JOHN JAY COLLEGE OF CRIMINAL JUSTICE

COLLEGE COUNCIL

AGENDA

& ATTACHMENTS

TUESDAY, DECEMBER 9, 2025

All meetings begin at 1:40 pm and are open to the College Community.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
The College Council
AGENDA

December 9, 2025 – 1:40 pm

I. Adoption of the Agenda

II. Approval of the Minutes of the November 10, 2025 College Council (Attachment A), **Pg.4**

III. Members of the College Council Committees Link
- UCASC: Tyrone Parchment will replace Ma'at Lewis as the Counseling and Health Services representative for Spring 2026.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee

(Attachments B1-B17) – Dean of Academic Programs, Andrew Sidman

Programs

B1. Revision of the BA in Forensic Psychology, **Pg.6**
B2. Revision of the BA/MA Program in Forensic Psychology (approved by UCASC & CGS), **Pg.13**
B3. Revision of the Accelerated Dual Admission Program in Forensic Psychology BA Leading to the MA in Forensic Mental Health Counseling (approved by UCASC & CGS), **Pg.21**
B4. Revision of the BA in Criminology, **Pg.31**
B5. Revision of the BA in Sociology, **Pg.37**
B6. Revision of the Minor in Criminology, **Pg.43**
B7. Revision of Minor in History and Law, **Pg.46**

New Courses

B8. SOC 2ZZ (239) Coming Home: Challenges of Re-entry, **Pg.49**

Course Revisions

B9. PSY 425 Seminar in Forensic Psychology, **Pg.70**
B10. PSY 430 Clinical Topics in Forensic Psychology, **Pg.72**
B11. PSY 482 Selected Topics in Psychology, **Pg.74**
B12. PSY 485 Advanced Undergraduate Research Experience in Psychology, **Pg.78**
B13. SOC 333 Gender Issues in International Criminal Justice, **Pg.80**
B14. SOC 335 Migration and Crime, **Pg.82**
B15. Bulk Revision – Moving SFEM Courses (ESA, FIS, PMT, SEC) to new Academic Organizations (departments) – (approved by UCASC & CGS), **Pg.84**

Academic Standards

B16. Revision of the Academic Integrity Policy (approved by UCASC & CGS), **Pg.86**
B17. Revision of the Incomplete Policy (INC), **Pg.95**

V. Report from the Committee on Graduate Studies (Attachments C1-C3) – Dean of Academic Programs, Andrew Sidman

Programs

C1. Revision of the International Criminal Justice – MA, **Pg.97**

C2. Zero-enrolled Program Discontinuance – Postgraduate Certificate in Forensic Psychology, Advanced Certificate, **Pg.103**

Courses

C3. ICJ 7YY (723) Digital Technologies and Wildlife Crime, **Pg.107**

VI. Philanthropy at John Jay – Vice President of Institutional Advancement, Ketura Parker

VII. New Business

VIII. Announcements:

- Student Council (President Jamella Richmond)
- Faculty Senate (President Karen Kaplowitz)
- HEO Council (President Cat Alves)
- Administrative Announcements (President Karol Mason)

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL
November 10, 2025

The College Council held its second meeting of the 2025-2026 academic year on November 10, 2025. The meeting was called to order at 1:50 p.m. and the following members were present:

In-Person: Artem Domashevskiy, Brian Maule, Chevy Alford, Cristina Lozano Arguelles, Elton Beckett, Heath Grant, Jamie Longazel, Jonathan Epstein, Joy Dunkley, Karen Kaplowitz, Kathleen Collins, Kyoo Lee, Macushla Robinson, Ray Patton, Silvina (Bibi) Calderaro, Todd Stambaugh, Veronica Hendrick, Catherine Alves, Rulisa Galloway-Perry, Samuel Lopez, Angel Polanco, Amirah Low, Rich Verdi, Allison Pease, Andrew Sidman, Daniel Matos, Karol Mason, Angela Crossman, Helen Keier*, Jennifer Lorenzo*, Kumar Ramansenthil*, Olami Ayebusiwa*, Alvina Irfan*.

Remotely: Amada Santiago, Anru Lee, Francis Sheehan, Jacob Adler, Jennifer Lorenzo, Joseph Maldonado, Marie Springer, Mark Flower.

Excused: Alejandro Garcia Lozano, Charles Stone, Sergio Grossi, Jamella Richmond, Zephan Patterson, Sergio Gallegos*.

Absent: Diana Falkenbach, Jennifer Dysart, Joshua Mason, Shilpa Viswanath, Sung-Suk (Violet) Yu, In-Deria Barrows, Zain Chaudhry, Halla Albukhaiti, Tasnim Nobah, Valeria Pavia, David Shinn, Anthony Carpi*, Allison Kavey*, Ned Benton*, Angelina Guifarro*, Kamaya Benjamin*.

Guests: Kathy Killoran, Myrna Forney

* - Alternates
(R)- Remote

I. Adoption of the Agenda
The motion was made to approve the agenda. The motion was seconded an approved unanimously.

II. Approval of Members of the College Council Committees
The motion was made to approve the membership. The motion was seconded and approved unanimously.

III. Approval of the Minutes of the September 16, 2025 College Council
The motion was made to approve the minutes. The motion was seconded and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B9) – Dean of Academic Programs, Andrew Sidman

Programs

The motion was made to approve item B1. Notice of Intent for a New Certificate in Correctional Leadership. The motion was seconded and approved unanimously.

The motion was made to approve item B2. Notice of Intent for a New Certificate in Criminal Justice Foundations. The motion was seconded and approved unanimously.

The motion was made to approve item B3. New Minor in Toxicology. The motion was seconded and approved unanimously

New Courses

The motion was made to approve item B4. CSCI 3XX (356) Artificial Intelligence Programming. The motion was seconded and approved unanimously.

The motion was made to approve item B5. SOC 2XX Quantitative Reasoning for the Social Sciences. The motion was seconded and approved unanimously.

The motion was made to approve item B6. SOC 2YY Alternatives to Incarceration. The motion was seconded and approved unanimously.

Course Revisions

The motion was made to approve item B7. SOC 343 Global Social Movements. The motion was seconded and approved unanimously.

The motion was made to approve item B8. TOX 336 Principles of Forensic Toxicology. The motion was seconded and approved unanimously.

The motion was made to approve item B9. TOX 401 Capstone Experience in Toxicology. The motion was seconded and approved unanimously.

V. Proposal to Move SFEM Programs to New Departments – Provost and Senior Vice President for Academic Affairs, Allison Pease

The motion was made to approve the proposal. The motion was seconded and approved unanimously.

VI. Blackboard Sunsetting on December 18th - Director for Learning Management Systems, Helen Keier

Helen Keier presented an update on retirement of the Blackboard system and answered questions and concerns related to the transition.

VII. New Business

No new business was presented.

The meeting was adjourned at 2:40 p.m.

John Jay College of Criminal Justice
Office of Academic Programs

Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to kkilloran@jjay.cuny.edu. (Or provide a Dropbox folder link)

1. **Date submitted**: July 23, 2025 (revised October 22, 2025)

2. **Department or program proposing these revisions**: Psychology

    a. Name and contact information of proposer(s): Jill Grose-Fifer, Daryl Wout
    b. Email address of proposer: jgrose-fifer@jjay.cuny.edu; dwout@jjay.cuny.edu

3. **Name of graduate program, major, minor or certificate program being revised**:

    Forensic Psychology Major

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:

    a. Please provide the meeting date for approval: 5/13/25
    b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Jill Grose-Fifer

5. **Please describe the curriculum changes you are proposing**:
    (narrative or bullet points are acceptable as long as there is adequate explanation)

We wish to revise the structure of the capstones so that they reflect a stronger culmination of the major. There are no changes to the overall number of credits to earn the major.

We propose the following changes:

1) Students will take only one (currently two) capstone course in Part Four. Capstone Requirements. The number of credits for Part Four will be reduced from six to three.
2) Students will take an additional Part Three General Elective course to maintain the same number of overall credits in the major. The Part 3 courses required will increase from two to three and the total credits will increase from six to nine credits.
3) PSY 485 will remain as an empirical research course; all other capstone courses will be revised to become topical senior seminar courses. Two current capstone options will be eliminated from the course list (PSY 421 Forensic Social and Experimental Psychology and PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System). These two courses will become inactive.

4) PSY 482 Selected topics in Psychology (currently a part 3 elective course) will be renamed Senior Seminar: Psychology and the Public Good and will become a capstone option in Part Four.
5) Course names and descriptions will be revised to better reflect the content of the capstone courses by submitting course revision proposals.

[*Degree Works Scribe note: please keep PSY 421 in hide from advice in Part IV. in case some re-admits have taken it. Students who have taken PSY 476 can count it towards the third elective in Part III – hide from advice in Part III.]

6. **Please provide a rationale for the changes**:
(narrative format to go to CUNY and NYSED reports)

This proposed revision reduces the required number of capstone courses in the Forensic Psychology from two to one, bringing our program in line with college norms—ours is currently the only major requiring two. Recent departmental reviews have shown inconsistency in the delivery of capstone-level experiences, therefore concentrating efforts into one specialized capstone will provide a more rigorous capstone experience. It will also increase the likelihood that full-time faculty will teach the capstones, which will also contribute to a better culminating experience for students.

To maintain credit requirements, students will complete an additional Part 3 course. PSY 485 will remain as an empirical research course; all other capstone offerings will now be specialized topics courses, allowing students to synthesize and apply knowledge from prior coursework in greater depth. As part of this change, we will eliminate PSY 421 Forensic Social and Experimental (a more general course) and PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System (which could be covered in PSY 430 and/or 425 but lacks capstone prerequisites of PSY 311 Research Methods and senior standing), resolving structural and sequencing issues.

PSY 482, currently a Part 3 course, will be renamed *Psychology and the Public Good* and elevated to a capstone (Part 4). This aligns with the Department's and College's social justice mission and broadens options for students whose interests extend beyond forensic psychology. Revising the course names and descriptions of the capstone will provide clearer messaging to students about the nature and rigor of the capstone courses.

7. **How do these proposed changes affect other academic programs or departments**?

a. Which program(s) or department(s) will be affected?

The BA/MA Forensic Psychology and Accelerated Dual Admission BA/MA in Forensic Mental Health Counseling (FMHC) programs will be affected in part by this change. Students in these programs only need to take one capstone currently – so this requirement will not change. However, the capstones that will be offered

will change. They will not need to take an additional Part 3 course. We will submit two additional program revision proposals to adjust those programs.

For both BA/MA in FP and ADAP in FMHC. Currently, students choose one from these five capstones:

PSY 421 Forensic Social and Experimental Psychology

PSY 425 Seminar in Forensic Psychology

PSY 430 Clinical Topics in Forensic Psychology

PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System

PSY 485 Advanced Undergraduate Research Experience in Psychology

In future, they would choose one of these four capstones:

PSY 425 Seminar in Forensic Psychology (name change)

PSY 430 Clinical Topics in Forensic Psychology (name change)

PSY 482 Senior Seminar: Psychology and the Public Good (was Selected Topics in Psychology)

PSY 485 Advanced Undergraduate Research Experience in Psychology

8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes**: N/A

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

See below.

Forensic Psychology, Bachelor of Arts

The Forensic Psychology major is designed for students who are interested in the relationship between psychology and the criminal justice system. The mission of the Forensic Psychology major is to enhance students' understanding of individual behavior, in terms of its biological, cognitive, social and emotional components and their interaction, and its effects on the broader community. Students will learn to employ an empirical approach to understand human behavior. The major prepares students for a number of careers and graduate work in psychology, social work, law enforcement, or other criminal justice professions.

Learning Outcomes. Students will:

- Demonstrate knowledge of the historical and theoretical foundations of psychology, as well as key concepts, content, and research methods in the major sub-disciplines of psychology and in the field of "psychology and the law".
- Demonstrate appropriate information literacy, including the ability to perform effective database searches.
- Demonstrate the ability to design an ethically appropriate psychological research study and analyze and interpret basic research data.
- Gather, read, synthesize and critique primary source psychological and psycho-legal literature.
- Communicate effectively through oral and written presentations and demonstrate appropriate use of APA style.
- Critically and skeptically evaluate psychological information and extend this critical thinking to one's own work and all aspects of life-long learning.
- Demonstrate an appreciation of contextual influences on individual behavior and diversity of perspectives, including those related to race, class, gender, sexuality, disability, nationality and culture.
- Recognize professional ethics inherent in different aspects of psychology, including forensic psychology.
- Demonstrate an appreciation of how psychology relates to real-life professional and personal situations.
- Demonstrate an awareness of the scope and entry qualifications of professional and graduate programs in psychology.

Credits Required.

Forensic Psychology Major: 43-55 cr.
General Education: 42 cr.
Electives: 26-35
Total credits for BA: 120 cr.

Coordinator. Professor Jill Grose-Fifer (psychologyadvising@jjay.cuny.edu), Department of Psychology

Deputy Chair for Advising. Professor Kelly McWilliams (psychologyadvising@jjay.cuny.edu), Department of Psychology

Part-time Forensic Psychology advisor. TBA, Academic Advisement Center (@jjay.cuny.edu)

Advising resources.

For advising questions, contact psychologyadvising@jjay.cuny.edu
Requirements and Curriculum checklist
Forensic Psychology Advising Resources including a Sample Four Year Advising Plan.

Internship program. Students can receive practical experience in forensic psychology by enrolling in PSY 378, which offers fieldwork placements in such settings as hospitals for emotionally disturbed offenders, prisons and agencies related to the family court or otherwise offering treatment services to youthful offenders.

Baccalaureate/Master's Programs ~~in Forensic Psychology~~. Qualified undergraduate students may enter the BA/MA Program **in Forensic Psychology or the Accelerated Dual Admission Program in Forensic Mental Health Counseling** and thereby graduate with both a bachelor's and a master's degree ~~in forensic psychology~~. For additional information, contact Professor Rebecca Weiss, Department of Psychology (646.557.4806, bamadirector@jjay.cuny.edu).

Additional information. Students who enrolled for the first time at the College or changed to this major in September **2026** ~~2011~~ or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the **2025-26** ~~2010-2011~~ Undergraduate Bulletin.

Foundation courses (Subtotal: 3-6)

Required

PSY 101	Introduction to Psychology
MAT 108	Social Science Math
	OR
MAT 141	Pre-Calculus

MAT 108 or MAT 141 may not be needed depending on student's mathematics placement.

*Advisors recommendation: PSY 101 can fulfill the Flexible Core: Individual & Society and MAT 108 or MAT 141 can fulfill the Required Core: Math & Quantitative Reasoning areas of the Gen Ed Program.

Part One. Core Courses (Subtotal: 22 cr.)

Required

PSY 200	Cognitive Psychology
PSY 221	Social Psychology
PSY 231	Developmental Psychology
PSY 242	Psychological Disorders and Distress (formerly Abnormal Psychology)
PSY 311	Research Methods in Psychology

PSY 370/LAW 370 Psychology and the Law
STA 250 Principles and Methods of Statistics

Part Two. Core Electives (Subtotal: 6 cr.)

