fall 2024 to present

Adjunct Lecturer, John Jay College of Criminal Justice, Fall 2023 to present

Adjunct College Laboratory Technician, John Jay College of Criminal Justice, Fall 2021 to Fall 2024

Program for Research Initiatives in Math and Science (PRISM), John Jay College of Criminal Justice, Fall 2019 to Spring 2021

Scientific Presentations

Poster: "Analysis of Polymer Coated Bullets Using Spectroscopic Methods", 2021 Online Forensic Symposium on Current Trends in Forensic Trace Analysis, July 28, 2021.

Poster: "Analysis of Polymer Coated Bullets Using Spectroscopic Methods", National Forensic Science Week – FTCoE Student Research Poster Session. U.S. Department of Justice, National Institute of Justice, Office of Investigative and Forensic Sciences, September 14, 2021.

Poster: "Analysis of Polymer Coated Bullets Using Spectroscopic Methods", 2021 NEAFS Conference, November 3, 2021.

Poster: "Analysis of Polymer Coated Bullets Using Spectroscopic Methods", 2023 AAFS Conference, February 18, 2023.

Poster: “Analysis of Polymer Coated Bullets Using Spectroscopic Methods”, 2023 Research and Creativity Expo, April 28, 2023.

Conferences and Seminars Attended

74th Annual AAFS Scientific Conference, February 21-25, 2022

Forensic Genetic Genealogy Educational Webinar Series, April 13, 2022

Age Estimation from the Pubic Symphysis: Back to Basics Webinar, January 11, 2023

75th Annual AAFS Scientific Conference, February 13-18, 2023

The NJ Association of Forensic Scientists (NJAFS): “The Boy in the Box” Webinar, March 1, 2023

John Jay College Forensic Science Graduate Seminar on Research across the US: “Forensic Examination of Signatures: From Brain to Paper” February 13, 2024

50th Annual NEAFS Conference, October 21-25, 2024

Certifications

Certificate of Fitness: Supervising Non-Production Chemical Laboratories, NYC Fire Department

Damon A. Borg, Ph.D. F-ABFT
3 Alister Circle
East Northport, NY 11731
516-567-2006
damon.borg@gmail.com

Education:

St. John's University College of Pharmacy and Allied Health Professions, Queens, NY 11439
Ph.D. Pharmaceutical Sciences – Toxicology. Graduated September 2009.

John Jay College of Criminal Justice, New York, NY 10019
B.S. Forensic Science – Toxicology. Graduated Summa Cum Laude August 2005.

Professional Boards and Licenses:

Fellow of the American Board of Forensic Toxicology (#289)

Certificate of Qualification – Laboratory Director – Clinical Toxicology; Forensic Toxicology; Therapeutic Substances Monitoring and Quantitative Toxicology, New York State Department of Health (2012-Present)

Current Employment:

February 2025 – Present
New York City Office of Chief Medical Examiner
Assistant Director of Forensic Toxicology

September 2018 – Present
John Jay College of Criminal Justice, New York, NY 10019
Adjunct Associate Professor
Courses Taught: TOX 313 Environmental and Occupational Toxicology, TOX 340 Clinical Toxicology, TOX 415 Forensic Pharmacology, TOX 416 Analytical Toxicology, TOX 425 Techniques of Analytical Toxicology, TOX 426 Analytical and Quantitative Toxicology, TOX 380 Current Issues in Toxicology

February 2016 – Present
Forensic Toxicology Consultants, East Northport, NY 11731
Chief Toxicologist
Performs toxicology case reviews and provides interpretation of results. Serves as an expert witness. Experienced in depositions and court testimony.

March 2009 – February 2025
Navis Clinical Laboratories, Huntington, NY 11743
Chief Scientific Officer/Scientific Director
Oversees all quality assurance, regulatory, and scientific affairs related to toxicological analysis of human urine, blood, oral fluid and hair specimens for the purpose of medico-legal investigations, workplace drug testing, and court mandated drug testing (probation/parole, child-custody investigations

January 2014 – 2017; January 2020- 2021
St. John's University College of Pharmacy and Allied Health Professions, Queens, NY 11439
Adjunct Associate Professor
Courses Taught: TOX 207 - Advances in Forensic Toxicology, TOX 209 - Analytical Methods in Toxicology

Publications & Presentations:

Shin, S., Borg, D., Stripp, R. 2020. Developing and Validating a Fast and Accurate Method to Quantify 18 Antidepressants in Oral Fluid Samples Using SPE and LC–MS-MS. J Analytical Toxicology. 2020 doi: 10.1093/jat/bkz117

Sud, P., Gordon, M., Tortora, L., Stripp, M., Borg, D., Berman, A. 2018. Retrospective Chart Review of Synthetic Cannabinoid Intoxication with Toxicologic Analysis. West J Emerg Med. doi: 10.5811/westjem.2017.12.36968

Borg, D., Kolb, E., Lantigus, C., Stripp, R. 2017. Chiral analysis of methamphetamine in oral fluid samples: A method to distinguish licit from illicit drug use. J Analytical Toxicology. 2017 1-8 doi: 10.1093/jat/bkx079

Stripp, R., Shaparin, N., Mehta, N., Kunkle, F., Kolb, E., Borg, D. 2017. A novel chronic opioid monitoring tool to assess prescription drug steady state levels in oral fluid. Pain Medicine Nov 1;18(11):2162-2169 doi: 10.1093/pm/pnw335

Borg, D., Tverdovsky, A., Stripp, R. 2016. A fast and comprehensive analysis of 32 synthetic cannabinoids using Agilent triple quadrupole LC/MSMS. *J Analytical Toxicology*. 2017 Jan;41(1):6-16. doi: 10.1093/jat/bkw104

Kunkle, F., Borg D., Fey, L., Stripp, R. 2015. Assessment of the use of oral fluid as a matrix for drug monitoring in patients undergoing treatment for opioid addiction. *J Opioid Management*. 11: 435-442.

Sarris, G., Borg D., Liao, S., Stripp, R. 2014. Validation of an EMIT screening method to detect 6-Acetylmorphine in oral fluid. *J Analytical Toxicology*. 38: 605-609.

Borg, D.A. and Trombetta, L.D. 2010. Toxicity and bioaccumulation of the booster biocide copper pyrithione, copper 2-pyridinethiol-1-oxide, in gill tissues of Salvelinus fontinalis (brook trout). *Toxicol Ind Health*. 26: 139-150.

TIAFT Meetings
Chiral analysis of methamphetamine in hair samples.
Annual Meeting of The International Association of Forensic Toxicologists. February 2022. Virtual.

SOFT Meetings
Chiral analysis of methamphetamine in oral fluid samples: A method to distinguish licit from illicit drug use.
Annual Society of Forensic Toxicology Meeting October 2016. Dallas, TX.

A fast and comprehensive analysis of 32 synthetic cannabinoids urine agilent triple quadrupole LC/MSMS.
Annual Society of Forensic Toxicology Meeting October 2015. Atlanta, GA.

SOT Meetings
Toxicity and bioaccumulation of the marine biocide copper pyrithione in gill tissues of *Salvelinus fontinalis* (Brook Trout). Annual Society of Toxicology Meeting. March 2009. Baltimore, MD.