Select two

PSY 320 Brain and Behavior
PSY 324 Sensation and Perception
PSY 327 Learning and Memory
PSY 329 History of Psychology
PSY 352 Multicultural Psychology
PSY 353 Theories of Personality

Part Three. General Electives (Subtotal: 9 cr. ~~6 cr.~~)

Select three ~~two~~

PSY 266	Understanding Addiction through Research
PSY 332	Psychology of Adolescence
PSY 333	Psychology of Gender
PSY 336	Group Dynamics
PSY 339	Key Concepts in Psychotherapy
PSY 342/CSL 342	Introduction to Counseling Psychology
PSY 345/ANT 345	Culture, Psychopathology and Healing
PSY 347/AFR 347	Psychology of Oppression
PSY 355	Tests and Measures
PSY 372	Psychology of Criminal Behavior
PSY 373	Correctional Psychology
PSY 375	Family Conflict and the Family Court
PSY 378	Fieldwork in Psychology
	OR
PSY 385	Supervised Undergraduate Research Experience in Psychology
~~PSY 482~~	~~Selected Topics in Psychology~~ (moves to Pt. Four)

Part Four. Capstone Requirements (Subtotal: 3 cr. ~~6 cr.~~)

Select one ~~two~~:

~~PSY 421~~ ~~Forensic Social and Experimental Psychology~~

PSY 425	Seminar in Forensic Psychology (rev title: Senior Seminar: Social/Experimental Forensic Psychology)
PSY 430	Clinical Topics in Forensic Psychology (rev title: Senior Seminar: Clinical Forensic Psychology)
~~PSY 476~~	~~Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System~~
PSY 482	**Senior Seminar: Psychology and the Public Good** (was Selected Topics in Psychology)
PSY 485	**Advanced Undergraduate Research Experience in Psychology**

Part Five. Honors Thesis in Psychology (Optional) (Subtotal: 0-6)

PSY 4XX Honors Thesis I
PSY 4YY Honors Thesis II

Part Six. Experiential Learning (Subtotal: 0-3)

PSY 282 Introductory Undergraduate Research Experience in Psychology (2 credits)
OR
PSY 283 Introductory Undergraduate Research Experience in Psychology (3 credits)

Note: Other experiential learning courses in the Forensic Psychology major include PSY 378 Fieldwork in Psychology and PSY 385/387 Supervised Research Experience in Psychology (see General Electives – Part Three above

TOTAL CREDIT HOURS: 43-55

John Jay College of Criminal Justice
Office of Academic Programs

Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to kkilloran@jjay.cuny.edu. (Or provide a Dropbox folder link)

1. **Date submitted**: October 22, 2025

2. **Department or program proposing these revisions**: Psychology

    a. Name and contact information of proposer(s): Jill Grose-Fifer, Rebecca Weiss
    b. Email address of proposer: jgrose-fifer@jjay.cuny.edu; rweiss@jjay.cuny.edu

3. **Name of graduate program, major, minor or certificate program being revised**:

    BA/MA Forensic Psychology

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:

    a. Please provide the meeting date for approval: 5/13/25
    b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Jill Grose-Fifer/Rebecca Weiss

5. **Please describe the curriculum changes you are proposing**:
    (narrative or bullet points are acceptable as long as there is adequate explanation)

We are revising the structure of the UG Forensic Psychology Major capstones so that they reflect a stronger culmination of the major. This in turn will affect students in the BA/MA Forensic Psychology Program, who will continue to take one capstone in the undergraduate program. However, the choice of capstones will be changed as described below. We are also refreshing how the graduate curriculum is represented in the bulletin, so it is clearer for students.

We propose the following changes:

1) BA/MA Forensic Psychology students will take one of four (previously 5) capstones. All capstones will require students to have passed PSY 311 and have senior standing.
2) PSY 485 will remain as an empirical research course; all other capstone courses will be revised to become topical senior seminar courses. Two current capstone options will be eliminated from the course list (PSY 421 Forensic Social and Experimental Psychology and PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System). These two courses will become inactive.

3) PSY 482 Selected topics in Psychology (currently a part 3 elective course) will be renamed Senior Seminar: Psychology and the Public Good and will become a capstone option in Part Four.
4) Course names and descriptions will be revised to better reflect the content of the capstone courses by submitting course revision proposals.

[*Degree Works Scribe note: please keep PSY 421 in hide from advice in Part IV. in case some re-admits have taken it.]

6. **Please provide a rationale for the changes**:
(narrative format to go to CUNY and NYSED reports)

Recent departmental reviews have shown inconsistency in the delivery of our undergraduate capstone-level experiences, therefore concentrating efforts into one specialized capstone will provide a more rigorous capstone experience. It will also increase the likelihood that full-time faculty will teach the capstones, which will also contribute to a better culminating experience for students.

PSY 485 will remain as an empirical research course; all other capstone offerings will now be specialized topics courses, allowing students to synthesize and apply knowledge from prior coursework in greater depth. As part of this change, we will eliminate PSY 421 Forensic Social and Experimental (a more general course) and PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System (which could be covered in PSY 430 and/or 425 but lacks capstone prerequisites of PSY 311 Research Methods and senior standing), resolving structural and sequencing issues.

PSY 482, currently a Part 3 course, will be renamed *Psychology and the Public Good* and elevated to a capstone (Part 4). This aligns with the Department's and College's social justice mission and broadens options for students whose interests extend beyond forensic psychology. Revising the course names and descriptions of the capstone will provide clearer messaging to students about the nature and rigor of the capstone courses.

7. **How do these proposed changes affect other academic programs or departments**?

    a. Which program(s) or department(s) will be affected?
    N/A

8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes**: N/A

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request). See below.

Forensic Psychology, Bachelor of Arts / Master of Arts

The Forensic Psychology BA/MA program is designed for students who are interested in the relationship between psychology and the criminal justice system. The mission of the Forensic Psychology major is to enhance students' understanding of individual behavior, in terms of its biological, cognitive, social and emotional components and their interaction, and its effects on the broader community. Students will learn to employ an empirical approach to understand human behavior. The major prepares students for a number of careers and graduate work in psychology, social work, law enforcement, or other criminal justice professions.

Learning Outcomes. Students will:

- Demonstrate knowledge of the historical and theoretical foundations of psychology, as well as key concepts, content, and research methods in the major sub-disciplines of psychology and in the field of "psychology and the law".
- Demonstrate appropriate information literacy, including the ability to perform effective database searches.
- Demonstrate the ability to design an ethically appropriate psychological research study and analyze and interpret basic research data.
- Gather, read, synthesize and critique primary source psychological and psycho-legal literature.
- Communicate effectively through oral and written presentations and demonstrate appropriate use of APA style.
- Critically and skeptically evaluate psychological information and extend this critical thinking to one's own work and all aspects of life-long learning.
- Demonstrate an appreciation of contextual influences on individual behavior and diversity of perspectives, including those related to race, class, gender, sexuality, disability, nationality and culture.
- Recognize professional ethics inherent in different aspects of psychology, including forensic psychology.
- Demonstrate an appreciation of how psychology relates to real-life professional and personal situations.
- Demonstrate an awareness of the scope and entry qualifications of professional and graduate programs in psychology.

Credits Required.

Forensic Psychology BA Major	28
Other Required Undergraduate Courses	0-3
General Education	42
Undergraduate Electives	19-22

MA in Forensic Psychology	42
Total Credits Required for BA/MA Degree	**134**

BA/MA Coordinator. Professor Rebecca Weiss[JGF1][KK2], Psychology Department (646.557.1160, bamadirector@jjay.cuny.edu)

Tuition and Financial Aid Information. This program is accelerated and intended for students to attend full-time (at least 12 cr. for undergraduate students, at least 9 cr. for graduate students). Full-time students pay undergraduate tuition rates until they complete 120 credits. Starting in the semester after 120 credits have been earned, credits will be charged at the graduate rate. Students that are below 120 credits and meet eligibility requirements, may continue to be considered for undergraduate federal and state financial aid programs including PELL and TAP. Once students complete 120 credits, they will no longer be eligible for undergraduate financial aid. Students may apply for federal loans at the graduate level to finance their completion of the joint degree.

If circumstances occur that require students to attend part-time, tuition rates will be determined by the level of the courses (undergraduate or graduate) they are registered for.

All students in the BA/MA joint degree programs are encouraged to consult with the Financial Aid Office about their eligibility for aid under federal and state guidelines and the Bursar's Office about tuition charges when they are considering admission to these programs.

Academic Standards. Students are required to maintain the 3.5 GPA for Forensic Psychology and Criminal Justice, and a 3.0 GPA for Public Administration to remain in the BA/MA Program. Students who fall below this standard will be subject to a probation process. Students whose GPAs fall below those levels will not be able to receive the graduate degree even if they have completed sufficient credits.

Students no longer eligible for this program or who wish to leave it, must complete the entire undergraduate major in order to earn the Bachelor's degree. Any graduate classes completed will still apply to their undergraduate degree. See the program coordinator for course planning to complete the degree.

Any graduate courses taken while students are undergraduates can be applied to the relevant graduate degree with grades if students leave this accelerated program. Such students will have to apply for admission to the graduate program. These credits are not subject to the 12-credit transfer credit limitation.

Program Codes:
IRP Program Code: 83624
HEGIS Code: 2099.00
CIP Code: 42.2799

Forensic Psychology BA Core Required Courses

Required **(Subtotal: 28 cr.)**

PSY 101 Intro to Psychology
PSY 200 Cognitive Psychology
PSY 221 Social Psychology
PSY 231 Developmental Psychology
PSY 242 Psychological Disorders and Distress (formerly Abnormal Psychology)
PSY 311 Research Methods in Psychology (4 cr.)
PSY 370/ LAW 370 Psychology and the Law
STA 250 Principles and Methods of Psychology

Please note: STA 250 must be completed in the undergraduate portion of the program.

Choose one

~~PSY 421 Forensic Social and Experimental Psychology~~
PSY 425 Seminar in Forensic Psychology (rev title: Senior Seminar: Social/Experimental Forensic Psychology)
PSY 430 Clinical Topics in Forensic Psychology (rev title: Senior Seminar: Clinical Forensic Psychology)
PSY 482 Senior Seminar: Psychology and the Public Good (was Selected Topics in Psychology)
~~PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System~~
PSY 485 Advanced Undergraduate Research Experience in Psychology

Other Required Undergraduate Courses **(Subtotal: 0-3 cr.)**

Required depending on math placement

MAT 108 Social Science Math
OR
MAT 141 Pre-Calculus

MAT 108 Social Science Math or MAT 141 Pre-Calculus may be needed depending on student's math placement. **Students who have taken higher-level math should consult with an advisor.** These courses can fulfill the Required Core: Math and Quantitative Reasoning area in the College's General Education program.

Subtotal: 0-3

Undergraduate Electives **(Subtotal: 19-22 cr.)**

Students must complete 19-22 credits of electives to fulfill the undergraduate portion of the degree program. Students have free choice of electives being mindful of the requirements for earning a Bachelor of Arts degree. Students must have 90 credits of courses in liberal arts and sciences. Student may opt to complete a minor with their elective credits.

Forensic Psychology Master's Program (Subtotal: 42 cr.)

The remaining 42 credits are applied to courses taken in the Master's degree program, which is outlined below. If a student decides to leave the B.A./M.A. program or fails to maintain the required 3.5 GPA for the program, they are required to complete the entire undergraduate major to earn the Bachelor's Degree.

Required Courses (Subtotal: 12 cr.)

PSY 700 Mental Health Professional, Social Science and the Law
PSY 715 Research Design and Methods
PSY 745 Psychopathology
PSY 769 Intermediate Statistics in the Social Sciences

Note: PSY 700, PSY 715, and PSY 745 must be taken within the first 24 credits of the program.

Psychological Testing Courses (Subtotal: 6 cr.)

Select two.

PSY 734 Criminal Psychological Assessment
PSY 751 Intellectual and Cognitive Assessment
PSY 752 Projective Personality Assessment
PSY 753 Objective Personality Assessment
PSY 779 Brain and Behavior

*Note: PSY 745 is a prerequisite for all testing courses

Two Additional Required Courses [KK3] (Subtotal: 6 cr[KK4].)

Select either PSY 731 or PSY 741; and either PSY 760 or PSY 761

PSY 731 Human Growth and Development
OR
PSY 741 Theories of Personality and Counseling

AND

PSY 760 Counseling and Psychotherapy Methods
OR
PSY 761 Clinical Interviewing and Assessment

Tracks **(Subtotal: 18 cr[KK5].)**

There are three track options for students in the Forensic Psychology Master's program: Thesis, Externship, and Externship/Thesis Combination. Students are required to complete one of the three tracks. Students can find their elective course choices below the Track section.

Externship Track *(3 credit Externship Track plus 15 elective credits)*

Required

PSY 780 Fieldwork in Counseling

Students who elect to complete their degree by completing the Externship Track will complete a 300-hour in an appropriate psychological setting, under the supervision of a licensed psychologist or other trained mental health professional approved by the Program Director.

Thesis Track (9 credit Thesis Track plus 9 elective credits[KK6])

Required

PSY 737 Descriptive and Statistical Data Analysis in Psychology
PSY 738 Advanced Research Methods
PSY 791 Prospectus Seminar

Students who elect to complete their degree by writing a master's thesis must earn a grade of A or A- in PSY 715 and PSY 769. These two courses are pre-requisites for PSY 738 and PSY 791. Students must obtain approval from a full-time faculty mentor serving as a a thesis sponsor and permission of the Program Director before enrolling in PSY 791.

Externship/Thesis Track (12 credit Externship/Thesis Combo Track plus 6 elective credits)

Required

PSY 737 Descriptive and Statistical Data Analysis in Psychology
PSY 738 Advanced Research Methods
PSY 780 Fieldwork in Counseling
PSY 791 Prospectus Seminar

Forensic Psychology MA Elective Choices

Students take 6-15 credits of electives in this section as part of the Track

PSY 701 Criminal Behavior
PSY 703 Violence and Aggression
PSY 705 Victimology

PSY 707 Counseling and Rehabilitation of the Offender
PSY 708 Crisis Intervention and Short-term Counseling
PSY 714 Alcoholism and Substance Abuse
PSY 716 Counseling of the Juvenile Offender
PSY 718 Social Science Evidence in Court
PSY 720 Social Psychology and the Legal System
PSY 722 Evaluation and Counseling of the Sex Offender
PSY 726 Mental Health Issues in Policing
PSY 727 Eyewitness Identification
PSY 728 Social Psychopathology
PSY 729 Terrorism
PSY 730 Ethical Issues in Forensic Mental Health
PSY 742 Family Violence and Disputes
PSY 746 Empirical Profiling Methods
PSY 747 The Treatment and Prevention of Childhood Psychopathology
PSY 748 Empirical Crime Scene Analysis
PSY 754 Advanced Forensic Assessment
PSY 763 Behavior Modification and Learning Theory
PSY 764 Hypnosis, Psychology and the Law
PSY 766 Personality Profiles of the Homicidal Offender

Total Credit Hours: 134

John Jay College of Criminal Justice
Office of Academic Programs

Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to kkilloran@jjay.cuny.edu. (Or provide a Dropbox folder link)

1. **Date submitted**: October 22, 2025

2. **Department or program proposing these revisions**: Psychology

    a. Name and contact information of proposer(s): Jill Grose-Fifer, Rebecca Weiss
    b. Email address of proposer: jgrose-fifer@jjay.cuny.edu; rweiss@jjay.cuny.edu

3. **Name of graduate program, major, minor or certificate program being revised**:

    Forensic Psychology, BA Dual Admission / Accelerated Program Leading to Forensic Mental Health Counseling, MA

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:

    a. Please provide the meeting date for approval: 5/13/25
    b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Jill Grose-Fifer/Rebecca Weiss

5. **Please describe the curriculum changes you are proposing**:
(narrative or bullet points are acceptable as long as there is adequate explanation)

We are revising the structure of the UG Forensic Psychology Major capstones so that they reflect a stronger culmination of the major. This in turn will affect students in the ADAP Forensic Mental Health Counseling Program, who will continue to take one capstone in the undergraduate program. However, the choice of capstones will be changed as described below.

We propose the following changes:

1) ADAP FMHC students will take one of four (previously 5) capstones. All capstones will require students to have passed PSY 311 and have senior standing.
2) PSY 485 will remain as an empirical research course; all other capstone courses will be revised to become topical senior seminar courses. Two current capstone options will be eliminated from the course list (PSY 421 Forensic Social and Experimental Psychology and PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System). These two courses will become inactive.

3) PSY 482 Selected topics in Psychology (currently a part 3 elective course) will be renamed Senior Seminar: Psychology and the Public Good and will become a capstone option in Part Four.
4) Course names and descriptions will be revised to better reflect the content of the capstone courses by submitting course revision proposals.

*Degree Works Scribe note: Please keep PSY 421 in hide from advice in Part IV. for readmits who have taken it prior to these changes.

6. **Please provide a rationale for the changes**:
(narrative format to go to CUNY and NYSED reports)

Recent departmental reviews have shown inconsistency in the delivery of our undergraduate capstone-level experiences, therefore concentrating efforts into one specialized capstone will provide a more rigorous capstone experience. It will also increase the likelihood that full-time faculty will teach the capstones, which will also contribute to a better culminating experience for students.

PSY 485 will remain as an empirical research course; all other capstone offerings will now be specialized topics courses, allowing students to synthesize and apply knowledge from prior coursework in greater depth. As part of this change, we will eliminate PSY 421 Forensic Social and Experimental (a more general course) and PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System (which could be covered in PSY 430 and/or 425 but lacks capstone prerequisites of PSY 311 Research Methods and senior standing), resolving structural and sequencing issues.

PSY 482, currently a Part 3 course, will be renamed *Psychology and the Public Good* and elevated to a capstone (Part 4). This aligns with the Department's and College's social justice mission and broadens options for students whose interests extend beyond forensic psychology. Revising the course names and descriptions of the capstone will provide clearer messaging to students about the nature and rigor of the capstone courses.

7. **How do these proposed changes affect other academic programs or departments**?

    a. Which program(s) or department(s) will be affected?
    N/A

8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes**: N/A

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request). **See below.**

Forensic Psychology, BA Dual Admission / Accelerated Program Leading to Forensic Mental Health Counseling, MA

The Forensic Psychology Dual Admission / Accelerated Program Leading to the MA in Forensic Mental Health Counseling is intended to attract qualified and achieving students from the John Jay undergraduate psychology major who have the desire to become licensed mental health counselors, with a strong interest in working with forensic populations in such settings as jails and prisons, juvenile detention centers, hospitals, clinics, social service agencies, probation and parole offices, child protective services and courts. Qualified undergraduate students may enter this accelerated program in their junior year and graduate with the bachelor's degree in forensic psychology while taking fifteen credits of graduate courses towards the master's degree in forensic mental health counseling. Students then continue on to matriculate in the master's program.

Forensic Psychology BA. The program is designed for students who are interested in the relationship between psychology and the criminal justice system. The mission of the Forensic Psychology major is to enhance students' understanding of individual behavior, in terms of its biological, cognitive, social and emotional components and their interaction, and its effects on the broader community. Students will learn to employ an empirical approach to understand human behavior. The major prepares students for a number of careers and graduate work in psychology, social work, law enforcement, or other criminal justice professions.

BA in Forensic Psychology learning outcomes. Students will:

- Demonstrate knowledge of the historical and theoretical foundations of psychology, as well as key concepts, content, and research methods in the major sub-disciplines of psychology and in the field of "psychology and the law".
- Demonstrate appropriate information literacy, including the ability to perform effective database searches.
- Demonstrate the ability to design an ethically appropriate psychological research study and analyze and interpret basic research data.
- Gather, read, synthesize and critique primary source psychological and psycho-legal literature.
- Communicate effectively through oral and written presentations and demonstrate appropriate use of APA style.
- Critically and skeptically evaluate psychological information and extend this critical thinking to one's own work and all aspects of life-long learning.
- Demonstrate an appreciation of contextual influences on individual behavior and diversity of perspectives, including those related to race, class, gender, sexuality, disability, nationality and culture.
- Recognize professional ethics inherent in different aspects of psychology, including forensic psychology.
- Demonstrate an appreciation of how psychology relates to real-life professional and personal situations.

- Demonstrate an awareness of the scope and entry qualifications of professional and graduate programs in psychology.

Description, mission and learning outcomes of the MA in Forensic Mental Health Counseling. The MA Program in Forensic Mental Health Counseling has the following two primary missions in educating its students: 1) To prepare students for a career as professional mental health counselors, with the commensurate skills in interviewing, counseling, and assessment, based upon established principles and research regarding human development, personality, learning, psychopathology, and counseling. 2) To prepare students to develop a forensic specialization within mental health counseling, through courses and externships, for work in such settings as jails and prisons, family courts, juvenile detention centers, probation and parole offices, and social service agencies that assess and counsel adolescents and adults at risk for future criminal behavior.

Learning Outcomes, within the context of the primary mission. Students will:

- Articulate the intersection between law and mental health counseling
- Describe specialized areas in mental health counseling
- Explain personality theory within the context of forensic counseling
- Apply the principles of research methods and statistics to forensic counseling issues
- Apply counseling theory to practice

Credits Required.

Forensic Psychology BA Major Courses: 31-40
General Education: 42
General Undergraduate Electives: 23-32
Forensic Mental Health Counseling MA: 60
Total Credits Required for BA/MA Degrees: 165

Dual Degree Program advising: For questions relating to the ADAP program in Psychology, contact bamadirector@jjay.cuny.edu

Admission. To apply students should have completed between 60-80 credits before they would begin the program, be majoring in forensic psychology, have completed statistics (STA 250 or the equivalent) and research methods (PSY 311), and have an overall GPA of 3.5 or above. Applicants must have completed at least 12 credits in psychology.

Applications are accepted twice per year. The fall deadline is the second Friday in July. The spring deadline is the first Tuesday in January. Through the Graduate Admissions Portal, applicants should submit the following items: (1) All college transcripts (unofficial is accepted), (2) three letters of recommendation that consider the applicant's intellect, character, maturity, judgement and interpersonal skills, (3) a 500-1000 work personal statement indicating the applicant's interest, qualifications and career goals, (4) a writing sample of that indicates writing/research skills, such as a term paper or research paper {Note: Please submit the writing sample in lieu of a cv/resume in the admissions portal. No cv/resume is required for ADAP applicants].

For additional information on applying, contact Professor Rebecca Weiss, Department of Psychology at rweiss@jjay.cuny.edu.

Tuition and Financial Aid Information. This program is accelerated and intended for students to attend full-time (at least 12 cr. for undergraduate students, at least 9 cr. for graduate students). NY State resident students pay a **maximum** undergraduate tuition rate of $3,465 regardless of course level until they complete their bachelor's degree. When students reach 120 credits and all undergraduate requirements are completed, they should apply to earn their bachelor's degree. Once the bachelor's degree is conferred, the student becomes a graduate student and tuition is charged at the graduate rate. Students who have not yet earned the Bachelor's degree continue to be eligible for consideration of federal and state financial aid programs including PELL and TAP. Once students become graduate students, undergraduate financial aid is not applicable. Students may apply for federal loans to finance their Master's degree. Students must earn a minimum of 6 credits in residency as a graduate student.

If circumstances occur that require NY State resident students to attend part-time, tuition rates will be charged at the undergraduate rate until the undergraduate requirements are completed.

Tuition for non-NY State residents (including international students) is charged at the undergraduate nonresident rate multiplied by the number of credits taken until the undergraduate requirements are completed.

All students in the accelerated, dual admission programs are encouraged to consult with the Financial Aid Office about their eligibility for aid under federal and state guidelines and the Bursar's Office about tuition charges when they are considering admission to these programs. Students who have residency outside of NY State or International Students should be especially diligent about consulting with the Bursar's Office on expected tuition rate. **Tuition and Fee Rates.**

Requirements. Students will be awarded the bachelor's degree when they reach 120 credits. Students should apply for graduation for the Bachelor's when they complete their undergraduate requirements in the semester they reach 120 credits. Students must complete a minimum of six credits at the graduate level for residency in the program to be granted the Master's Degree.

Additional information. Students must have a 3.5 overall GPA each semester to remain in this dual admission / accelerated program. Students who fall below this standard will be subject to a probation process. To be awarded the bachelor's degree, students must have a minimum GPA of 3.0 to continue onto the master's portion of the program.

Please note: the MA degree requires a year-long supervised internship experience in an appropriate setting.

[KK1]

Students no longer eligible for this program or who wish to leave it, must complete the entire undergraduate major in order to earn the Bachelor's degree. Any graduate classes completed will still apply to their undergraduate degree. See the program coordinator for course planning to complete the degree. Any graduate courses taken while students are undergraduates can be applied to the relevant graduate degree if students leave this accelerated program. Such students will have to apply for admission to the graduate program.

Students who enrolled for the first time at the College or changed to this program in September 2026 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the program. A copy of the earlier version may be obtained in the 2025-26 Undergraduate Bulletin.

~~**Additional information**. Students must maintain an overall GPA of 3.5 or above in the undergraduate portion of the program. Once the bachelor's degree is earned, students must maintain a 3.0 GPA in the master's portion of the program. Failure to maintain the required GPA may result in the student being withdrawn from the accelerated program. The student would then be required to fulfill any remaining undergraduate major requirements to earn the bachelor's degree. In addition, the MA degree requires a year-long supervised internship experience in an appropriate setting.~~

~~Students pay undergraduate tuition rates up to their 120-credit mark. Subsequent coursework will be paid at the graduate tuition rate. This accelerated program is intended to be done as a full-time student but if a student opts to attend part-time, the tuition rate appropriate to the level of course(s) will be charged.~~ [KK2]

FOUNDATION COURSES (Subtotal: 3-6 cr.)

Required

PSY 101 Introduction to Psychology

Note: PSY 101 can be taken as part of the General Education Requirements in the Flexible Core: Individual and Society area.

Select One Depending on Math Placement

MAT 108 Social Science Math
OR
MAT 141 Pre-calculus

Advisor's recommendation: MAT 108 or MAT 141 satisfies the Required Core: Mathematics and Quantitative Reasoning area of the Gen Ed Program. Students can place out of this requirement or use a

higher-level math course to satisfy the requirement such as **MAT 151** ~~MAT 241~~ Calculus I or **MAT 152** ~~MAT 242~~ Calculus II or **MAT 253** ~~MAT 243~~ Calculus III.

PART ONE. Core Courses (Subtotal: 22 cr.)

Required
PSY 200 Cognitive Psychology
PSY 221 Social Psychology
PSY 231 Developmental Psychology
PSY 242 Psychological Disorders and Distress (formerly Abnormal Psychology)
PSY 311 Research Methods in Psychology (4 cr.)
PSY 370/LAW 370 Psychology and the Law
STA 250 Principles and Methods of Statistics

Part Two. Core Electives (Subtotal: 6 cr.)

Select one
PSY 320 Brain and Behavior
PSY 324 Sensation and Perception
PSY 327 Learning and Memory
PSY 329 History of Psychology
PSY 352 Multicultural Psychology

Required

PSY 741 Theories of Personality and Counseling

Note: Students complete PSY 741 as part of the graduate program, **this course subs back into the UG portion of the program in Degree Works.**

PART THREE. General Psychology Electives

(Subtotal: 9 cr. ~~6 cr.~~)

Three of these graduate course count back here:

Required
PSY 700 Mental Health Professionals, Social Science and the Law
PSY 755 Introduction to Forensic Mental Health Counseling

Choose one.
PSY 701 Criminal Behavior
OR

PSY 705 Victimology

Note: Students complete PSY 700, **PSY 701 or PSY 705**, and PSY 755 as part of the graduate program. **These three courses substitute into the UG portion of the program in Degree Works.**

PART FOUR. Capstone Requirements (Subtotal: 3 cr. ~~6 cr.~~)

~~**Select one**~~[KK3]

~~PSY 701 Criminal Behavior~~
~~PSY 705 Victimology~~
~~**Note:** PSY 701 or PSY 755 will be taken as part of the graduate program and substitute.~~

Select one Undergraduate Capstone course

~~PSY 421 Forensic Social and Experimental Psychology~~
PSY 425 Seminar in Forensic Psychology (rev title: Senior Seminar: Social/Experimental Forensic Psychology
PSY 430 Clinical Topics in Forensic Psychology (rev title: Senior Seminar: Clinical Forensic Psychology)
~~PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System~~
PSY 482 Senior Seminar: Psychology and the Public Good (was Selected Topics in Psychology)
PSY 485 Advanced Undergraduate Research Experience in Psychology

UNDERGRADUATE ELECTIVES

Students must complete 23-32 credits of electives to fulfill the undergraduate portion of the degree program. Students have free choice of electives for the additional credits. Students may opt to complete a minor with their elective credits.

MA in Forensic Mental Health Counseling (Subtotal: 60 cr.)

Required Core Courses (Subtotal: 36 cr.)

PSY 700 Mental Health Professionals, Social Science and the Law
PSY 715 Research Design and Methods
PSY 731 Human Growth and Development
PSY 741 Theories of Personality and Counseling
PSY 745 Psychopathology
PSY 755 Introduction to Forensic Mental Health Counseling
PSY 760 Counseling and Psychotherapy Methods
PSY 761 Clinical Interviewing and Assessment

PSY 765 Group Dynamics and Group Treatment
PSY 769 Intermediate Statistics in the Social Sciences
PSY 795 Introduction to Assessment

Required Supervised Internship (Subtotal: 6 cr.)

PSY 780 Fieldwork in Counseling I
PSY 781 Fieldwork in Counseling II

Forensic Mental Health ~~Thesis Track~~ Electives

(Subtotal: 18 cr.)

Non-thesis students complete 18 credits of electives; thesis students complete 9 credits of electives below. Students who want to complete the Thesis Track are required to complete these three courses as part of their elective choices: (moved from below)

Required for Thesis Track
PSY 737 Descriptive and Statistical Data Analysis in Psychology
PSY 738 Advanced Research Methods
PSY 791 Prospectus Seminar

Notes: Students who plan on getting licensed outside of New York State should consult with those state agencies on their choices of electives which may differ from NYS requirements. Please consult with the program advisor when choosing electives.

All departmental courses numbered 800-899 also satisfy forensic mental health counseling elective courses. (moved from below).

~~Forensic Mental Health Electives~~
PSY 701 Criminal Behavior
PSY 703 Violence and Aggression
PSY 705 Victimology
PSY 707 Counseling and Rehabilitation of the Offender
PSY 708 Crisis Intervention and Short-term Counseling
PSY 714 Alcoholism and Substance Abuse
PSY 716 Counseling of the Juvenile Offender
PSY 718 Social Science Evidence in Court
PSY 720 Social Psychology and the Legal System
PSY 722 Evaluation and Counseling of the Sex Offender
PSY 726 Mental Health Issues in Policing
PSY 727 Eyewitness Identification
PSY 729 Terrorism
PSY 730 Ethical Issues in Forensic Mental Health

PSY 733 Dissociation and Trauma
PSY 734 Criminal Psychological Assessment
PSY 739 Clinical Crime Scene Analysis
PSY 742 Family Violence and Disputes
PSY 746 Empirical Profiling Methods
PSY 748 Empirical Crime Scene Analysis
PSY 751 Intellectual and Cognitive Assessment
PSY 752 Projective Personality Assessment
PSY 753 Objective Personality Assessment
PSY 754 Advanced Forensic Assessment
PSY 766 Personality Profiles of the Homicidal Offender
PSY 773 Child Abuse and Neglect
PSY 774 Advanced Issues in Victim Counseling and Psychotherapy
PSY 779 Brian and Behavior
PSY 790 Psychology Seminar in Selected Topics

~~Non-thesis students complete 18 credits of electives; thesis students complete 9 credits of electives~~. (moved to beginning of electives section).

Students who wish to pursue a specialization in Victim Counseling can select PSY 705, PSY 708, PSY 733, PSY 742, PSY 773 and PSY 774 to complete their electives. Students wishing to do the CASAC Track can select CRJ 714, PSY 714 and PSY 730 as electives. See the MA in Mental Health Counseling [add link: https://jjay.smartcatalogiq.com/current/graduate-bulletin/degrees-offered/forensic-mental-health-counseling-master-of-arts] in the Graduate Bulletin for more information.