Marine biocide copper pyrithione alters gill morphology and increases oxidative stress in juvenile Brook Trout, *Salvelinus fontinalis.* Annual Society of Toxicology Meeting. March 2008. Seattle, WA.

The toxic effects of marine biocide copper pyrithione on juvenile Brook Trout, *Salvelinus fontinalis.* Annual Society of Toxicology Meeting. March 2007. Charlotte, NC.

Guest Lecturer

John Jay College of Criminal Justice:
Applications in Clinical and Forensic Toxicology (Spring 2012)
Theory of Mass Spectrometry (Spring 2012)
Methods of Sample Preparation in Toxicological Analysis (Spring 2011)

Theory of Analytical Separations – GC and LC (Spring 2011)

St. John's University:
Specimen Types in Forensic Toxicology (Spring 2012)
Postmortem Redistribution of Drugs (Spring 2012)
Sample Preparation Techniques in the Toxicology Laboratory (Spring 2012)
Theory of Chromatography, Theory of Mass Spectrometry (Spring 2012)
Pharmacology of Opiates (Spring 2011)
Pharmacology of Benzodiazepines (Spring 2011)
Laboratory Methods in Clinical Toxicology (Spring 2011)
Extraction Techniques in Toxicological Analysis (Fall 2010)
Gas chromatography – Mass Spectrometry, Liquid Chromatography- Mass Spectrometry (Fall 2010)
Pharmacology of Ethyl Alcohol (Spring 2010)
Pharmacology of Benzodiazepines and other Sedative/Hypnotics (Spring 2010)

JENNIFER L. DORRY née Newton
jenniferdorry@gmail.com

EXPERIENCE:

NEW YORK CITY OFFICE OF CHIEF MEDICAL EXAMINER
Criminalist IV, Department of Forensic Biology May 2018 to present

- Examine and supervise examination of evidence from criminal cases for the presence of DNA and biological fluids
- Write scientific reports memorializing results of DNA analysis and interpretations
- Technically review positive and negative case files and reports generated by other analysts within the laboratory
- Provide expert witness testimony as needed
- Train newly hired analysts and promoted analysts, as well as giving STRmix ™ training lectures
- Supervise lower-level criminalists

JOHN JAY COLLEGE OF CRIMINAL JUSTICE August 2021 to present
New York, New York
Adjunct Instructor, Department of Science

- Supervise and instruct students during weekly laboratory sessions in advanced undergraduate and graduate science course

NEW YORK CITY OFFICE OF CHIEF MEDICAL EXAMINER
Criminalist III, Department of Forensic Biology June 2016 to May 2018

- Examined evidence from criminal cases for the presence of DNA and biological fluids
- Wrote scientific reports memorializing results of DNA analysis and interpretations
- Technically reviewed positive and negative case files and reports generated by other analysts within the laboratory
- Provided expert witness testimony as needed

NEW YORK CITY OFFICE OF CHIEF MEDICAL EXAMINER
Criminalist II, Department of Forensic Biology January 2015 to June 2016

- Examined evidence from criminal cases for the presence of DNA and biological fluids
- Wrote scientific reports memorializing results of DNA analysis and interpretations
- Technically reviewed negative case files generated by other analysts within the laboratory
- Provided expert witness testimony as needed

SAN FRANCISCO POLICE DEPARTMENT CRIMINALISTICS LABORATORY
Criminalist II, Department of Forensic Biology August 2011 to December 2014

- Examined evidence from criminal cases for the presence of DNA and biological fluids

- Memorialized results of DNA analysis and interpretations in scientific reports
- Performed reviews of data generated by other analysts within the laboratory

NEW YORK CITY OFFICE OF CHIEF MEDICAL EXAMINER
Criminalist IB, Department of Forensic Biology January 2008 to July 2011

- Examined evidence from criminal cases
- Performed appropriate physical, instrumental, and quantitative analyses on biological forensic evidence

JOHN JAY COLLEGE OF CRIMINAL JUSTICE January 2006 to May 2011
New York, New York
Adjunct Laboratory Technician, Department of Science

- Prepared and supervised weekly laboratory exercises for students in advanced undergraduate and graduate level science courses

EDUCATION:

Pace University, New York, NY, M.S.- Forensic Science, May 2021
John Jay College of Criminal Justice, New York, NY, B.S.- Forensic Science, May 2007
Graduate coursework in science education
Professional coursework and training in population genetics and statistics

MISCELLANEOUS:

Academic Excellence award from Pace University for graduate program, 2021
FDNY C-14 for supervision of chemical laboratories
Qualified as expert witness in Manhattan, Queens, Kings, Richmond, and Bronx Counties, as well as US Federal Court
Seminars, workshops, conferences, and courses related to continuing education in the field of forensic science (list available upon request)
Young Forensic Scientists Forum, Special Session Co-Chair, AAFS, 2013
AAFS Member, 2012 to present

Alejandro Ocampo

646-258-3673 • Queens, New York 11106 • Aocampo1989@gmail.com • www.linkedin.com/in/aocampo1989

Criminalist II at the NYC Office of Chief Medical Examiner Forensic Biology Department. I apply forensic molecular biology techniques to matters of criminal law. I am a forensic science postgraduate with analytical instrumentation, chromatographic separations, and DNA analysis experience.

Education

2023 M.S. Forensic Science- Molecular Biology Concentration
John Jay College of Criminal Justice, City University of New York, New York, NY 10019

2020 B.S. Forensic Science- Toxicology and Criminalistics Concentrations
John Jay College of Criminal Justice, City University of New York, New York, NY 10019
Activities: Undergraduate Researcher at the Program for Research Initiatives in Science and Math (PRISM)
Honors/Awards

- 2020 PRISM Outstanding Undergraduate Researcher
- 2018-2020 Dean's List

Research Experience

Forensic Analytical Toxicology and Molecular Biology 2022-2023
Mentor: Dr. Marta Concheiro-Guisan
John Jay College of Criminal Justice, City University of New York
Master's Thesis

Investigation into the utility of the submaxillary gland androgen-regulated protein 3B (SMR3B) as a normalizing factor in oral fluid.

- Investigated the potential of two signature peptides from the submaxillary gland androgen-regulated protein 3B (SMR3B) as normalization factors in oral fluid. SMR3B protein from human donor oral fluid samples was digested in trypsin and the signature peptides SMR3B-1 and 2 were determined by liquid chromatography tandem mass spectrometry (LC-MSMS). The method was applied to 107 samples from 18 authentic oral fluid donors.

Forensic Analytical Toxicology 2019-2020
Mentor: Dr. Marta Concheiro-Guisan
John Jay College of Criminal Justice, City University of New York
PRISM Undergraduate Research

Assessment of biological matrices for the detection of in utero cannabis exposure.

- Developed a novel method for the detection and quantification of Δ^9-tetrahydrocannabinol (THC) and seven of its metabolites, including phase I and phase II metabolites, in the biological matrix of placental tissue.

Additional Expertise

Technical Skills	Capillary Electrophoresis | Gel Electrophoresis | DNA Analysis | STR Typing | Solid-phase Extraction | DNA Purification | Liquid-Chromatography Tandem Mass Spectrometry | Ultraviolet-Visible Spectroscopy | Infrared Spectroscopy | Gas Chromatography Mass Spectrometry | High-Performance Liquid Chromatography | Microscopy | Evidence Identification and Handling
Languages	English and Spanish – Native proficiency

Professional Experience

John Jay College of Criminal Justice- *New York, NY* 08/2024-Present
Adjunct Lecturer- Science Department

- Provide laboratory instruction in forensic trace evidence analysis through microscopy, photography, and serology techniques.