~~All departmental courses numbered 800-899 also satisfy forensic mental health counseling elective courses.~~ (moved to beginning of elective section above).

Total Credit Hours: 165

John Jay College of Criminal Justice
Committee on Undergraduate Curriculum and Academic Standards

Undergraduate Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. **Date submitted**: 11/6/25

2. **Department or program proposing these revisions**:

   a. Name and contact information of proposer(s):

      Marisa Tramontano, SOC Dept Curriculum Committee & UCASC rep
   b. Email address of proposer: mtramontano@jjay.cuny.edu
   c. Phone number: 212-393-6418

3. **Name of major, minor or certificate program being revised**:

   Criminology, BA

4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes: SOC Department Curriculum Committee

   a. Please provide the meeting date for approval: 10/27/2025
   b. Name of department chair or major/minor coordinators approving this proposal:
      Richard Haw, Sociology Department Chair
      Carla Barrett, Criminology Major Coordinator

5. **Please describe the curriculum changes you are proposing**:
   (narrative or bullet points are acceptable as long as there is adequate explanation)

   a. Add SOC 200 as an either/or option with STA 250
   b. Add SOC 238 and SOC 239 to Part 2: Applications of Criminology choices
   c. Add LAW 203, AFR 237, and SPA 250 to Section 4A of the Criminology Major (Multidisciplinary Electives)
   d. Add SOC 348 Sociology to Part Four B – Sociology Electives

6. **Please provide a rationale for the changes**:
   (narrative format to go to CUNY and NYSED reports)

   a) SOC 200: In line with college wide efforts to improve students' quantitative literacy and reasoning, this course is an option instead of all students taking STA 250. Students who take SOC 200 will have the option to learn statistics in SOC 324.

b) SOC 238 and 239 are new courses designed to expand our offerings at the 200 level, designed to introduce specific career fields in criminology.
c) Our multidisciplinary offerings are meant to supplement our majors with important classes from across the college. Constitutional Law, Institutional Racism, and Spanish for Criminal Justice, exemplify this part of our major.
d) Our 300-level justice core offering SOC 348 should count toward SOC electives for the major given the topical focus on slavery and prison abolition.

7. **How do these proposed changes affect other academic programs or departments**?

   a. Which program(s) or department(s) will be affected?

      The math department will see reduced enrollment in STA 250, but we are in communication with them.

      No other department will be affected by adding to our Applications of Criminology courses.

      LAW, AFR, and SPA may see a small increase in enrollment after being added to our multidisciplinary electives.

      No other departments will be affected by adding SOC 348 to our Sociology Electives for the CRIM major.

8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes**:

   UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments
   (coordinators can be found in the UG Bulletin http://www.jjay.cuny.edu/college-bulletins, a list of UCASC members can be found at: http://www.jjay.cuny.edu/members)

   We have spoken to math about STA 250 and the relevant departments about the multidisciplinary electives.

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

PLEASE SEE ATTACHED TRACKED CHANGES DOCUMENT SHOWING THE PROPOSED REVISIONS

CRIMINOLOGY, BA

From UG Bulletin 2025-26 reflecting changes

Criminology is the study of crimes, criminals, crime victims, theories explaining illegal and deviant behavior, the social reaction to crime and criminals, the effectiveness of anti-crime policies and the broader political terrain of social control. The major contains courses in sociology, other social science disciplines and the humanities. Students who are planning to attend graduate or professional schools and students who are currently working in criminal justice or other public service fields as well as those planning to do so in the future will find this major of interest.

Learning Outcomes. Students will:

- Demonstrate a critical understanding of how social structures and forces, such as inequalities, shape social constructions of crime and punishment and how criminologists study these topics
- Demonstrate familiarity with criminological theories, core literatures and debates, and be able to apply theories to specific contexts
- Be able to utilize and critically evaluate methods of criminological inquiry
- Utilize critical thinking skills, theories, and data to make sound arguments about crime, punishment, and broader social and political issues
- Demonstrate understanding and analytical skills through writing and presentation

Credits Required.

Criminology Major: 42-45

General Education: 42

Electives: 33-36

Total Credits Required for the BA Degree: 120

Coordinator. Professor Carla Barrett (cbarrett@jjay.cuny.edu)

Advising information. Department of Sociology Advising (socadvising@jjay.cuny.edu)

Honors option. To qualify for honors in the major, a student must have completed the credit requirements for the major and have earned at least a 3.5 cumulative grade point average in courses above the 100-level in the major. Credit for courses required as prerequisites for major courses applied to the major will not be calculated into the major cumulative grade point average. Students must have also earned at least a 3.2 overall cumulative grade point average. This honor will be noted on the student's transcript.

Experiential Learning Opportunities. Students in the Criminology major can participate in a variety of experiential learning opportunities, primarily in the later parts of their studies. Some courses in the major incorporate visits to courts, correctional facilities, museums, local organizations, or other sites in the city. In their junior and senior years, students can participate in an internship course (SOC 377) or the Faculty Mentored Research Experience in Sociology course (SOC 387).

Additional information. Students who enrolled for the first time at the College or changed to this major in Fall **2026** ~~2025~~ or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the **2025-26** ~~2024-2025~~ Undergraduate Bulletin.

Program Codes: IRP Program Code: 88120; HEGIS Code: 2209.00; CIP Code: 45.0401

FOUNDATIONAL COURSES — SUBTOTAL: 3-6 CR

Required depending on math placement

MAT 108 Social Science Math
or
MAT 141 Pre-Calculus
SOC 101 Introduction to Sociology

Advisor's recommendation: MAT 108 or MAT 141 may be used to fulfill the Required Core: Math and Quantitative Reasoning area of the General Education Program depending on students' math placement.

PART ONE. CORE COURSES — SUBTOTAL: 18 CR.

Required

SOC 203 Criminology
SOC 213 Sociology of Race and Ethnic Relations
SOC 314 Criminological Theories
SOC 440 Senior Seminar in Criminology

SOC 200 Quantitative Reasoning for the Social Sciences
OR
STA 250 Principles and Methods of Statistics
SSC 325 Research Methods in Criminology and Sociology

PART TWO. APPLICATIONS OF CRIMINOLOGY — SUBTOTAL: 9 CR.

Select three (two courses must be at the 300-level or above)

SOC 216 Probation and Parole
SOC 236/CRJ 236 Victimology

SOC 238 Alternatives to Incarceration
SOC 239 Coming Home: Challenges to Re-entry and Reintegration
SOC 275 Political Imprisonment
SOC 301 Penology
SOC 308 Sociology of Violence
SOC 309 Youth, Crime, and Justice
SOC 335 Migration and Crime
SOC 351 Crime & Delinquency in Asia
SOC 354 Gangs and Transnationalism
SOC 360/ECO 360 Corporate and White-Collar Crime
SOC 366 Drugs in US Society
SOC 385 Selected Topics in Criminology
SOC 420/CRJ 420 Women and Crime

PART THREE ADVANCED METHODS SUBTOTAL: 3 CR

Select one

SOC 324 Social Statistics
SOC 328 Qualitative Research Methods
SOC 329 Evaluation Research

PART FOUR. Electives

A MULTIDISCIPLINARY ELECTIVES SUBTOTAL: 3 CR

Select one

AFR 215 Police and Urban Communities
AFR 237 Institutional Racism
AFR 317 Environmental Racism
ANT 230 Culture and Crime
ANT 330 American Cultural Pluralism and the Law
ANT 340 Anthropology and the Abnormal
CJBA 356 Queering Crime and Justice
ECO 315/PSC 315 An Economic Analysis of Crime
LAW 203 Constitutional Law
LAW 310/PHI 310 Ethics and Law
LIT 326 Crime, Punishment, and Justice in US Literature
LIT 327 Crime, Punishment, and Justice in World Literatures
LLS 325 Latinx Experience of Criminal Justice
LLS 341 Immigrant Rights in the Americas
PSC 216 Crime Mapping
PSY 242 Psychological Disorders and Distress (formerly Abnormal Psychology)
PSY 332 The Psychology of Adolescence
PSY 372 Psychology of Criminal Behavior
SPA 250 Spanish for Criminal Justice

PART FOUR B SOCIOLOGY ELECTIVES **SUBTOTAL: 6 CR**

Select two.

SOC 201 Urban Sociology: The Study of City Life
SOC 202 Sociology of Families
SOC 206 The Sociology of Conflict and Dispute Resolution
SOC 222 Crime, Media and Public Opinion
SOC 227 Sociology of Mental Health
SOC 240 Deviance and Conformity
SOC 251 Sociology of Human Rights
SOC 275 Political Imprisonment
SOC 278/ POL 278 Political Sociology
SOC 302 Social Problems
SOC 305 The Sociology of Law
SOC 343 Global Social Movements
SOC 348 Abolition: From Slavery to Supermax
~~SOC 350 Social Change~~
SOC 364 Food Justice
SOC 377 Internships for Sociology
SOC 387 Faculty Mentored Research Experience in Sociology

TOTAL CREDIT HOURS: 42-45

John Jay College of Criminal Justice
Committee on Undergraduate Curriculum and Academic Standards

Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. **Date submitted**: 11/6/25

2. **Department or program proposing these revisions**:

   a. Name and contact information of proposer(s): Marisa Tramontano, SOC Dept Curriculum Committee & UCASC rep
   b. Email address of proposer: mtramontano@jjay.cuny.edu
   c. Phone number: 212-393-6418

3. **Name of major, minor or certificate program being revised**:

   Sociology BA

4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes: SOC Department Curriculum Committee

   a. Please provide the meeting date for approval: 9/10/2024
   b. Name of department chair or major/minor coordinators approving this proposal:
      Richard Haw, Sociology Department Chair
      Richard Ocejo, Sociology Major Coordinator

5. **Please describe the curriculum changes you are proposing**:
   (narrative or bullet points are acceptable as long as there is adequate explanation)

   Add new SOC 200 Quantitative Reasoning in the Social Sciences as an either/or option with STA 250 Principles and Methods of Statistics

6. **Please provide a rationale for the changes**:
   (narrative format to go to CUNY and NYSED reports)

In line with college wide efforts to improve students' quantitative literacy and reasoning, SOC 200 Quantitative Reasoning for the Social Sciences is an option instead of all students taking STA 250. Students who take SOC 200 will have the option to learn statistics in SOC 324. Students who aspire to graduate school will be advised to take statistics.

7. **How do these proposed changes affect other academic programs or departments**?

a. Which program(s) or department(s) will be affected?

The math department will see reduced enrollment in STA 250, but we are in communication with them.

8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes**:

UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments
(coordinators can be found in the UG Bulletin http://www.jjay.cuny.edu/college-bulletins, a list of UCASC members can be found at: http://www.jjay.cuny.edu/members)

We have spoken to the Math Department about STA 250.

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

SOCIOLOGY, BA

Proposed Changes (from the UG Bull 2025-26 w changes)

The major in Sociology will provide students with a comprehensive understanding of sociological theories and methodologies, as well as the research and analytical skills they need to work in and contribute to today's globally interconnected world. The major focuses on the globalized nature of our society and the intensification of inequalities and related demands for social justice. It harnesses the discipline of sociology's ability to put such social problems in their societal context for the purposes of understanding them and contributing to their resolution. Sociology at John Jay builds students' knowledge of theoretical explanations of the relationship between people and their society, fosters the skills necessary to research, analyze, and communicate information about social problems, and cultivates values of empathy and understanding towards diverse groups and unequal conditions. The major also prepares those students interested in additional study for graduate programs (MA or Ph.D.) in Sociology, the growing fields of Global Studies, Urban Planning, Urban Studies, other associated social science disciplines, and law school.

Learning Outcomes. Students will:

- Demonstrate a sociological imagination, i.e., the ability to see connections between local, personal experiences and larger global, societal forces, and between individual troubles and pervasive social problems, in a global context.
- Demonstrate an understanding of how inequalities based on perceptions of social difference (e.g. racial, class, gender, ability) have been created, maintained, and challenged over time and across place.
- Be able to test the veracity of research hypotheses and be able to formulate basic research questions to guide studies of societal behavior, processes, and institutions by using sociological methods of collecting evidence.
- Demonstrate familiarity with written works of classic and contemporary sociological theories that explain why people think and act as they do.
- Demonstrate an understanding of sociological concepts through writing, explanatory, and presentational skills.

Credits Required.

Sociology Major: 39-42
General Education: 42
Electives: 36-39
Total Credits Required for B.A. Degree 120

Coordinator. Professor Richard Ocejo (rocejo@jjay.cuny.edu), Department of Sociology
Advising information. Department of Sociology Advising (socadvising@jjay.cuny.edu)

CUNY Gateway Courses: SOC 101 Introduction to Sociology; SOC 201 Urban Sociology; SOC 202 Sociology of Families; SOC 213 Sociology of Race and Ethnic Relations; SOC 215 Women and Social Control in the U.S.; SOC 232 Social Stratification

Experiential Learning Opportunities. Students in the Sociology major can participate in a variety of experiential learning opportunities, primarily in the later parts of their studies. In their junior and senior years, students can typically engage in an internship or practicum experience related to a career area of their choice through our Internships for Sociology courses (SOC 377) and/or our unique Faculty Mentored Research Experience in Sociology course (SOC 387). Students also take Research Methods in Sociology and Criminology (SSC 325) and have the option to take Qualitative Research Methods (SOC 328), both of which require students to conduct original research in a field setting. During the senior year, students participate in an extensive research experience associated with the capstone seminar, culminating in a research paper or proposal. In recent years, students have participated in field research studying food justice organizations and collaborated in research with faculty leading to a publication in the Asian Journal of Criminology, among many other activities.

Additional Information: Students who enrolled for the first time at the College or changed to this major in September **2026** ~~2025~~ or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the **2025-26** ~~2024-2025~~ Undergraduate Bulletin.

Program Codes: IRP Program Code: 36937; HEGIS Code: 2208.00; CIP Code: 45.1101

FOUNDATIONAL COURSES — SUBTOTAL: 0-3 CR.

Required depending on math placement

MAT 108 Social Science Math
or
MAT 141 Pre-Calculus

Advisor's recommendation: MAT 108 or MAT 141 may be used to fulfill the Required Core: Math and Quantitative Reasoning area of the General Education Program depending on students' math placement.

PART ONE. CORE COURSES — SUBTOTAL: 18 CR.

Required

SOC 101 Introduction to Sociology
SOC 213 Sociology of Race and Ethnic Relations
SOC 232 Social Inequalities
SOC 312 Classical Sociological Theories
SOC 315 Contemporary Sociological Theories

SOC 415 Senior Seminar in Sociology

PART TWO. RESEARCH METHODS SUBTOTAL: 9 CR.

Required

SOC 200 Quantitative Reasoning for the Social Sciences

OR

STA 250 Principles and Methods of Statistics
SSC 325 Research Methods in Criminology and Sociology

Select one

SOC 324 Social Statistics
SOC 328 Qualitative Research Methods
SOC 329 Evaluation Research
GEN 350 Feminist and Critical Methodologies

PART THREE SOCIOLOGY ELECTIVES SUBTOTAL: 12

Complete four courses – one of which must be at the 300 level or higher

SOC 201 Urban Sociology: The Study of City Life
SOC 202 Sociology of Families
SOC 206 The Sociology of Conflict and Dispute Resolution
SOC 209 Sociology of Work and Jobs
SOC 215 Women and Social Control in the U.S.
SOC 222 Crime, Media and Public Opinion
SOC 227 Sociology of Mental Health
SOC 240 ~~Social~~ Deviance and Conformity
SOC 243 Sociology of Sexualities
SOC 251 Sociology of Human Rights
SOC 252 Environmental Sociology
SOC 253 Sociology of Global Migration
SOC 275 Political Imprisonment
SOC 278/POL 278 Political Sociology
SOC 302 Social Problems
SOC 305 The Sociology of Law
SOC 308 The Sociology of Violence
SOC 310/ANT 310/PSY 310 Culture and Personality
SOC 343 Global Social Movements
SOC 346 Sport in Global Perspective
SOC 348 Abolition: From Slavery to Supermax
~~SOC 350 Social Change~~
SOC 354 Gangs and Transnationalism
SOC 360/ECO 360 Corporate and White-Collar Crime
SOC 364 Food Justice
SOC 377 Internships for Sociology

SOC 366 Drugs in US Society
SOC 386 Selected Topics in Sociology
SOC 387 Faculty Mentored Research Experience in Sociology
SOC 420/CRJ 420 Women and Crime

TOTAL CREDIT HOURS: 39-42

John Jay College of Criminal Justice
Committee on Undergraduate Curriculum and Academic Standards

Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. **Date submitted**: 11/7/25

2. **Department or program proposing these revisions**:

   a. Name and contact information of proposer(s):

      Marisa Tramontano, SOC Dept Curriculum Committee & UCASC rep
   b. Email address of proposer: mtramontano@jjay.cuny.edu
   c. Phone number: 212-393-6418

3. **Name of major, minor or certificate program being revised**:

   Criminology Minor

4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes: SOC Department Curriculum Committee

   a. Please provide the meeting date for approval: 10/27/2025
   b. Name of department chair or major/minor coordinators approving this proposal:
      Richard Haw, Sociology Department Chair
      Carla Barrett, Criminology Major Coordinator

5. **Please describe the curriculum changes you are proposing**:
   (narrative or bullet points are acceptable as long as there is adequate explanation)

   a) Add the following courses to the CRIM Minor

      SOC 314 Criminological Theories

      SOC 238 Alternatives to Incarceration

      SOC 2ZZ (239) Coming Home: Challenges to Re-entry and Reintegration

6. **Please provide a rationale for the changes**:
   (narrative format to go to CUNY and NYSED reports)

   a) These recently developed or revised courses should be added to the list of options of SOC courses that count toward the CRIM minor since SOC 314 is our core theory course and SOC 238 and 239 are new courses designed to

expand our offerings at the 200 level, designed to introduce specific career fields in criminology.

7. **How do these proposed changes affect other academic programs or departments**?

   a. Which program(s) or department(s) will be affected?

      N/A

8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes**:

   UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments
   (coordinators can be found in the UG Bulletin http://www.jjay.cuny.edu/college-bulletins, a list of UCASC members can be found at: http://www.jjay.cuny.edu/members)

   N/A

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

PLEASE SEE ATTACHED TRACKED CHANGES DOCUMENT SHOWING THE PROPOSED REVISIONS

CRIMINOLOGY Minor

Description. The Criminology Minor focuses on the nature and causes of crime, the behavior of criminals and how society reacts to crime and criminals.

Credits. 18

Coordinator. Professor Carla Barrett (cbarrett@jjay.cuny.edu)

Advising information. Department of Sociology Advising (socadvising@jjay.cuny.edu)

Requirements. Students who minor in Criminology must complete 18 credits (six courses) including SOC 101 Introduction to Sociology and five additional courses from the list of elective courses below. One of those courses must be at the 300- or 400-level. No more than two courses may overlap with a student's major, other minors or programs.

PART ONE. Required Course **Subtotal: 3 cr.**

SOC 101 Intro to Sociology

PART TWO. Elective Courses **Subtotal: 15 cr.**

Choose five, at least one course must be at the 300- or 400-level

Select any six:
SOC 203 Criminology
SOC 216 Probation and Parole: Theoretical and Practical Approaches
SOC 222 Crime, Media and Public Opinion
SOC 236/CRJ 236 Victimology
SOC 238 Alternatives to Incarceration
SOC 2ZZ (239) Coming Home: Challenges to Re-entry and Reintegration
SOC 240 Social Deviance
SOC 275 Political Imprisonment
SOC 301 Penology
SOC 308 Sociology of Violence
SOC 309 Youth, Crime, and Justice
SOC 314 Criminological Theories
SOC 335 Migration, Crime, and Criminal Justice
SOC 341 International Criminology
SOC 351 Crime and Delinquency in Asia
SOC 354 Gangs and Transnationalism
SOC 360/ECO 360 Corporate and White Collar Crime
SOC 385 Selected Topics in Criminology
SOC 387 Faculty Mentored Research Experience in Sociology
SOC 420/CRJ 420 Women and Crime

Total: 18 credits

John Jay College of Criminal Justice
Office of Academic Programs

Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to kkilloran@jjay.cuny.edu. (Or provide a Dropbox folder link)

1. **Date submitted**: 10/25/25

2. **Department or program proposing these revisions**:

   a. Name and contact information of proposer(s): Allison Kavey akavey@jjay.cuny.edu
   b. Email address of proposer: akavey@jjay.cuny.edu

3. **Name of graduate program, major, minor or certificate program being revised**:

   History and Law Minor

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:

   a. Please provide the meeting date for approval: 10/25/25
   b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Stephen Russell

5. **Please describe the curriculum changes you are proposing**:
   (narrative or bullet points are acceptable if there is adequate explanation)

   We would like to make it possible for students to major in Global History and minor in history and law. We are also removing one course that will no longer be offered and adding 3 new elective choices.

6. **Please provide a rationale for the changes** (narrative format to go to CUNY and NYSED reports):

   The Global History major provides students with a robust set of requirements that steer them away from specializing in a particular time period, location, or set of ideas. Instead, they develop research and scholarly techniques by studying different periods, places, and themes. Global history majors who are interested in the history and law minor would not be replicating their major but would instead use the additional 18 credits to explore the history of law, just as students interested in humanities and justice or political science develop a richer understanding of the ideas, institutions, and constructs that compel them. The history and law minor has its own required classes that are not required by the Global history major and its elective options are part of but not required by the major. Students could easily take the major and minor with no overlapping classes, though the courtesy of allowing two courses to bridge between the

major and minor would be appreciated. We are refreshing the list of electives to keep them up to date with planned offerings.

7. **Will the proposed changes affect the Degree Map of an undergraduate major?** (Degree Maps can be found on the Major Advising Pages at: https://www.jjay.cuny.edu/academics/academic-resources-services/academic-advisement-center/major-advisement-resources, click on your Program>Monitor Progress in Major).

   No

8. **How do these proposed changes affect other academic programs or departments**? No

   a. Which program(s) or department(s) will be affected?

9. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes**:

   UCASC and CGS suggests prior consultation with academic department chairs, UCASC representatives, program directors and major or minor coordinators of affected departments (coordinators can be found in the UG Bulletin http://www.jjay.cuny.edu/college-bulletins, a list of UCASC members can be found at: http://www.jjay.cuny.edu/members). CGS members can be found here: https://new.jjay.cuny.edu/members-list.

   N/A

10. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

History and Law Minor [from UG Bull 2025-26 w/proposed changes]

Description. Students in this minor will explore legal history, a vital and exciting field that historicizes the study of law while using legal sources to enrich our understanding of the past. The minor acquaints students with key arguments and concepts in the field as well as major personalities, institutions, and debates in the legal histories of the United States, Africa, Europe, Latin America, and the Middle East. It also introduces students to international topics such as slavery, genocide, human rights, and legal pluralism, and to international institutions like the United Nations War Crimes Commission (UNWCC) and International Criminal Court (ICC) in a historical context.

Learning Outcomes. Students will:

1. Identify and explain basic theories, concepts, principles, and norms in legal history from the premodern world up to the present.
2. Explain the contribution of the discipline of history to the study of law, and of the analysis of legal sources to the understanding of history.
3. Identify, contextualize, and evaluate the usefulness of different forms of primary source evidence relevant to legal history.
4. Effectively read scholarly texts by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
5. Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent written defense of this thesis.

Credits. 18

Minor coordinator. Professors Allison Kavey (akavey@jjay.cuny.edu) and Stephen Russell (srussell@jjay.cuny.edu), Department of History

Requirements. Students complete two required courses and choose four elective courses. A maximum of two courses can overlap with a student's major, other minors or programs. ~~Students who earn a BA in Global History cannot earn this minor~~. Students cannot earn both this minor and the Minor in History.

PART ONE. Required Courses **Subtotal: 6 cr.**

HIS 277 American Legal History
HIS 344 Topics in Legal History

PART TWO. Electives **Subtotal: 12 cr.**
Choose four.

HIS 224 A History of Crime in NYC
HIS 255 Famous Trials that Made History
HIS 281 Imperialism in Africa, South Asia and the Middle East
HIS 323 History of Lynching and Collective Violence
~~HIS 325 Criminal Justice in European Society, 1750-Present~~
HIS 352 History and Justice in the Wider World
HIS 354 Law and Society in the Ancient Middle East
HIS 374 Premodern Punishment
HIS 375 Gender and Justice Before 1800
HJS 215 Race and Rebellion
HJS 250 Justice in the Western Traditions
HJS 310 Comparative Perspectives on Justice

Total Credits: 18

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: 10/29/2025

When completed, email the proposal form ***in one file attachment*** for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. a. **Department(s) or program(s)** proposing this course: Department of Sociology

   b. **Name** and contact information of proposer(s):
   Carla Barrett
   cbarrett@jjay.cuny.edu
   (212) 237-8683

2. a. **Title of the course:** **Coming Home: Challenges of Re-entry & Reintegration**

   b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Challenges of Re-entry

   c. **Level** of this course ____100 Level _X_ 200 Level ____300 Level ____400 Level

   Please provide a brief rationale for why the course is at the level:

   This course is being proposed at the 200 level because an analysis of the Criminology Major shows that students are limited in the 200 level options in the Part One: Applications of Criminology section. 300 level courses in this section require junior standing. The only current offerings at the 200 level in this section of the major are SOC 216 Probation and Parole (which runs each semester), SOC 236 Victimology (which runs each semester), and SOC 275 Political Imprisonment (which doesn't run every semester, generally).

   The proposed 200 level course is being proposed in conjunction with a recently proposed 200 level course focused on Alternatives to Incarceration for inclusion in the Applications of Criminology section of the Criminology Major. The department and SOC Curriculum Committee have determined that the addition of these two courses at the 200 level allows more options for students, especially those who have not yet reached junior standing but who want to be taking courses in the major.

   d. **Course prefix** to be used (i.e., ENG, SOC, HIS, etc.): ___SOC___

3. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

- The US incarcerates at an astonishingly high rate and 95% of people who go to prison will be released from prison. Thus, there are millions of people in the US who are formerly incarcerated and who must navigate the terrain of re-entry (New York alone releases more than 20,000 people from its prisons each year, according to the Prison Policy Institute). Re-entry – the process by which people navigate, successfully or unsuccessfully, the return to community is the subject of a robust and growing literature in the field of criminology.
- This proposed course, in conjunction with another recently proposed 200 level course focused on Alternatives to Incarceration, provide balance to the Criminology Major curriculum where courses allow students varied opportunities to learn and theorize about crime but also about punishment, rehabilitation, and the many ways that society responds to criminal offending.
- Criminology majors often go on to work in criminal legal system agencies or criminal legal system adjacent organizations – working in law enforcement, law, social work, or corrections. Workers in any of these areas will encounter individuals and families navigating re-entry. The proposed course provides students with important concepts and knowledge with direct applications in these various professions. Additionally, there is an expanding re-entry industry within which Criminology majors can find meaningful internships and employment opportunities.
- Although SOC 216 and COR 250 may have some points of overlap with the proposed course, there is no course at John Jay which focuses primarily on re-entry and reintegration, nor one which intentionally works to center the experiences of those with lived experience of incarceration and re-entry.

4. **Course description** as it is to appear in the College Bulletin**.** (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course investigates the challenges of individuals who return to communities after incarceration. Through statistical analyses and social science research, criminal legal policies, service provider practices, critical perspectives, and personal narratives – students will examine re-entry and its effects on individuals, families, communities, and society. We consider many aspects such as physical well-being, mental health, substance use and treatment, trauma, family reintegration, parole oversight, education and employment barriers, denial of rights, stigma, and institutional racism. Students will develop concrete recommendations for improving outcomes within one or more of these areas.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 201 as prerequisites): ENG 101 & SOC 101

6. Number of:
   a. Class hours 3
   b. Lab hours None
   c. Credits 3

7. Has this course been taught on an **experimental basis**?

____ No ✓ Yes. If yes, then please provide:

   a. Semester(s) and year(s): Fall 2021 – ran as SOC 385 – Selected Topics in Criminology. Course Title: Coming Home, Re-entry After Incarceration
   b. Teacher(s): Dr. Carla Barrett
   c. Enrollment(s): 21 students (course was Writing Intensive so capped at 21)
   d. Prerequisites(s): ENG 201 and SOC 101 (course ran as Selected Topics in Criminology at the 300 level)

8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes? Students will:

- Demonstrate a critical understanding of how social structures and forces, such as inequalities, shape experiences of those returning from incarceration. (Crim Major LO#1)
- Understand and be able to apply sociological and criminological theories as they can be related to re-entry. (Crim Major LO#2)
- Develop the ability to utilize and critically evaluate methods of criminological inquiry about the challenges of re-entry after incarceration. (Crim Major LO#3)
- Utilize critical thinking skills, theories, and data to make sound arguments on issues relating to re-entry after incarceration. (Crim Major LO#4)
- Be able to make reasoned and informed recommendations in order to improve outcomes in one or more areas related to re-entry. (Crim Major LO#4)
- Demonstrate understanding of issues related to re-entry after incarceration through writing, explanatory, and/or presentational skills. (Crim Major LO#5)

9. Will this course be part of any **major(s), minor(s) or program(s)**?

_____No ✓ Yes

If yes, indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

- The proposed course would be an option for PART ONE – Applications of Criminology section of the Criminology Major

- The proposed course would be listed as an option on the Criminology Minor

- The proposed course would also qualify for the Sociology Minor as all "SOC" courses are eligible for the Sociology Minor

10. Will this course be part of JJ's **general education program?** (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core or the JJ's College Option form)

No ✓ Yes ____ If yes, please indicate the area:

11. How will you **assess student learning**?

Student learning will be assessed using Short Papers (10 papers = 40% of grade), a 6-step scaffolded Recommendation Project involving research, writing, and presentation (30% of grade), in-class writing (20% of grade), discussions, workshops, engagement, and peer education activities (10% of grade).