NYC Office of Chief Medical Examiner- *New York, NY* 01/2024-Present
Criminalist II

- Examination and DNA analysis of forensic evidence.
- Provide courts with expert testimony of forensic analyses findings.

Allied Universal Security Services- *New York, NY* 02/2014-03/2020
Security Officer

- Managed employee and guest credentials for the secured corporate workspace to prevent unauthorized access.
- Secured premises and personnel by patrolling property, monitoring surveillance equipment, and inspecting buildings, equipment, and access points.
- Maintained positive relations with the client as a representative of Allied Universal through professional customer service.

Transportation Security Administration U.S. Department of Homeland Security- *Queens, NY* 05/2009 –10/2013
Supervisory Transportation Security Officer

- Supervised employees in conducting pre-board airport security screening of persons, carry-on, and checked baggage.
- Developed objective-based team building strategies for scheduling and rotation of personnel to carry out different tasks in various airport security checkpoint settings.
- Mentored employees and facilitated their professional development for annual competency assessments.
- Generated employee evaluations of their annual performance to identify areas needing improvement.
- Participated in the development of standard operating procedures, strategic planning initiatives, and workforce planning to stay current with innovation in security equipment technology.
- Prepared and presented various types of communications such as morning briefings, checkpoint logs, reports, and documents that were germane to the counter-terrorism mission of the agency.
- Developed incident information and reports for Law Enforcement Officers and superiors.

Behavioral Detection Officer

- Screened passengers through behavioral science methods at airport screening checkpoints.
- Member of the Screening Passengers by Observation Techniques (SPOT) unit.

Transportation Security Officer

- Conducted pre-board screening of passengers, carry-on, and checked baggage.
- Maintained performance standards through successful completion of annual competency assessments.
- Volunteered to serve as a field training officer for the professional development of new-hire employees.

Peer-reviewed Publications

1. Concheiro, M., Gutierrez, F.M., **Ocampo, A.,** Lendoiro, E., Gonzalez-Colmenero, E., Concheiro-Guisan, A., Peñas-Silva, P., Macias-Cortiña, M., Cruz-Landeira, A., Lopez-Rivadulla, M., de-Castro-Rios, A. Assessment of biological matrices for the detection of in utero cannabis exposure. *Drug Test Anal.* 2021; 1-12. https://doi.org/10.1002/dta.3034

SANNIA K. TAUQEER

2385 Barker Ave. 3A
Bronx, NY 10467

(718)-450-5966
sanniaktauqeer@gmail.com

Education

John Jay College of Criminal Justice **August 2014 – December 2016**
New York, NY
Degree: Masters in Forensic Science
Major: Forensic Molecular Biology (GPA: 3.792)

Iona College, School of Arts and Science **August 2009 – May 2013**
New Rochelle, NY
Degree: Biochemistry, B.S.
Major: Biochemistry (GPA: 3.516)

Honors and Accolades

- Jerome Metzner Graduate Award for Academic Excellence in the Sciences. **December 2016**

Experience

John Jay College of Criminal Justice, New York **January 2025 – Present**
Adjunct Lab Instructor: Molecular Biology, Biochemistry, Advanced Forensic Molecular Biology
- Provide instruction in Molecular Biology, Biochemistry and Forensic molecular lab techniques and data analysis at undergraduate and graduate levels
- Devise lesson plans and assessments in Molecular Biology and perform evaluation of the students
- Analyze student data/ outcomes to improve course in collaboration with course coordinator

University of Maryland Global Campus **November 2024 – Present**
Adjunct Associate Professor (Remote): Introduction to Criminalistics
- Deliver course material remotely in accordance with university guidelines
- Lead student discussions and promote scientific thought and inquiry
- Administered assessments and tracked student performance
- Responded to student inquiries and concerns in a timely manner

DNA Labs International, Deerfield Beach, FL **October 2022 – March 2024**
DNA Analyst (Remote)
- Performed DNA analysis on complex forensic data, interpreted DNA evidence results and performed statistical calculations both manually and using STRmix software.
- Worked in specialized case teams – sexual assaults, homicides and cold cases
- Wrote reports summarizing results and conclusions and provided expert testimony in court as needed
- Performed case/client management duties and ensured that cases met deadlines and client expectations

Office of Chief Medical Examiner, New York, NY **September 2017 – October 2022**
Criminalist II
- Examined items of evidence for the possible presence of bodily fluids and conducted the related laboratory testing to generate DNA profiles
- Interpreted DNA profiles and performed analyses and statistical calculations using STRmix software
- Wrote reports based on the results from DNA testing and testified to conclusions in court as needed.
- Trained new colleagues in examination and sample collection techniques utilized during evidence exam
- Performed reviews of hundreds of death certificates and entered information ensuring the appropriate transport and release of bodies to correct locations and individuals during Phase I of COVID-19 pandemic as a part of emergency response team

SANNIA K. TAUQEER

Manhattan College **June 2017 – August 2017**
CSTEP Instructor: Biology and Chemistry
- Collaborated with the program director to design the summer program Biology and Chemistry curriculum
- Provided General Biology and General Chemistry instruction to freshman level students
- Tracked student progress and reported to program director

John Jay College of Criminal Justice **January 2017 – May 2017**
Adjunct Lecturer: Introductory Human Biology Course
- Independently designed the curriculum for Introductory Human Biology course
- Provided instruction in the area of Human Biology
- Devised lesson plans and assessments in the area of Human Biology and performed evaluation of the students

Research Experience

John Jay College of Criminal Justice **June 2015 – December 2016**
Molecular Biology
Mentor: Dr. Mechthild Prinz
- Worked on the extraction, purification, amplification and STR typing of trace amounts of touch DNA on clothing with a scope in groping and attempted sexual assault cases
- Published research in the form of Masters thesis
  Tauqeer, Sannia K., "Exploration of DNA Transfer in the NYC Subway" (2016). *CUNY Academic Works.* http://academicworks.cuny.edu/jj_etds/1

Einstein College of Medicine **June 2012 – August 2012**
Jacobi Medical Center, Pathology Lab
Mentor: Dr. Maria Abadi
- Conducted a study on major factors influencing increased occurrence of chorioamnionitis in Bronx urban population
- Presented study at the summer seminar before medical students and physicians

REFERENCES AVAILABLE UPON REQUEST

Alessandra Milagros Early

524 W. 59th Street. Haaren Hall• New York, NY, 10019
Email: aearly@jjay.cuny.edu
Office: 212-237-8470

EDUCATION

Ph.D., Criminology and Criminal Justice, University of Missouri–St. Louis (August 2023)

Dissertation: "Social Spaces, Places, and Substance Use in Shaping Queer Identities"
Committee: Dr. Marisa Omori (chair), Dr. Lee Slocum, Dr. Samantha Simon, and Dr. Matthew Ball

M.A., Criminology and Criminal Justice, University of Missouri–St. Louis (August 2021)

M.A., Sociology, Northeastern University (May 2018)

Thesis: "Hypermasculinity and the War on Drugs in the Philippines: A Case Study of President Duterte"
Committee: Dr. Ineke Marshall and Dr. Liza Weinstein

B.A., Sociology and Psychology, Mount Holyoke College (May 2016)
Cum Laude, minor in law, public policy, and human rights

PROFESSIONAL EMPLOYMENT

2023–Present Assistant Professor. Department of Criminal Justice. John Jay College of Criminal Justice.