The course learning outcomes are reinforced and assessed via various assessment methods as follows:

Course Learning Outcomes	SOC 2ZZ activities/assignments that assess learning outcomes:
Demonstrate a critical understanding of how social structures and forces, such as inequalities, shape experiences of those returning from incarceration. (Crim Major LO#1)	• In-class writing assignment where students examine Smiley's structural analysis in Ch. 1. • In-class writing assignments and discussions where students reflect upon first-person narratives of re-entry and compare/contrast with scholarly research and various data sources • In-class writing assignments and discussions where students reflect upon first-person narratives of criminal histories and re-entry and work to identify structural barriers to re-entry success.
Understand and be able to apply sociological and criminological theories as they can be related to re-entry. (Crim Major LO#2)	• Assignment in which students compare and contrast different researchers' approaches to the study of re-entry • In-class writing assignments and discussions where students are asked to make connections with prior knowledge of criminological/sociological theories such as stigma, social exclusion, social death, and purposes of imprisonment
Develop the ability to utilize and critically evaluate methods of criminological inquiry about the challenges of re-entry after incarceration. (Crim Major LO#3)	• In-class writing assignments where students are asked to reflect upon first-person narratives of re-entry and compare/contrast with scholarly research and various data sources

	• In-class workshopping of Recommendation Project where students examine the methods of research used in the peer-reviewed sources they have collected. • Step 2 of the Recommendation Project requiring students to research, summarize and assess peer-reviewed journal article sources
Utilize critical thinking skills, theories, and data to make sound arguments on issues relating to re-entry after incarceration. (Crim Major LO#4)	• In-class writing assignments where students are asked to critique data and theoretical claims of various authors • Assignment requiring research and analysis/critique of current re-entry services/programs offered in NYC • Peer review workshop in which students review and assess a peer's Recommendation Project draft
Be able to make reasoned and informed recommendations in order to improve outcomes in one or more areas related to re-entry. (Crim Major LO#4)	• Assignment requiring research and analysis/critique of current re-entry services/programs offered in NYC • Scaffolded Recommendation Project assignments where students apply what they have learned to make recommendations for improving outcomes within re-entry
Demonstrate understanding of issues related to re-entry after incarceration through writing, explanatory, and/or presentational skills. (Crim Major LO#5)	• Peer educator assignments where students must read/research, write, and present to other students in the class (assigned book chapters; research on NYC re-entry agencies/ organizations) • Scaffolded Recommendation Project assignments • Paper assignments • In-class free writing assignments • Lightning Talk presentations of Recommendation Project

12. Did you meet with a librarian to discuss **library resources** for the course?

No____ Yes ✓___

If yes, please state the librarian's name Kathleen Collins

Did you check the existing **OER** (Open Educational Resources) to support teaching of this course?

https://guides.lib.jjay.cuny.edu/oer/jjoer

https://johnjayoer.commons.gc.cuny.edu/oer-faculty/

No _____ Yes __✓__

Are there adequate resources in the library to support students' work in the course? (Please check all that apply):

__✓__OneSearch (the library discovery tool)
__✓__eBooks

Subject specific library databases:

_✓_ Academic Search Complete
_✓_ NexisUni
_✓_ Criminal Justice Abstracts
_✓_ Gale Reference Sources
_✓_ PsycInfo
_✓_ Sociological Abstracts

Other (list them here) _____
_____

Are there existing library Research Guides to support your class?
https://guides.lib.jjay.cuny.edu/

No ✓_____
Yes _____

If you have any acquisitions suggestions (print/electronic/media) for the library list them here (or attach a separate compilation).
_____
_____
_____

13. **Syllabus – see below**

14. Date of **Department curriculum committee** approval: October 27, 2025

15. **Faculty - Who** will be assigned to teach this course? Dr. Carla Barrett

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

_✓_No
___ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or

majors?

____Not applicable
_✓_ No
____Yes. If yes, give a short summary of the consultation process and results.

The proposed course is not similar to any current courses at the college. It has some points of overlap with SOC 216 - Probation & Parole: Theoretical and Practical Approaches and with COR 250 - Rehabilitation of the Offender, however the proposed course utilizes a sociological and criminological approach to understand both the lived experience of re-entry and its impacts not only on individual recidivism and rates of recidivism, but on individuals well-being and that of families, communities, and society writ large. The proposed course also utilizes a critical and structural analysis of the concepts and theories related to punishment, re-entry and rehabilitation, and considers the contributions of those with lived experience of re-entry.

Will any course be **withdrawn**, if this course is approved?

_✓_ No _____Yes. If yes, number and name of course(s) to be withdrawn.

18. Approvals:

Richard Haw, Department Chair, Sociology

Chair, Proposer's Department

Carla Barrett, Major Coordinator, Sociology

Chair or Major Coordinator, Affiliated Department (if necessary)

JOHN JAY COLLEGE
524 WEST 59TH STREET
NY, NY 10019

B8

SOC 2ZZ – Coming Home: Challenges of Re-entry & Reintegration

In-Person, on-Campus: X/X: X-Xpm

Prof. Carla Barrett

Office: 520.31 Haaren Hall
Phone: 212-237-8683
cbarrett@jjay.cuny.edu
Office Hours: Tuesdays, 3-4ppm and by appointment (in-person or via Zoom)

COURSE DESCRIPTION

Most people who go to prison return. This course investigates the challenges of returning to communities after incarceration. Through a variety of lenses – such as statistical analyses and social science research, criminal legal policies, service provider practices, critical perspectives, and personal narratives – it examines re-entry and its effects on individuals, families, communities, and society. Many aspects of re-entry will be examined, such as physical well-being, mental health, substance use and treatment, trauma, family reintegration, parole oversight, education and employment barriers, denial of rights, stigma, and institutional racism. Students will develop concrete recommendations for improving outcomes within one or more of these areas.

Prerequisite: SOC 101 & ENG 201

LEARNING OUTCOMES

- Demonstrate a critical understanding of how social structures and forces, such as inequalities, shape experiences of those returning from incarceration. (Crim Major LO#1)
- Understand and be able to apply sociological and criminological theories as they can be related to re-entry. (Crim Major LO#2)
- Develop the ability to utilize and critically evaluate methods of criminological inquiry about the challenges of re-entry after incarceration. (Crim Major LO#3)
- Utilize critical thinking skills, theories, and data to make sound arguments on issues relating to re-entry after incarceration. (Crim Major LO#4)
- Be able to make reasoned and informed recommendations in order to improve outcomes in one or more areas related to re-entry. (Crim Major LO#4)
- Demonstrate understanding of issues related to re-entry after incarceration through writing, explanatory, and/or presentational skills. (Crim Major LO#5)

ACCESSIBILITY SERVICES - Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodation in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at 1L.66.00 (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation

notice sent to the instructor.

Some of the questions that will guide our inquiry include:

- How many people are released from prison and jails every year?
- How many people released from prison return to prison and in what time frame?
- What does a successful return to the community after incarceration look like?
- What does the process of "Re-entry" mean for people who return from prison? For their families? Their communities? For society?
- What specific challenges do those returning from prison face?
- What do correctional institutions do to help folks returning from prison?
- What, if any, resources are available for those returning from prison?
- How can prisons, courts, parole agencies, educational institutions, service providers, community-based organizations & policy makers improve the process of re-entry?
- What organizations and agencies in NYC work with those returning from incarceration?

COURSE READINGS AND CONTENT

Students will need to acquire (purchase/rent/loan) one book for this class:

- *Purgatory Citizenship: Re-entry, Race, and Abolition* by Calvin John Smiley. (2023) ISBN: 978-0520385993

The course uses 2 other books that are available electronically via the John Jay Library at no cost to students:

- *Prisoner Re-entry in the 21st Century: Critical Perspectives of Returning Home*, edited by Keesha Middlemass & Calvin John Smiley (2020) (can be read online or downloaded from the library)
- *Convicted and Condemned: The Politics and Policies of Prisoner Re-entry* by Keesha Middlemass (2017) (This book can be read online or downloaded from the library)

Additional required content (articles, book chapters, videos, podcasts, etc.) will be available via the course Brightspace page.

EVALUATION

Students should come to class prepared for discussion, participate in discussions, read the assigned readings and have assignments completed on time. Students, in turn, can expect that as professor, I will come to class on time, prepared for lectures, workshops and discussions, that I will keep office hours and appointments, return emails in a timely fashion, and respond to/return work as soon as possible.

Grades will be based on the following (total 100pts):

- Short Papers (40 pts; 10 papers – 4 points each) – 40% of grade
- Recommendation Project (30pts) – 30% of grade
- In-class Writings (20pts) – 20% of grade
- Engagement (10pts) – 10% of grade

SHORT PAPERS: There are 10 short paper assignments. Please see the last 2 pages of this syllabus for details as each short paper has its own prompt. Short papers need to be as long as they need to be – some may need to be longer; some may need to be shorter.

RECOMMENDATION PROJECT: This will be done in 6 steps:

- Step 1: Identify a specific aspect of the challenges of re-entry to focus on – share choice in a short, typed paragraph explaining the focus and why.
- Step 2: Research and retrieve 3 peer-reviewed journal articles on your topic and write up and hand in a description of what you have learned from the articles. (4pts)
- Step 3: Using all resources from the course and from research draft a reasonable (not pie in the sky) set of recommendations for how to improve some aspect of the selected focus. Recommendations could be for new program development, legal reforms, social entrepreneurship initiatives, reform within existing agencies and organizations, research, etc. (8pts)
- Step 4: In-class peer workshopping of drafts (5pts)
- Step 5: Final draft (8pts)
- Step 6: Lightning Talk Presentations (5pts)

More details will be provided about each stage of the project as the semester goes along.

IN-CLASS WRITINGS: There are several times when you will be asked to write responses or reflections or other assignments in real-time in the classroom. The dates this will happen are noted on the course outline.

ENGAGEMENT:

In order to develop and sustain a quality community of learners we all need to do our part. Engagement isn't just about showing up, but about actively participating in this space of learning and caring about the work we do (individually and collectively) and taking seriously our investigation of important ideas. Engagement points are earned from a combination of showing up, being attentive, participating (by speaking in class and/or engaging in any free-writing exercises, or both), and taking any in-class group work and workshops seriously.

GRADE SCALE

NUMERICAL	PERCENTAGE	LETTER
4.0	93.0-100	A
3.7	90.0-92.0	A-
3.3	87.1-89.9	B+
3.0	83.0-87.0	B
2.7	80.0-82.9	B-
2.3	77.1-79.9	C+
2.0	73.0-77.0	C
1.7	70.0-72.9	C-
1.3	67.1-69.9	D+
1.0	63.0-67.0	D
0.7	60.0-62.9	D-
0.0	below 60.0	F

ATTENDANCE AND LATENESS – Missing too many classes will most likely result in your inability to do well in this course. If you know that you will have to miss more than a couple of classes, please notify me so arrangements can be made. Out of mutual respect, we should all arrive on time and plan to remain for the duration of the scheduled class time.

EXTRA CREDIT POLICY - I do not plan to offer extra credit work in this course, but if it is offered, it will be offered to all students.

TELECOMMUNICATIONS POLICY - Out of respect for our class time and our collective learning goals, we will all need to limit inappropriate use of phones and other devices during class time.

LEARNING COMMUNITY GUIDELINES - For the 15 weeks that we are together this semester, we are a learning community. Some issues we will cover will be controversial and we will not all have the same perspectives or opinions. Disagreement can be a powerful tool for learning; thus I encourage a variety of opinions. **Nonetheless, we must insist on mutually respectful dialogue and conduct in class at all times.**

POLICY ON INCOMPLETES - According to College policy, an Incomplete Grade can be given only to a student who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

PLAGIARISM AND ACADEMIC INTEGRITY - Plagiarism is a serious violation of academic standards and can result in your expulsion from the college. I take this issue very seriously. If you are unsure what plagiarism is or how to avoid it, please see me or visit the John Jay Writing Center.

Academic dishonesty is prohibited in CUNY. It includes, among other things: cheating (e.g., submitting the same paper for more than one course; unauthorized use during an exam of any electronic devices); obtaining unfair advantage (e.g., circulating or gaining advance access to exam materials); and plagiarism, which is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation (including information from the Internet). Using the ideas or work of another is permissible only when the original source is identified. Plagiarism may be intentional or unintentional, but lack of dishonest intent does not absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. If in doubt, it is better to include a citation. Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation at: https://guides.lib.jjay.cuny.edu/citing_sources

COURSE OUTLINE

PART I: FOUNDATIONS

WEEK ONE

TUESDAY (INTRODUCTIONS)

Reading Due: NONE

Assignment Due: NONE

THURSDAY (INSIDE VOICES)

Readings Due:

1) *Reflections on Re-entry: Voices from the ID13 Prison Literacy Project* by Halle M. Neiderman, Christopher P. Dum, and the ID13 Prison Literacy Project. Chapter 22 in Prisoner Re-entry in the 21st Century (on Brightspace)

2) *Re-entry, From My Perspective* by Abdul-Halim N. Shahid. Chapter 24 in Prisoner Re-entry in the 21st Century (on Brightspace)

3) The Journey of a Black Man Enveloped in Poverty by Steven Pacheco. Chapter 25 in Prisoner Re-entry in the 21st Century (on Brightspace)

Video Due: How the Formerly Incarcerated Re-Enter Society (7 minutes) (Atlantic Monthly) (on Brightspace)

Assignment Due: **SHORT PAPER #1**

WEEK TWO

TUESDAY (WHAT IS MASS INCARCERATION? WHY DOES IT MATTER?)

Readings Due:

1) *Trends in US Corrections* by The Sentencing Project (on Brightspace)
2) *The Drug War, Mass Incarceration, and Race* by Drug Policy Alliance (on Brightspace)
3) *The Collateral Consequences of Mass Incarceration* by Todd R. Clear (on Brightspace)
4) *The Impact of Capitalism and Politics on Mass Incarceration* by Alexis Acevedo (on Brightspace)

Assignment Due: NONE (but there will be an in-class writing assignment!)

THURSDAY (WHAT IS "RECIDIVISM?" AND HOW SHOULD WE MEASURE IT?)

Readings Due:

1) *Recidivism* – National Institutes of Justice (on Brightspace)
2) *Measuring Recidivism* – National Institutes of Justice (on Brightspace)
3) *The Misleading Math of "Recidivism"* – The Marshall Project (on Brightspace)

Assignment Due: **SHORT PAPER #2**

WEEK THREE

TUESDAY (UNDERSTANDING WHY AND HOW PEOPLE RETURN TO PRISON)

Readings Due:

1) *Problems with Probation and Parole in the United* States by HRW/ACLU (on Brightspace)

2) *Parole Revocation in the Era of Mass Incarceration* by Jeffrey Lin

3) *Critical Re-entry in the 21st Century* by Middlemass & Smiley. Introduction to Prisoner Re-entry in the 21st Century: (on Brightspace)

Assignment Due: **SHORT PAPER #3**

THURSDAY (WHY SHOULD WE STUDY "RE-ENTRY"?)

Readings Due:

1) *Beyond Recidivism* (excerpt) by Chen & Meyer (on Brightspace)

2) *The U.S. Spends Billions to Lock People Up, But Very Little to Help Them Once They're Released* (PBS Newshour report) (on Brightspace)

Assignment Due: NONE (but there will be an in-class writing assignment!)

WEEK FOUR

TUESDAY (WHY AND HOW LANGUAGE MATTERS)

Readings Due:

1) *The Language Project* by the Marshall Project (on Brightspace)

2) *The Underground Scholars Language Guide* (on Brightspace)

Assignment Due: NONE (but there will be an in-class writing assignment!)

THURSDAY (STORIES) [PBS documentary *The Return*]

Reading Due: NONE

Assignment Due: NONE (but there will be an in-class writing assignment!)

PART II: UNDERSTANDING RE-ENTRY

WEEK FIVE

TUESDAY (FELONY CONVICTION AS SOCIAL DISABILITY)

Reading Due: Introduction + Chapter 1 of *Convicted and Condemned*

Assignment Due: **SHORT PAPER #4**

THURSDAY (UNWELCOME HOMECOMING)

Reading Due: Chapter 2 of *Convicted and Condemned*

Assignment Due: **SHORT PAPER #5**

WEEK SIX

TUESDAY (DENYING ACCESS TO PUBLIC HOUSING)

Reading Due: Chapter 3 of *Convicted and Condemned*

Assignment Due: NONE (but there will be an in-class writing assignment!)

THURSDAY (EDUCATION'S FAILED PROMISE/NOT WORKING & UNABLE TO WORK)

Reading Due: EITHER Chapter 4 OR CHAPTER 5 of *Convicted and Condemned*

Assignment Due: **SHORT PAPER #6**

WEEK SEVEN

TUESDAY (PUBLIC HOSTILITY)

Reading Due: Conclusion of *Convicted and Condemned*

Assignment Due: NONE (but there will be an in-class writing assignment!)

THURSDAY (STORIES) [Formerly Incarcerated Guest Speaker]

Reading Due: NONE

Assignment Due: NONE

WEEK EIGHT

TUESDAY (THE SOCIAL CONTEXT OF RE-ENTRY)

Reading Due: Introduction + Chapter 1 (Underdevelopment) of *Purgatory Citizenship* by Calvin John Smiley

Assignment Due: **RECOMMENDATION PROJECT – STEP 1 AND** (there will be an in-class writing assignment!)