PEER-REVIEWED PUBLICATIONS, BOOK CHAPTERS, AND OTHER PUBLICATIONS (* Denotes student co-author)

Early, McKenna, Cox, Dietsche*, Jackey*, and Kilmer. "The Ethics of 'Educational' Prison Tours." **Forthcoming** in a special issue of *Feminist Pedagogy*.

Early, Cox, Kilmer, Dietsche*, McKenna, and Jackey*. "Daring to Dream: Practicing Hope in a Discipline Dependent on Maintaining the Carceral Status Quo." **Forthcoming** in a special issue of *Feminist Pedagogy*).

Early. "'Disidentifications and the Experiences of Drag Kings in Queer Social Spaces." **Forthcoming** for a special issue in *The International Journal of Qualitative Studies of Education*.

Omori, **Early**, and Torres. "A theoretical and empirical critique of racial innocence in sentencing." *Law & Society Review*. "Special Issue on New Perspectives on Empirical Methods and Critical Race Theory." First published online March 21st, 2025. https://doi.org/10.1017/lsr.2025.11

Lentz, Vogel, Mathias, **Early**, Pryor, and Ibitayo*. 2024. "Short-term Impact Evaluation of Cure Violence St. Louis: Challenges, Triumphs, and Lessons Learned." Special issue in *Criminology & Public Policy*. First published online October 17th, 2024. http://doi.org/10.1111/1745-9133.12687.

Early and Grundetjern. 2024. "The Role of Sex and Compulsory Heterosexuality Within the Rural Methamphetamine Market." *Crime & Delinquency*. First published online March 03rd, 2022. https://doi.org/10.1177/00111287221077.

Webster, Huebner, **Early**, and Torres. 2023. "Court Can Happen Anywhere": Courtroom Workgroup Members' Perceptions of the Challenges and Opportunities of a Transformed Workplace. *Criminal Justice and Behavior*. First published online September 13th, 2023. https://doi.org/10.1177/00938548231196574.

Book Chapters

Rogers, **Early**, and Chambers. "Do I Belong? Why Do I Feel Uncomfortable? Black Women's Experience With Men on a College Campus and its Impact on Their Sense of Identity." **Forthcoming**. Race and Ethnicity: The Sociological Mindful Approach (2nd Edition). Cognella, Inc.

Early. "So, You Like the Police, Huh?" **Forthcoming**. *Abolition & Queer Justice*.*University of California Press*.

McKenna, Charriez, Awad, **Early**, and Ruhland. "Researching within community: The necessity of CPAR partnerships and the value of lived experience in prison education and reentry research." **Forthcoming** in the *Division on Corrections & Sentencing Handbook Series.*

Early and McKenna. "OER Learning In Disguise Toolkit." *Social Justice Landmark Cases: Faculty Instructional Resources.* August 2024.

Early and Rainey*, "What about Us?: The Omission of Queer Experiences in Criminal Justice Curricula." *Queer Victimology: Understating the Evolving Study of LGBTQIA+ Experiences Volume 1. Texas Review Press.* September 2023.

Public Criminology (Peer Reviewed Newsletter)

Joseph and **Early**. "Still Forced to Qualify - Blackness in the Wake of Minnesota Uprisings." December 13th, 2024. *The Critical Criminologist Special Issue: Collective Protest*.

WORKS UNDER REVIEW AND IN PROGRESS

Early. "The Defining, Construction, and Messiness of Queer and Heterosexual Social Space." Manuscript in progress.

Early. "Using Substances and Strategic Use Within Social Places and Spaces." Manuscript in progress.

Early. "Developing Queer Identities Through Social Spaces." Manuscript in progress.

Early, McKenna, and Ali*. "Academic Blackface." Manuscript in progress.

Early and Schaefer. "Queering Harm Reduction Frameworks: The Implications of Queer Social Spaces." Manuscript in progress.

McKenna and **Early**. "Prison Girlies and the Pop Cultural Commodification of

Carcerality." Manuscript in progress.

TECHNICAL REPORTS

2023 Cure Violence St. Louis Evaluation Final Report. Submitted to the City of St. Louis Department of Health. Featured in the St. Louis Post-Dispatch; Spectrum News

2022 Cure Violence St. Louis Evaluation: Year 1 Report. Submitted to the St. Louis Department of Public Health and the Office of Violence Prevention.

AWARDS & RESEARCH GRANTS

2025 PSC-CUNY Research Foundation Grant #68602-00 56 ($5,986.00)
2023 Office for the Advancement of Research Seed Money Program ($4,600)
2022 Division of Queer Criminology Student Paper Awards ($200)
2020 Honorable Mention, Larry J. Siegel Graduate Fellowship for the Study of Gender and Crime ($200)
2019 Study Abroad Summer Semester Scholarship ($3,000)
2018 The Outstanding Service to the Department Award, Northeastern University
2016 Diversity Award, Northeastern University
2016 Excellence Award, Northeastern University
2015 The Harap Fund Research, Mount Holyoke College
2014 The Lynk Universal Application Funding

PUBLIC CRIMINOLOGY

2020 – 2021 Informed Justice | **https://www.informedjustice.org/** |
2020 – 2021 COVID Prison Project | **https://covidprisonproject.com/** |

INVITED TALKS & PRESENTATIONS

2025 "Faculty Panel: Wisdom & Reflections from New-ish Faculty Colleague." Dean of Faculty's "First Fridays." The Teaching and Learning Center. John Jay College of Criminal Justice. (May 2nd).

2025 "Lavender Graduation Keynote Speaker." John Jay College of Criminal Justice. LGBTQ+ Resource Center. (April 30th).

2024 "Community-Centered Strategies to Reduce Gun Violence: Developing Evidence for Policy and Practice." Recorded Panel. SAGE Publishing. (December 6th).

2024 "'I'm gonna show you how wonderful it is to have a much more diverse casting in a show:' Disidentifications and the Experiences of Drag Kings of Color in Queer Social Spaces." Intersectional Qualitative Research Methods Institute (IRQMI). (June 8th).

2024 "Punishment & Justice." *Research & Creativity Expo. John Jay College of Criminal Justice. (May 7th).

2024 "Defund the Police? Abolish Prisons?" John Jay College. (April 11th).

2024 "Red, Black, Green, & Lavender: Blackqueer Conversations Part 3: Spotlight on

James Baldwin." Film Screening and Discussion of *James Baldwin: The Price of the Ticket*. John Jay College of Criminal Justice (April 3rd). *Unable to attend due to invited guest lecture*

2024 "Red, Black, Green, & Lavender: Blackqueer Conversations Part 2: Spotlight on Angela Davis, June Jordan, & Alice Walker." Film Screening and Discussion of *A Place of Rage*. John Jay College. (March 20th).

2024 "Red, Black, Green, & Lavender: Blackqueer Conversations Part 1: Spotlight on Audre Lorde." Film Screening and Discussion of *A Litany For Survival: The Life & Work Of Audre Lorde*. John Jay College. (February 27th).

2024 "Conversations on Black Queer and Trans Theory." LGBTQ Research & Engagement Collective. Department of Sociology. Department of Women's and Gender Studies. University of Oklahoma. (February 16th).

2024 "Navigating Tough Conversations and Creating Safer Classrooms." Faculty Development Day. Teaching and Learning Center. John Jay College. (January 24th).

2022 "Social Spaces and Substance Use in Shaping Queer Identities." Sutherland Speaker Series on Crime & Justice Issues. Department of Criminal Justice. Indiana University Bloomington. (November 9th).

2022 "The Politics of Queer Research." Salem State University. School of Education. (February 15th).

2021 Inaugural "Critical Conversations: LGBTQIA= Issues in The Criminal Justice System." Department of Criminal Justice and Criminology. Georgia Southern University. (October 21st).

2021 "Inclusive Language Series: Focus on LGBTQ Communities." The University of Missouri–St. Louis. Office of Diversity, Equity, and Inclusion. (April 15th).

2021 "Supporting Minority Students and Junior Faculty: Understanding How to Be An Ally." American Society of Criminology. Division of Victimology. (February 17th).

|2020|2021| XXXVI Postgraduate Course of Victimology, Victim Assistance and Criminal Justice, Inter-University Center. *Unable to attend due to COVID-19*

CONFERENCE PRESENTATIONS

Chair

2024 "Consuming Carcerality: The Ethics, Tourism, and Pop Cultural Commodification of Carceral Spaces." American Society of Criminology Annual

Meeting. (November 13–16).

2022 "Centering Diverse Experiences in the Teaching and Graduate School." American Society of Criminology Annual Meeting. (November 16 –19).

Panelist

2025 Author Meets Critics: Copaganda: How Police and the Media Manipulate Our News. American Society of Criminology Annual Meeting. (November 12-15).

2025 "Exploring "carceral creep" and Normalization in Everyday Life." American Society of Criminology Annual Meeting. (November 12-15).

2025 "Love After Lock Up: An Extension of Prison Girlies." American Society of Criminology Annual Meeting. (November 12-15).

2025 "So, You Like the Police, Huh?" American Society of Criminology Annual Meeting. (November 12-15).

2025 "Teaching While Human." American Society of Criminology Annual Meeting. (November 12-15).

2025 "Abolition as Harm Reduction." European Society of Criminology Annual Meeting. (September 3-6).

2025 "The Scarlet 'A' of Criminology and Criminal Justice: Abolition, Positionality, and Pedagogy. European Society of Criminology Annual Meeting. (September 3-6).

2025 "Bridging Theory and Practice: Enhancing Criminal Justice Education through Field Trips to Inactive Prisons." American of Criminal Justice Sciences Annual Meeting. (March 11-15).

2024 "Teaching Queer Victimology." American Society of Criminology Annual Meeting. (November 13–16).

2024 "Contesting Queer Spaces." American Society of Criminology Annual Meeting. (November 13–16).

2024 "Consuming Carcerality: The Ethics and Perceptions of Carceral Residential Real Estate." American Society of Criminology Annual Meeting. (November 13–16).

2023 "Roundtable: Reflexivity and Positionality in Researching Queer Topics and

Populations." American Society of Criminology Annual Meeting. (November 15–18).

2023 "Roundtable: On the Market: Tips, Tricks, and Experiences." American Society of Criminology Annual Meeting. (November 15–18).

2022 "Innovations in Queer Criminological Research." American Society of Criminology Annual Meeting. (November 16–19).

2022 "Teaching." American Society of Criminology Annual Meeting. (November 16 – 19).

2021 "Unpacking Racial Innocence and Inequalities in Sentencing." American Society of Criminology Annual Meeting. (November 17–20) *Canceled due to COVID-19*

2020 Author Meets Critics. "Transgressed: Intimate Partner Violence in Transgender Lives." American Society of Criminology Annual Meeting. (November 18–21) *Canceled due to COVID-19*

2020 Special Topic Panel. "Queer Epistemology and Practices." American Society of Criminology (ASC) Annual Meeting. (November 18–21) *Canceled due to COVID-19*

Presenter

2023 "Calling In and Calling On: Creating an Intersectionally Queer Criminology Journal." American Society of Criminology Annual Meeting. (November 15–18).

2022 "Not in My Backyard: The Divisive Debate Over Police Residency Requirements." Global Meeting on Law & Society. (July 13–16).

2021 "The Role of Sex in Rural Methamphetamine Markets." American Society of Criminology Annual Meeting. (November 17–20).

2019 "Queer and Nonbinary Recreational Experiences: Drug Culture in Social Spaces." American Society of Criminology Annual Meeting. (November 13–16).

2019 *"*Authoritarian Strategy and Dehumanizing Discourse in Duterte's Philippines." Eastern Sociological Society Annual Meeting. (March 14–17).

2019 "Hypermasculinity and the War on Drugs in the Philippines: A Case Study of President Duterte." American Society of Criminology Annual Meeting. (November 16–19).

2014 "The Defense Never Rests: A Glimpse into the World of Criminal Investigation."

Mount Holyoke College Learning From Application Symposium. (October 20–21)

RESEARCH EXPERIENCE

Nov. 2024–Present "Evaluation of the Bronx-Osborne Gun Avoidance Program (BOGAP)." The Research and Evaluation Center at John Jay College of Criminal Justice (JohnJayREC). John Jay College. Project#: 49415. Project Investigator: Dr. Jeffery A. Butts. (Funded by the National Institute of Justice).

Oct. 2024–Present "Towards Medical Liberation: Creating Justice as the Building Block of Newer Medical Worlds." Sacramento State University. John Jay College of Criminal Justice. Project Investigators: Dr. Christopher Rogers and Dr. Alessandra Milagros Early.

Aug. 2024–Present "Social Impact Partnerships to Pay for Results Act (SIPPRA)." The Research and Evaluation Center at John Jay College of Criminal Justice (JohnJayREC). Project#: 57282. Project Investigator: Dr. Jeffery A. Butts. (Funded by the U.S. Department of Treasury).

Jul. 2024–Present "Crisis Management System Evaluation." The Research and Evaluation Center at John Jay College of Criminal Justice (JohnJayREC). National Opinion Research Center at the University of Chicago (NORC). The New York City Mayor's Office for Economic Opportunity. The Department of Youth and Community Development. Project#7H463. Project Investigator: Dr. Jeffery A. Butts.

Jan. 2024–Feb. "Resources for the Management of Transgender Individuals in Custody and Under Supervision." John Jay College of Criminal Justice. Project Investigator: Dr. Deborah Koetzel. [Funded by the U.S. Department of Justice's National Institute of Corrections (NIC)].

Oct. 2023–Present "Combining Photovoice and Experiential Learning: The Impact of Touring Inactive Prisons on Criminal Justice Students' Attitudes on Punishment, Justice, and Intersectionality." John Jay College of Criminal Justice. Project Investigators: Dr. Alessandra Milagros Early and Dr. Nicole McKenna. (Funded by the Office for the Advancement of Research (OAR) Seed Money Program).