THURSDAY (SOCIAL EXCLUSION AND RE-ENTRY)

Reading Due: Chapter 2 (Purgatory) of *Purgatory Citizenship*

Assignment Due: **SHORT PAPER #7**

WEEK NINE

TUESDAY (NOT IN PRISON, NOT FULLY OUT)

Reading Due: Chapter 3 (Halfway) of *Purgatory Citizenship*

Assignment Due: NONE (but there will be an in-class writing assignment!)

THURSDAY (HEALTH, INCARCERATION, AND RE-ENTRY)

Reading Due: Chapter 4 (Body) of *Purgatory Citizenship*

Podcast Due: Healthcare Behind Bars (51 mins, The Pulse) (on Brightspace)

Assignment Due: NONE (but there will be an in-class writing assignment!)

WEEK TEN

TUESDAY (COMMUNITY AND RE-ENTRY)

Reading Due: Chapter 5 (Space) of *Purgatory Citizenship*

Video Due: *Healing Trauma: Beyond Gangs & Prisons* (23 min) (on Brightspace)

Assignment Due: NONE (but there will be an in-class writing assignment!)

THURSDAY (REFORM OR ABOLITION?)

Reading Due: Chapter 6 (Abolition) of *Purgatory Citizenship*

Assignment Due: **SHORT PAPER #8**

WEEK ELEVEN

TUESDAY *(RECOMMENDATION PROJECT DEBRIEF – STEP 2)*

Reading Due: NONE

Assignment Due: **RECOMMENDATION PROJECT – STEP 2**

THURSDAY (RE-ENTRY IS GENDERED)

Readings Due:

1) *I am Not Your Felon: Decoding the Trauma, Resilience, and Recovering Mothering of Formerly Incarcerated Black Women* by Williams, Spencer, & Wilson

2) *The Gendered Challenge of Re-entry* by Haley Zettler. Chapter 12 in Prisoner Re-entry in the 21st Century. (on Brightspace)

3) *Prison is a Place to Teach Us the Things We've Never Learned in Life by Breea Willingham*. Chapter 15 in Prisoner Re-entry in the 21st Century. (on Brightspace)

Assignment Due: **SHORT PAPER #9**

WEEK TWELVE

TUESDAY (FELONY DISENFRANCHISEMENT)

Reading Due:

1) EXECUTIVE SUMMARY: *Out of Step: U.S. Policy on Voting Rights in Global* Perspective by Porter, Parker, Walk, Topaz, Turner, Smith, LaRonde-King, Pearce and Ebenstein (2024) (on Brightspace)

2) *Restoration of Voting Rights: Returning Citizens and the Florida Electorate* by Keneshia Grant. Chapter 19 in Prisoner Re-entry in the 21st Century (on Brightspace)

Assignment Due: NONE (but there will be an in-class writing assignment!)

THURSDAY *(RECOMMENDATION PROJECT WORKSHOPPING – STEPS 3 &4)*

Readings Due: NONE

Assignment Due: **POLICY ANALYSIS PROJECT DRAFT**

WEEK THIRTEEN

TUESDAY *(RECOMMENDATION PROJECT DEBRIEF AND PROCESS WRITING)*

Reading Due: NONE

Assignment Due: NONE (but there will be in-class free-writing!)

THURSDAY (INVESTIGATION OF LOCAL RE-ENTRY ORGANIZATIONS)

RESEARCH Due: INVESTIGATE YOUR ASSIGNED RE-ENTRY ORGANIZATION

Assignment Due: **SHORT PAPER #10**

WEEK FOURTEEN

TUESDAY (THOSE ON THE REGISTRY)

Readings Due:

1) *"This Individual May or May Not be on the Megan's Law Registry." The Sex Offender Label's Impact on Re-entry* by Fader and Henson. (on Brightspace)

2)". . . Except Sex Offenders:" Registering Sexual Harm in the Age of #MeToo by David Booth. Chapter 16

in Prisoner Re-entry in the 21st Century (on Brightspace)

Assignment Due: NONE (but there will be in-class free-writing!)

THURSDAY (THOSE ON THE REGISTRY)

Readings Due: *Protecting the Public's Health Through Successful Re-entry for Sex Offenders After Incarceration* by Simmons, Kim, Hyde, Lemon, Scharer & McInnes (on Brightspace)

Assignment Due: NONE (but there will be in-class free-writing!)

WEEK FIFTEEN

THURSDAY (EXAM DAY) (RECOMMENDATION PROJECT LIGHTNING TALKS!)

Readings Due: NONE

Assignment Due: **RECOMMENDATION PROJECT – STEPS 5 & 6: FINAL PAPER DUE AND LIGHTNING TALKS**

CONCEPTS/THEMES/THEORIES

STIGMA/SOCIAL EXCLUSION

TRAUMA – PRE-INCARCERATION

CARCERAL TRAUMA

REGRET/SHAME

POST-INCARCERATION TRAUMA

RESILIENCE

HOUSING

ANGER/RESENTMENT

DEHUMANIZATION

EDUCATION – K-12

TECHNOLOGY

EDUCATION – HIGHER EDUCATION

EDUCATION – TECHNICAL TRAINING

WORK/INCOME

CURFEWS

PAROLE RESTRICTIONS

FAMILY – PARENTING

POVERTY

FAMILY – INTIMATE PARTNER RELATIONSHIPS

FORGIVENESS

MENTAL HEALTH

CRIME

VIOLENCE

PHYSICAL HEALTH

RE-OFFENDING

TRANSPORTATION

DENTAL HEALTH

VOTING

MONEY

RIGHTS

FREEDOM

REDEMPTION

PAROLE DISCRETION

RACISM

PATIENCE

REHABILITATION

INSTITUTIONAL RACISM

LANGUAGE

GENDER

RESTITUTION

GENDER INEQUALITY

TRAVEL RESTRICTIONS

SUBSTANCE USE AND SUBSTANCE USE DISORDER

SOCIAL SERVICES

THEORIES/PURPOSES OF PUNISHMENT

SHORT PAPER ASSIGNMENTS

Short papers are due at the beginning of class and need to be as long as they need to be.

SHORT PAPER #1: After reading the readings and watching the video tackle some of these questions in Short Paper #1:

- What did you learn?
- What surprised you, if anything?
- What questions do you have?
- What do you want to learn more about?

SHORT PAPER #2: After reading the readings for WEEK TWO, write a paper in which you do 3 things:

1. Identify/describe 2 problems related to "recidivism" and how it is calculated. Please explain why these may be problems in need of fixing.
2. Describe which measurements you think should be used to measure "recidivism."
3. Go out on a limb and write about what you think, based on all you know to date, the best way to reduce criminal re-offending is.

SHORT PAPER #3: After reading the 3 readings due for Tuesday of WEEK THREE (Understanding why and how people return to prison), write a paper where you do 3 things:

1. List what you think are 2 of the biggest problems with the current parole system.
2. Explain why you think these problems have not yet been solved.
3. Suggest 1 concrete change that could be made to the current system to improve it. Make sure your suggestion is in direct response to at least one of the problems you listed.

(The point here is to think about ways that policies and practices surrounding parole might be improved)

SHORT PAPER #4: Respond to the Introduction and Chapter 1 of *Convicted and Condemned* by quoting 3 passages that point to important ideas/concepts the author is putting forward, and explain why they are important to understanding re-entry.

SHORT PAPER #5: Respond to Chapter 2 of Convicted and Condemned by quoting 3 passages that directly connect to 3 different concepts/themes from our concepts/themes page. Quote the passage and explain briefly how each passage connects with the theme/concept.

SHORT PAPER #6: Prepare notes for your chapter for the purpose of conveying the most important information from the chapter to a fellow scholar who has not read it. This is what you will do in class!

SHORT PAPER #7: Discuss the ways in which Smiley's investigation and analysis in *Purgatory Citizenship* is different/similar from Middlemass' investigation and analysis in *Convicted and Condemned*. Do the two authors focus on different things? Do they use different/similar language? Do they utilize similar or different theoretical concepts?

SHORT PAPER #8: Smiley suggests that carceral reform is limited in its ability to solve the problems of prisons and re-entry. He argues the need for abolition rather than reform. In your short paper #8 explain:

- What the main arguments for abolition are.
- Your analysis of the strength of these arguments.

SHORT PAPER #9: Discuss how women's experiences of incarceration and re-entry differ from men. How do gender and race intersect within the context of their carceral experiences and re-entry journeys and challenges?

SHORT PAPER #10: For Short Paper #11 you will be doing research that you will share with fellow scholars in class.

1. Find the NYC-based re-entry assistance organization you have been assigned (links below)
2. Visit the organization's website and spend some REAL time clicking around and reading to learn what the organization is (check out the "About" section), what its mission is, who they serve (ages, genders, populations), what kinds of programs/services they provide, etc. Also note what they don't do and who they don't serve. Note if they provide services ONLY to formerly incarcerated folks or to others as well.
3. Do research on the organization beyond their website. Can you find a news article? A video? Look for some other sources of information about the organization beyond their website.
4. Does this organization offer internships or opportunities to volunteer? If they have job postings, what kind of positions are they hiring for?
5. Assess at least 2 of the services/programs offered – can you identify the need that is trying to be met or the problem that is trying to be solved? Can you trace the service/program to issues identified by Middlemass or Smiley? To concepts/themes from our list? Given all that you have learned in this course, would you recommend the program/service to a loved one recently returned from prison? Why/why not?

For your paper write up your notes about your assigned organization, being sure to cite your sources, in preparation of sharing this information with others in class.

Osbourne Association https://www.osborneny.org/
Exodus Transitional Community https://www.etcny.org/
Fortune Society https://fortunesociety.org/
Hope House https://hopehouse.nyc/about/
College and Community Fellowship https://www.collegeandcommunity.org/
C.A.S.E.S Nathaniel Clinic https://www.cases.org/nathaniel-clinic/
John Jay Institute for Justice and Opportunity https://justiceandopportunity.org/

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Office of Academic Programs

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Academic Programs.

Date Submitted: 7/23/25 (revised 10/14/25)

1. Name of Department or Program: Psychology

2. Contact information of proposer(s):

Name(s): Jill Grose-Fifer/Daryl Wout
Email(s):jgrose-fifer@jjay.cuny.edu and dwout@jjay.cuny.edu
Phone number(s): 646-557-4578 (JG-F) and 646.557.4652 (DW)

3. Current number and title of course: **PSY 425 Seminar in Forensic Psychology**

4. Current course description:
This course will provide students with the opportunity to undertake an in-depth course of study in a topical area of social/experimental forensic psychology. Individual instructors will develop their syllabi according to their areas of specialization. As a capstone experience, students will be expected to integrate the skills, concepts, methods, and theories learned over the course of their studies within the Psychology major, into a meaningful culminating experience.

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): 3

c. Prerequisites: ENG 201, PSY 370, PSY 311 and senior standing

5. Describe the nature of the revision (what are you changing?): We are changing the name and the course description.

6. Rationale for the proposed change(s):
The name change better reflects the nature of the course – it focuses on a special topic within the field of social experimental forensic psychology not forensic psychology in general, which the current title implies. We also propose changing the course description so that it is clearer to

students (and instructors) as to what the capstone experience entails and to emphasize that we will be focusing on honing skills to prepare students for a wide variety of careers. Note: we propose changing the course descriptions of all capstones so that they include a generic statement about what a capstone is, as well as a more specific course description. Again, this will help clarify the special nature of a capstone course.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description:

This senior seminar provides a culminating capstone experience for psychology majors, building on knowledge and skills developed in prior courses. The seminar focuses on social/experimental forensic psychology. The specific topic is determined by instructor expertise, such as: eyewitness research, false confessions, wrongful convictions, conspiracy theories, jury decision making, or other current issues in the field. The course fosters career readiness for a wide range of careers by strengthening students' skills related to scientific reasoning, information literacy, teamwork, oral and written communication, and critical thinking about psychological research and future careers.

b. Revised course title: **PSY 425: Senior Seminar: Social/Experimental Forensic Psychology**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Change from: Seminar in Forensic Psychology to Sr Sem: Soc/Exp Forens Psych**

d. Revised learning outcomes: n/c
e. Revised assignments and activities related to revised outcomes: n/c
f. Revised number of credits: n/c
g. Revised number of hours: n/c
h. Revised prerequisites: n/c

8. Enrollment in past semesters: Spring 2025: 104; Fall 2024: 64.

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?

No __X__ Yes ____ _ If yes, please indicate the area:

10. Does this change affect any other departments?

___X__ No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 5/13/25; 10/14/25

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Jill Grose-Fifer/Daryl Wout

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Office of Academic Programs

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(Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Date Submitted: 7/23/25 (revised 10/14/25)

1. Name of Department or Program: Psychology

2. Contact information of proposer(s):

Name(s): Jill Grose-Fifer/Daryl Wout
Email(s): jgrose-fifer@jjay.cuny.edu and dwout@jjay.cuny.edu
Phone number(s): 646-557-4578 (JG-F) and 646.557.4652 (DW)

3. Current number and title of course: **PSY 430 Clinical Topics in Forensic Psychology**

4. Current course description:
This course will provide students with the opportunity to undertake an in-depth course of study in a topical area of clinical forensic psychology. Individual instructors will develop their syllabi according to their areas of specialization but possible topics include: child emotional disorders; forensic implications; treatment and rehabilitation of the offender; evaluation and counseling of sexual offenders; addictions in the legal system; and psychopathy. As a capstone experience, students will be expected to integrate the skills, concepts, methods and theories learned over the course of their studies within the Psychology major, into a meaningful culminating experience.

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): 3

c. Current prerequisites: ENG 201, PSY 242, PSY 311, PSY 370/LAW 370, and senior standing

5. Describe the nature of the revision (what are you changing?): We are changing the name and the course description.

6. Rationale for the proposed change(s):
The name change better reflects the nature of the course – it is a special topic within the

field of clinical forensic psychology. We also propose changing the course description so that it is clearer to students (and instructors) what the capstone experience entails and to emphasize that we will be focusing on honing skills to prepare students for a wide variety of careers. We propose to change the course descriptions of all capstones so that they include a generic statement about what a capstone is, as well as a more specific course description.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description:

This senior seminar provides a culminating capstone experience for psychology majors, building on knowledge and skills developed in prior courses. The seminar focuses on clinical forensic psychology, with specific topics determined by instructor expertise, such as: psychological trauma in children; evaluation and treatment of sex offenders; psychopathy; risk assessment; ethics, or other current issues in the field. The course fosters career readiness for a wide range of careers by strengthening students' skills related to scientific reasoning, information literacy, teamwork, oral and written communication, and critical thinking about psychological research and future careers.

b. Revised course title: **PSY 430: Senior Seminar: Clinical Forensic Psychology**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Change from: Clinic Topcs For Psy to Sr Sem: Clin Forensic Psych**

d. Revised learning outcomes: n/c
e. Revised assignments and activities related to revised outcomes: n/c
f. Revised number of credits: n/c
g. Revised number of hours: n/c
h. Revised prerequisites: n/c

8. Enrollment in past semesters: Spring 2025: 117; Fall 2024: 133

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?

No __X__ Yes ____ _ If yes, please indicate the area:

10. Does this change affect any other departments?

___X__ No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 5/13/25; 10/14/25

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Jill Grose-Fifer/Daryl Wout

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Date Submitted: 7/23/25 (revised 10/14/25)

1. Name of Department or Program: Psychology

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Name(s): Jill Grose-Fifer/Daryl Wout
Email(s): jgrose-fifer@jjay.cuny.edu and dwout@jjay.cuny.edu
Phone number(s): 646-557-4578 (JG-F) and 646.557.4652 (DW)

3. Current number and title of course: **PSY 482 Selected Topics in Psychology**

4. Current course description:
This course will study a significant topic of interest in the field to be chosen by the instructor. Notes: Students may repeat this course twice for a maximum of 9 credits provided topics are different.