Aug. 2022–Jun. 2023 Cure Violence Evaluation Qualitative Researcher. Washington University. City of St. Louis. Project Investigator: Dr. William G. Powderly (Fundedby St. Louis Department of Public Health).

May 2021–2022

Graduate Research Assistant. "Exploring Prosecutorial Discretion in the Plea-Bargaining Process in Milwaukee and St. Louis Counties." University of Missouri–St. Louis & Loyola University, Chicago. Project Investigators: Dr. Beth Hubner, Dr. Marisa Omori, Dr. Don Stemen, and Dr. Elizabeth Webster. (Funded by the MacArthur Foundation Safety and Justice Challenge Research Consortium).

Jan. 2020
Jun–Aug. 2019

Graduate Research Assistant. "UMSL Comprehensive School Safety Initiative." Department of Criminology and Criminal Justice. University of Missouri–St. Louis. Project Investigators: Dr. Finn-Aage Esbensen and Dr. Lee Slocum. (Funded by The National Institute of Justice).

May 2019
Nov. 2018

Graduate Research Assistant. "Women's Experiences in The Illegal Methamphetamine Market." Department of Criminology and Criminal Justice. University of Missouri–St. Louis. Project Investigators: Dr. Jody Miller and Dr. Heidi Grundetjern.

Sep.–Oct. 2018

Graduate Research Assistant. Department of Criminology and Criminal Justice. University of Missouri–St. Louis. Project Investigators: Dr. Jody Miller and Dr. Heidi Grundetjern.

Mar.–Jun. 2018

Field Research Assistant. "Enhancing Procedural Justice in Hot Spots Policing: A Multi-Site Randomized Trial." School of Criminology and Criminal Justice. Northeastern University. Project Investigators: Dr. Anthony Braga. (Funded by the Laura & John Arnold Foundation).

May 2017–Jan. 2018

Graduate Research Assistant. "Understanding and Preventing Youth Crime: A Comparative Study of France, Germany, The Netherlands, and The United States." Department of Sociology and Anthropology. Northeastern University. (NSF 1419588)

Sep. 2015–May 2016

Department Assistant and Liaison. Department of Sociology and Anthropology. Mount Holyoke College.

Jul. –Aug. 2015

Research Assistant. School of Criminal Justice. Boston University. Project Investigator: Dr. Mary Ellen Mastrorilli.

SKILLS

Computer: Online Teaching Certification (2022); Dedoose (Advanced), NVivo (Intermediate), Google Suite (Intermediate), Research & Investigation (Advanced), Express Script Scribe (Advanced), EpiData (Intermediate), SPSS (Basic), STATA (Basic), ArcMapGIS (Basic).

Languages: Spanish (Basic).

TEACHING EXPERIENCE

John Jay College of Criminal Justice

Instructor

CJBA 356: Queering Crime and Justice (Spring 2025)
CJBA 380: Special Topics: Gender, Crime, and Justice (Fall 2025; Fall 2024; Spring 2023; Fall 2023)
CJBA 220: Race, Gender, Ethnicity, Crime, and Justice (Fall 2025; Spring 2025; Fall 2024; Spring 2024)
CJBA 340: Research Methods (Spring 2024)

University of Missouri–St. Louis

Instructor

Research Methods in Criminology and Criminal Justice (Fall 2022, online asynchronous; Summer 2022, online asynchronous).
Gender, Crime, and Justice (Spring 2020; Fall 2019; Summer 2019)

Graduate Teaching Assistant

Seminar in Criminology and Criminal Justice: U.S. Policing (Spring 2021, online).
Gender, Crime, and Justice (Fall 2020, hybrid; Spring 2019; Fall 2018)

Northeastern University

Graduate Teaching Assistant

The Right to the City: Exclusion and Justice in the Post-Apartheid City (Summer 2018)
Social Justice Resource Center (Spring 2018; Spring 2017; Fall 2017)
Career Fellow (Spring 2018; Fall 2017)
Honors Discovery Teaching Assistant (Fall 2017)
Grading Assistant (Fall 2017)

WORKSHOPS & GUEST LECTURES

Workshops

2025 "Navigating Challenging Conversations in the Classroom Seminar." Teaching and Learning Center. John Jay College of Criminal Justice. **Co-Facilitator**. (2/25, 3/25, 4/22).

2024 "LGBTQIA+ DEI Workshop." Teaching and Learning Center. John Jay College of Criminal Justice. (June 3rd). *Unable to attend due to IQRMI Summer Institute Attendance*

2021 "LGBTQ Inclusive Language Workshop." Office of Diversity, Equity, and Inclusion. University of Missouri–St. Louis. (April).

2018 "Imposter Syndrome Workshop." Department of Sociology and Anthropology. Office of Career Development. Northeastern University. (March).

Guest Lectures

2025 "Queering Crime and Justice." Department of Criminal Justice. John Jay College of Criminal Justice. (May).

2025 "Abolition." Department of Criminal Justice. John Jay College of Criminal Justice. (April).

2025 "Queer Criminological Approaches and "Methodologies." School of Criminology and Criminal Justice & Criminology. Texas State University. (March).

2024 "Positionality and Profession: Abolitionism in Criminal Justice." Department of Criminal Justice. John Jay College of Criminal Justice. (November).

2024 "Ethics and Carceral Spaces." Department of Law, Police Science, and Criminal Justice Administration. John Jay College of Criminal Justice. (October).

2024 "Children's Village and The Punishment of Young People." Department of Law, Police Science, and Criminal Justice Administration. John Jay College of Criminal Justice. (October).

2024 "Queering Research and Methods." Gender Studies Program. John Jay College of Criminal Justice. (October).

2024 "Queering Criminology." Department of Criminal Justice. John Jay College of Criminal Justice. (April).

2024 "Introduction to Queer Criminology." Honor's Program. John Jay College of Criminal Justice. (March).

2022 "COVID Prison Project, Graduate School, and Research." Department of Criminal Justice. Fayetteville State University. (October).

2020 "Qualitative Research and Queer Methodologies." Department of Sociology. Villanova University. (May).

2019 "Queer Criminology." Department of Criminology and Criminal Justice. University of Missouri–St. Louis. (October).

2018 "Hypermasculinity and the War on Drugs in the Philippines: A Case Study of President Duterte." Department of Sociology and Anthropology,

Northeastern University. (March).

2018 "Political Science Capstone Lecture." Office of Career Development. Northeastern University. (February).

2017 "Cumulative Disadvantage." Department of Sociology. Northeastern University. (November).

2017 "Political Science Capstone Lecture." Office of Career Development. Northeastern University. (November).

STUDENT MENTORSHIP

2024–2025 Jade Denis Arroyo Concepcion (undergraduate). Senior Capstone Project. John Jay College of Criminal Justice.

2024–2025 Marco Jordan Buffone (undergraduate). Senior Capstone Project. John Jay College of Criminal Justice.

2024–2025 Maya Hogans (undergraduate). Senior Capstone Project. John Jay College of Criminal Justice.

2024–2025 Ashra Ali (undergraduate). Undergraduate Student Research Assistant. John Jay College of Criminal Justice.

2024–2025 Susan Nembhard (doctoral). Graduate Student Research Assistant. John Jay College of Criminal Justice.

2023–2024 Steven Fermin (undergraduate). Senior Capstone Project. John Jay College of Criminal Justice.

2023–2024 Luis Medina (undergraduate). Senior Capstone Project. John Jay College of Criminal Justice.

2023–2024 Ariana Molina (undergraduate), Senior Capstone Project, John Jay College of Criminal Justice.

2023–2024 Kathy Espinoza (undergraduate). Senior Capstone Project. John Jay College of Criminal Justice.

2023–2024 Ina Brennan (undergraduate). Senior Capstone Project. John Jay College of Criminal Justice.

INSTITUTIONAL SERVICE

Aug. 2024–Present Curriculum Committee. Department of Criminal Justice. John Jay College of Criminal Justice.

Aug. 2024–Present	Grade Appeals Committee. Department of Criminal Justice. John Jay College of Criminal Justice.
Aug. 2024–Present	Gender Studies Program Curriculum Committee. Gender Studies Program. John Jay College of Criminal Justice.
Mar.2024–Aug. 2024	"Learning in Disguise: OER Pedagogical Toolkit." Lloyd Sealy Library. John Jay College of Criminal Justice.
May 2024–May. 2024	Student Work on Gender and Sexuality Reviewer. John Jay College.
Mar. 2024–Apr. 2024	Distinguished Teaching Prize Reviewer. Teaching and Learning Center. John Jay College.
Jan. 2024–Present	Faculty Advisor. Womxn Who Workout. John Jay College of Criminal Justice
Jan. 2024–Apr. 2024	Planning and Event Coordinator for "Red, Black, Green, & Lavender: Blackqueer Conversations." Parts 1, 2, & 3. John Jay College of Criminal Justice.
Oct. 2024–May 2024	Planning and Event Coordinator for Guest Speaker Series. Gender Studies Program and LGBTQ+ Resource Center. John Jay College of Criminal Justice.
Dec. 2023–May 2024	Lavender Celebration Committee. Coordinator for 2024 Audre Lorde Award. LGBTQ+ Resource Center. John Jay College of Criminal Justice.
Aug. 2023–Dec. 2023	Open Education Course Development. Department of Criminal Justice. John Jay College of Criminal Justice.
Oct. 2023–Present	Gender Studies Program Curriculum Committee. Gender Studies Program. John Jay College of Criminal Justice.
Oct. 2021–May 2022	Graduate Student Representative. Department of Criminology and Criminal Justice. University of Missouri–St. Louis.
May–May 2022	President of Graduate Student Association. Department of Criminology and Criminal Justice. University of Missouri–St. Louis.
Aug.–May 2019	Vice President of Graduate Student Association. Department of Criminology and Criminal Justice. University of Missouri–St. Louis.

Aug.–Dec. 2019	Department Tutor. Department of Sociology. University of Missouri–St. Louis.
Oct. 2017–May 2018	Sociology Representative (Masters Advisory Group). College of Social Sciences and Humanities. Northeastern University.
Sep. 2017–May 2018	Masters Representative. The Committee on Graduate Studies. Northeastern University.
Oct. 2017–May 2018	Co-Leader of the Committee on Diversity and Equity. Department of Sociology and Anthropology. Northeastern University.

PROFESSIONAL SERVICE

Oct. 2023–Present	Member of Research Committee. LGBTQ Research & Engagement Collective. University of Oklahoma.
May 2022–Dec. 2025	Co-Chair of Journal Committee. Division of Queer Criminology. American Society of Criminology.
May 2020–Aug. 2024	Chair of Social Committee. Division of Queer Criminology. American Society of Criminology.

JOURNAL SERVICE

Editorial Board Member

Jun. 2024	Social Problems
Jul. 2023–Present	Journal of Criminal Justice Education

Reviewer

Critical Criminology
Deviant Behavior
Special Issue of the Journal of Criminal Justice Education
Social Problems

PROFESSIONAL AFFILIATIONS

Nov. 2016–Present	American Society of Criminology Section Membership: Division of Women and Crime Section Membership: Queer Criminology
Jan. 2019–Dec. 2020	Eastern Sociological Society
Oct. 2016–Dec. 2019	American Sociological Association Section Memberships: Crime, Law, and Deviance
Jan. 2014–Dec. 2016	American Psychological Association

PROFESSIONAL DEVELOPMENT

2025 "Faculty Fellowship Publishing Program." The City University of New York.

2024 "Intersectional Qualitative Research Methods Institute" (IQRMI). University of Maryland College Park.

2024 "OAR Grant Writing Workshop." Office for the Advancement of Research. John Jay College of Criminal Justice.

2024 "Winter 2024 Open Pedagogy and OER Seminar." Teaching andLearning Center. John Jay College of Criminal Justice.

2023–2024 "Practical Teaching and Resilient Learning Seminar." Teaching and Learning Center. John Jay College of Criminal Justice.

2023–2024 "Faculty Mentorship Program (Mentee)." John Jay College of Criminal Justice.

2023–2044 "First Fridays." John Jay College of Criminal Justice.

PROFESSIONAL AFFILIATIONS

Nov. 2016–Present American Society of Criminology
Apr. 2024–Present Society for the Study of Social Problems

PROFESSIONAL EXPERIENCE

Aug. 2022 –Jun. 2023 "Qualitative Researcher." Washington University.

Dec. 2021 "Consultant." Mass Mentoring Partnership

May–Aug. 2014 "Intern Investigator." New Orleans Public Defenders Office

May– Aug. 2013 "Intern." Macomb-Oakland Regional Center

MERIEM REBBANI, PhD.

Assistant Professor of Criminal Justice John Jay College (CUNY)
New York, NY 10019
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Fields: International Relations, Global Governance, International Law, Critical Security Studies

RESEARCH PROFILE

I am an institutional ethnographer specializing in global security governance, international law, and critical security studies. My forthcoming book (*Counter-Violent Extremism and High Policing in Canada*, Routledge 2026) is the first ethnographic study of Canada's CVE policy field. Ongoing projects compare frameworks in Canada and the Netherlands and examine the interaction of global security norms with democratic governance, supported by extensive fieldwork in UN, EU, and national agencies. I maintain an active publication pipeline and a strong scholarly presence across Political Science, International Relations, Socio-Legal Studies and Critical Security networks (EISA, EWIS, WIIS, EUROCRIM, ASC)

ACADEMIC APPOINTMENTS

Assistant Professor of Criminal Justice, Tenure-Track — John Jay College of Criminal Justice, CUNY *(Aug. 2024–Present)*

Affiliated Researcher — Van Vollenhoven Institute for Law, Governance and Society (VVI), Leiden Law School, Leiden University, Netherlands *(July 2021–Present)*

Senior Lecturer — Leiden University College in The Hague, Faculty of Governance and Global Affairs (July 2022–July 2024); Leiden Law School (Fall 2023, Spring 2024)

EDUCATION

Ph.D. in Criminology — Awarded with Distinction, Université de Montréal (2024)
(Dissertation rated "Exceptional", Rector's Honor List)
Thesis: *Improvising Quebec's Countering Violent Extremism Sector or the Transformation of High Policing*
M.A. in Social Anthropology, Concordia University *(2014)*
B.A. (Honors) in Social Anthropology, Concordia University *(2012)*

PUBLICATIONS & BOOK PROJECTS

Book

- *Counter-Extremism and High Policing in Canada: Improvising Security* (Routledge, forthcoming 2026)

Works in Progress and Under Review

- *Polymorphous Fieldwork: Ethnographic Access and Positionality in National Security Research* — Under review, *International Journal of Qualitative Methods*, Submitted (August 2025)

- *Feeling Security: Uncertainty and the Emotional Burden of Doing National Security* (with Karine Côté-Boucher, Université de Montréal) — In preparation, Target: *British Journal of Criminology* (Fall 2025)

- *Comparing Counter-Extremism Policies in Canada and the Netherlands* (with Maartje van der Woude & Roxane de Massol de Rebetz, Leiden University) — In preparation, Target: *European Journal of International Relations* (Winter 2026)

- *Countering Violent Extremism: Towards a Hybridization of National Security Practices* (with Karine Côté-Boucher, Université de Montréal) — In preparation, Target: *European Journal of International Security* (Summer 2026)

- *Transnational Legal Ordering of Security Governance* — In development, multi-country comparative project with Leiden University Law School and Van Vollenhoven Institute for Law, Governance and Society (VVI)

Reports & Policy Contributions (selected)

- Rebbani, Meriem. *Summary Report: Law Enforcement and Civil Society to Prevent Violent Extremism – Lessons Learned Protecting Children and Engaging Women.* Almaty Workshop, EU LEICA/BOMCA Programme, February 2024.

- Rebbani, Meriem. *Desk Review: Protection of Vulnerable Targets – Gaps and Opportunities in West Africa.* United Nations Office of Counter-Terrorism (UNOCT), Vulnerable Targets Program, January 2023. *(Internal UN report, commissioned as Individual Contractor, Madrid Office).*

- Centre for the Prevention of Radicalization Leading to Violence (CPRLV) & Conseil du statut de la femme (CSF). (2016). *Women and violent radicalization: Research report*. Québec: Government of Québec. [Co-author/contributor].

INVITED TALKS & CONFERENCES

- 2025 – European Society of Criminology (EUROCRIM), Athens – *Deep Hanging Out: A Call for Ethnographies of National Security*

- 2023 – Pan European Conference on International Relations (EISA), Potsdam – *Countering Violent Extremism & Neoliberalism: The Quebec Experience*

- 2023 – European Workshops in International Studies (EISA), Amsterdam – *Tales from the Field: Unraveling Canadian CVE Practices*

- 2023 – American Society of Criminology (ASC), Philadelphia – *Countering Violent Extremism: Towards a Hybridization of National Security Practices*

- 2022 – American Society of Criminology (ASC), Atlanta – *Canadian CVE: What Impact on Counterterrorism,*

PROFESSIONAL EXPERIENCES

- **Senior Consultant** — United Nations Office of Counter-Terrorism, Madrid (2022–2023)

- **Field Officer** — United Nations Office on Drugs and Crime (UNODC)**,** Tunis (2021–2022)

- **Strategic Advisor** — Royal Canadian Mounted Police, National Security Program, Montreal (2017–2021)
- **Researcher & Community Coordinator** — Centre for the Prevention of Radicalization Leading to Violence (CPRLV)**,** Montreal (2015–2017)

HONORS & AWARDS

- CUNY Book Completion Award — City University of New York (2025)
- Exceptional Dissertation Distinction — University of Montreal (2024)
- Emerging Thought Leader Award — Women in International Security (WIIS) (2020)
- J.A. Bombardier Canada Graduate Scholarship — SSHRCC, Concordia University (2013–2014)
- Multiple Merit Scholarships — Concordia University and University of Montreal (2011–2015)

TEACHING EXPERIENCE

John Jay College of Criminal Justice (CUNY) — Graduate: *Violence Across the Globe; Law & Society; Homeland Security and Terrorism*; *Science & Practice of Public Safety*
Undergraduate: *Crime Prevention and Control*

Leiden University College in The Hague — *Global Challenges: Peace & Justice* (Tutorial); *Introduction to Socio-Legal Studies* (Seminar)

Leiden University Law School — *Terrorism & Counter-Terrorism* (Honors Seminar)

LANGUAGES & TECHNICAL SKILLS

- Languages: English (fluent), French (fluent), Spanish (competent), Darija (Algerian Arabic Dialect)

- Certifications: TRAP-18, VERA 2R, WAVR-21, HCR-20, START, CTIO (risk assessment tools)
- Research Methods: Comparative policy analysis, qualitative research, institutional ethnography

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PROFESSIONAL & APPLIED EXPERTISE

- Invited Expert/Trainer: UNICRI–UNODC Intensive Training Program for National Delegations to the UN (New York, 2025) — Delivered session on terrorism, violent extremism, hate speech, and prevention strategies for police advisors and diplomatic staff.

- Moderator & Rapporteur: Group Work Reports: Engaging Women in PVE and Protecting Children from Violent Radicalization. EU LEICA/BOMCA Program, February 2024.

- Global Counterterrorism Forum (GCTF) CVE Working Group. Addendum to the Good Practices on Women and Countering Violent Extremism: Mainstreaming Gender. Contributed as expert participant, 2019–2023.

- Invited Expert/Trainer: 'Regional Workshop Law Enforcement & Civil Society to Counter Violent Extremism, Lessons Learned Protecting Children and Engaging Women', CIVIPOL, November 2023, Dushanbe, Tajikistan

- Speaker: Canadian Network for Research on Terrorism, security and society (TSAS), Annual meeting, October 2022, Ottawa, Canada

- Mission Expert/Trainer: CVE & Risk Assessments in Prison for Iraqi Prison Authorities, August 2022, United Nations Office on Drugs and Crime, Sulaymaniyah, Iraq

- Mission Expert/Trainer: CVE & Risk Assessments, United Nations Office on Drugs and Crime, November 28th- December 8, 2021, Erbil, Iraq

- Speaker: Women & CVE in Detention, United Nations Office on Drugs and Crime, Tunis, Tunisia, October 14, 2021

- Mission Expert & Rapporteur: Prison CVE Assessment, United Nations Office on Drugs and Crime, part of the Delegation of the Coalition Against ISIS, Iraq, Shamshamal Prison Site, May 2-6th 2021

- Part of the Canadian delegation: Countering Violent Extremism Working Group - Tenth Plenary Meeting (Global Counterterrorism Forum), Montreal, Canada, 4 November 2019

- Guest Practitioner: Partnering in Practice - Preventing Social Polarizations, Symposium, Edmonton, Canada, November 2018

- Speaker: TETT 2017, Creating Learning Against Radicalization (C.L.E.A.R.), Conference, Ottawa, Canada, September 2017.

- Speaker: Women, Technology & Partnerships - Countering Terrorist use of the Internet, SecDev foundation, UNCTED & ICT, February 2017.

- Policy Advisor: Building Off-Ramps and Reintegrating Foreign Fighters and Terrorist Offenders: Challenges and Opportunities, Washington, June 2016.

- Speaker: Symposium, College students, Radicalizations and Living Together, Rosemont College, April 2016.

- Panelist: Preventing radicalization: issues, tools, limits and perspectives, University of Montreal, April 2016

- Panelist: Radicalization and Host Societies, Concordia University, School of Community and Public Affairs (SCPA), March 2016.