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours):

c. Current prerequisites: ENG 201, PSY 311, and senior standing

5. Describe the nature of the revision (what are you changing?): We are changing the name and the course description (it will also move from Part 3 to Part 4 and become a capstone course in our proposed revision of the major).

6. Rationale for the proposed change(s):
We wanted to add a more general capstone course to the existing ones, which all have a forensic focus, therefore, we are re-purposing this course. Like the other capstones in our revised major, this will be a special topics seminar. We are proposing a name change so that the content is more specific. We also propose changing the course description so that it is clear to students (and instructors) what the capstone experience entails and to emphasize that we will be focusing on honing skills to prepare students for a wide variety of careers. We propose to change the course descriptions of all capstones so that they include a generic statement about

what a capstone is, as well as a more specific course description.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description:

This senior seminar provides a culminating capstone experience for psychology majors, building on knowledge and skills developed in prior courses. The seminar explores how psychological principles can be applied to create positive social change, with specific topics determined by instructor expertise, such as: social justice movements in psychology, community-based psychology, liberation psychology, participatory methods, or other current topics. The course fosters career readiness for a wide range of careers by strengthening students' skills related to scientific reasoning, information literacy, community participation, teamwork, oral and written communication, and critical thinking about psychological research and future careers.

b. Revised course title: **PSY 482: Senior Seminar: Psychology and the Public Good**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Change from Selected Topics in Psychology to Sr Sem: Psyc & Public Good**

d. Revised learning outcomes: No learning outcomes were specified for PSY 482. These are the learning objectives for the revised PSY 482, which are similar to those for other capstones in the Major.

LO1. Students will critically evaluate psychological literature by assessing methodology, identifying bias, and synthesizing findings from multiple sources that address real-world problems.

LO2. Students will analyze ethical dilemmas using APA principles and demonstrate understanding of psychology's role in promoting justice, equity, and community well-being.

LO3. Students will design culturally responsive interventions that address multiple levels of analysis (individual, community, systemic) and center community voices in solutions.

LO4. Students will communicate psychological concepts effectively to diverse audiences and demonstrate skills for ethical collaboration across differences in addressing complex social issues.

LO5. Students will evaluate their own biases and cultural positioning, articulate how their psychology education has shaped their understanding of social issues, and demonstrate the application of psychological principles in their post-graduation goals (whether in graduate school, careers, or civic engagement).

e. (Revised) assignments and activities related to revised outcomes:

LO 1 (Critical evaluation of research):

Students will engage in multi-source analysis projects such as analyses of news articles connecting current events to psychological research, literature reviews on social issues, or resource compilation projects for community partners. Students will also demonstrate critical evaluation through ongoing discussion activities like discussion question development, peer review exercises, or research critique presentations that require assessment of methodology, bias identification, and synthesis across sources.

LO 2 (Ethical analysis & justice):
Students will complete real-world observation and analysis assignments such as court/city council observations, community organization visits, or policy analysis projects that examine justice systems through psychological lenses. Additionally, students will engage in collaborative ethical reasoning through facilitated discussions on sensitive topics, case study analyses, or community partnership projects that require navigation of ethical dilemmas and consideration of psychology's role in promoting equity.

LO 3 (Culturally responsive interventions):
Students will design community-centered projects such as resource development for community partners, intervention proposals for local organizations, or participatory research designs that center community voices. These may include collaborative action initiatives like solidarity sessions with justice advocates, community needs assessments, or partnership projects with local groups addressing social issues.

LO 4 (Communication & collaboration):
Students will demonstrate skills through facilitation and presentation activities such as leading class discussions, presenting to community partners, or creating public-facing educational materials. Students will also engage in group collaboration projects requiring sustained teamwork across differences, peer mentoring, or community engagement initiatives that demand effective communication with diverse audiences.

LO 5 (Self-reflection & application):
Students will complete identity and positioning analyses such as autoethnographic projects exploring personal roots/routes, cultural positioning papers, or bias examination exercises. Students will also engage in integrative reflection activities like capstone portfolios, career connection projects, or final synthesis papers that articulate how psychological education shapes their understanding of social issues and future goals.

f. Revised number of credits: n/c
g. Revised number of hours: n/c
h. Revised prerequisites: n/c

8. Enrollment in past semesters: Fall 2025: 36 (first time course will be taught in new format PSY 482: Special Topic: Liberation Psychology)

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?

No __X__ Yes ____ _ If yes, please indicate the area:

10. Does this change affect any other departments?

___X__ No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 5/13/25; 10/14/25

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Jill Grose-Fifer/Daryl Wout

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Office of Academic Programs

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Date Submitted: 7/23/25 (revised 10/14/25)

1. Name of Department or Program: Psychology

2. Contact information of proposer(s):

Name(s): Jill Grose-Fifer/Daryl Wout
Email(s): jgrose-fifer@jjay.cuny.edu and dwout@jjay.cuny.edu
Phone number(s): 646-557-4578 (JG-F) and 646.557.4652 (DW)

3. Current number and title of course: PSY 485 Advanced Undergraduate Research Experience in Psychology

4. Current course description:
This course is a capstone experience marking the end of a student's undergraduate studies. Students will have the opportunity to complete an original research project, in collaboration with a faculty mentor, on a topic in psychology. Students will produce and present a final research report at the conclusion of their project

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): 3

c. Current prerequisites: ENG 201, STA 250, PSY 311, PSY 385 with a grade of B or higher, and permission of the instructor

5. Describe the nature of the revision (what are you changing?): We are changing the course description to make it clearer and adding senior standing to the course pre-requisites.

6. Rationale for the proposed change(s):
We propose changing the course description so that it is clearer to students (and instructors) as to what the capstone experience entails and to emphasize that we will be focusing on honing skills to prepare students for a wide variety of careers. We propose to change the course descriptions of all capstones so that they include a generic statement about what a capstone is, as well as a more specific course description. We are adding senior standing to the pre-reqs for

this course so that it is consistent across all the capstones.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description:

This course provides a culminating capstone experience for psychology majors, building on knowledge and skills developed in prior courses. Students will complete an original research project designed in PSY 385 (Supervised Research Experience in Psychology) under the mentorship of a faculty member. Students will produce and present a final research report at the conclusion of their project. The course fosters career readiness for a wide range of careers by strengthening students' skills related to scientific reasoning, information literacy, oral and written communication, and critical thinking about psychological research and future careers.

b. Revised course title: N/C

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): N/C

d. Revised learning outcomes: n/c

e. Revised assignments and activities related to revised outcomes: n/c

f. Revised number of credits: n/c

g. Revised number of hours: n/c

h. Revised prerequisites: (underline indicates additional requirement): ENG 201, STA 250, PSY 311, PSY 385 with a grade of B or higher, and permission of the instructor and senior standing

8. Enrollment in past semesters: Spring 2025: 0 students; Fall 2024: 2 students; Spring 2024: 2 students; Fall 2023: 0 students.

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?

No __X__ Yes _____ _ If yes, please indicate the area:

10. Does this change affect any other departments?

___X__ No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 5/13/25 (revised 10/14/25)

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Jill Grose-Fifer/Daryl Wout

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Office of Academic Programs

Course Revision Form

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Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Academic Programs.

Date Submitted: October 17, 2025

1. Name of Department or Program: Sociology

2. Contact information of proposer(s):

Name(s): Rosemary Barberet
Email(s): rbarberet@jjay.cuny.edu
Phone number(s): 212-237-8676

3. Current number and title of course: **SOC 333 Gender Issues in International Criminal Justice**
Short title: Gender Issues in CRJ

4. Current course description:

This course will examine the role of gender in crime and criminal justice and will cover the following topics from a cross-cultural comparative perspective: (1) women as offenders, including the range of offenses, their seriousness, and changes in the nature; (2) women as victims, including abused women, rape victims, and women forced into prostitution; (3) women as social control agents/professionals in the criminal justice systems (as attorneys, police officers, correctional officers, etc.).

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): 3

c. Current prerequisites: ENG 201, junior standing or above, and one of the following: SOC 101, CRJ 101, CJBS 101 or ICJ 101

5. Describe the nature of the revision (what are you changing?):

Change the short title to "Gender Issues in ICJ"

6. Rationale for the proposed change(s):

The short title does not make clear that this course is international in scope. A clearer short title will make things less confusing for students.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description: N/C

b. Revised course title: N/C

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Gender Issues in ICJ**

d. Revised learning outcomes: N/C

e. Revised assignments and activities related to revised outcomes: N/C

f. Revised number of credits: N/C

g. Revised number of hours: N/C

h. Revised prerequisites: N/C

8. Enrollment in past semesters: S25: 30; S24: 28; S23: 10, S22: 30

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?

No __X___ Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

___X__ No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 10/21/2025

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Carla Barrett, Sociology Department, Curriculum Com Chairperson, Richard Haw, Chairperson, Sociology Department

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Date Submitted: **October 29, 2025**

1. Name of Department or Program: **Sociology**

2. Contact information of proposer(s):

Name(s):	**Rosemary Barbaret, International Criminal Justice**
Email(s):	rbarbaret@jjay.cuny.edu
Name(s):	**Marisa Tramontano, Sociology Curriculum Committee**
Email(s):	**mtramontano@jjay.cuny.edu**
Phone number(s):	**212-693-6418**

3. Current number and title of course: **SOC 335 Migration and Crime**

4. Current course description:
This course asks what changes take place when a population moves from a rural to an urban area, from one country to another and from a pre-industrial to an industrial society. Theories of the links of migration with crime and entrepreneurship are tested for both past and current immigrant groups. The sub-economies and subcultures that immigrants create are also considered.

a. Number of credits: **3**

b. Number of class hours (please specify if the course has lab hours): **3**

c. Current prerequisites: ENG 201 and SOC 101, junior standing or above

5. Describe the nature of the revision (what are you changing?): **updating the course title and description.**

6. Rationale for the proposed change(s): **At the request of ICJ, the proposed course title and description has been updated to more accurately reflect current developments and trends in the field of crimmigration.**

7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description:

This course critically examines the complex intersections among migration, crime, and legal systems, both domestically and globally. Students will explore how migration is framed within discourses of criminality and how immigration status can shape experiences with law enforcement, detention, and legal proceedings. The course investigates empirical evidence on the relationship between migration and crime, challenging common myths and political narratives, while also analyzing how policies—such as border enforcement, deportation regimes, and immigration detention—function as social control. The course emphasizes critical thinking about the role of structural inequalities, xenophobia, and global power dynamics in shaping both migrant experiences and state responses.

b. Revised course title: **Migration, Crime, and Criminal Justice**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Migration and CJ**

d. Revised learning outcomes: **N/A**
e. Revised assignments and activities related to revised outcomes **N/A**
f. Revised number of credits: **N/A**
g. Revised number of hours: **N/A**
h. Revised prerequisites: **N/A**

8. Enrollment in past semesters: One section per year is usually offered with strong enrollment.

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?

No __**X**___ Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

_____ No __**x**___ Yes (if so what consultation has taken place)?

This is a course in the International Criminal Justice program. They initiated this request and approved the revised description.

11. Date of Department or Program Curriculum Committee approval: **October 27, 2025**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: **Carla Barrett, CRM coordinator, Richard Haw, Chair, Soc Department**

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Office of Academic Programs

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Date Submitted: October 27, 2025

1. Name of Department or Program: Security, Fire and Emergency Services

2. Contact information of proposer(s):

Name(s): Katherine Killoran, Associate Dean of Academic Programs
Email(s): kkilloran@jjay.cuny.edu
Phone number(s): 212-237-8263

3. Current number and title of course: **Bulk Request - All courses in the ESA, FIS, SEC and PMT course prefixes (both undergraduate and graduate level).**

4. Current course description: Varies

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): 3

c. Current prerequisites: Varies

5. Describe the nature of the revision (what are you changing?): Courses in these prefixes are being moved from the PMGMT-JJC academic organization to either PM-JJC or LAW-JJC depending on which department they were moved to.

6. Rationale for the proposed change(s): The College Council approved the proposal to dissolve the Department of Security, Fire and Emergency Management (SFEM) on September 16, 2025. The faculty members were moved to three new departments: Law, Police Science and Criminal Justice Administration, Public Management, and in one case, Sociology as of August 2025. A proposal to move the academic programs associated with the SFEM department to the new departments/academic organizations is on the November 21st College Council agenda. This proposal now moves the courses in ESA, FIS, SEC and PMT to the appropriate new departments.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description: No change
b. Revised course title: No change
c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): No change
d. Revised learning outcomes: No change
e. Revised assignments and activities related to revised outcomes: No change
f. Revised number of credits: No change
g. Revised number of hours: No change
h. Revised prerequisites: No change

i. Other: **The academic organizations are being changed as indicated below:**

Course Prefix	**Subject Name**	**Old Academic Org**	**New Academic Org**	**New Department**
ESA	Emergency Services Administration	PMMGT-JJC	PM-JJC	Public Management
FIS	Fire Science	PMMGT-JJC	PM-JJC	Public Management
PMT	Protection Management	PMMGT-JJC	PM-JJC	Public Management
SEC	Security Management	PMMGT-JJC	LAW-JJC	Law and Police Science

8. Enrollment in past semesters: Varies

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?

No __X___ Yes ____ If yes, please indicate the area:

10. Does this change affect any other departments/programs?

___X__ No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: N/A

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Andrew Sidman, Dean, Academic Programs

Andrew H. Sidman, Ph.D.
Dean of Academic Programs
Professor of Political Science
524 West 59th Street
New York, NY 10019
asidman@jjay.cuny.edu
212.237.8179

TO: The Undergraduate Curriculum & Academic Standards Committee
The Committee on Graduate Studies

FROM: Andrew H. Sidman, Dean of Academic Programs

DATE: November 17, 2025

SUBJECT: Revisions to the Academic Integrity Policy

Dear Committee Members:

Included with this memorandum, please find revisions to the college's Academic Integrity Policy. The college first revised this policy in spring 2024 to comply with changes to the university's policy. One major change the university made was to require the creation of an Academic Integrity Committee. This committee is tasked with fact-finding when students are accused of violating the policy and deny the accusation.

In our original revision, which passed College Council in September 2024, the college designated the College-Wide Grade Appeals Committee as the Academic Integrity Committee. That, however, has not been a workable solution given the existing responsibilities of that committee. The proposed revisions attached to this memorandum replace references to the College-Wide Grade Appeals Committee with "Academic Integrity Committee."

In the current academic year, fact-finding for alleged academic integrity violations will be done by a newly constituted, ad hoc Academic Integrity Committee. The committee will be chaired by the Dean of Academic Programs and consists of seven faculty members selected by the Faculty Senate. They are:

- Aftab Ahmad (MAT)
- Mustafa Demir (LPS)
- Christopher Herrmann (LPS)
- Brian Maule (LPS)
- Nikolaos Petropoulos (LPS)
- Jennifer Rosati (SCI)
- Marie Springer (PM)

A proposal will be made before the end of the academic year to create a permanent Academic Integrity Committee.

John Jay College of Criminal Justice

Academic Integrity Policy

This policy will replace all existing academic integrity policies at John Jay College. The following procedures are issued in accordance with the academic integrity policy adopted by the University Board of Trustees on June 27, 2022 (6.27.2022. No. 4.F.). Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Academic integrity is at the core of a college or university education. Faculty assign essays, exams, quizzes, projects, and so on both to extend the learning done in the classroom and as a means of assessing that learning. When students violate the academic integrity policy (i.e., "cheat"), they are committing an act of theft that can cause real harm to themselves and others including, but not limited to, their classmates, their faculty, and the caregivers who may be funding their education. Academic dishonesty confers an unfair advantage over others, which undermines educational equity and fairness. Students who cheat place their college's accreditation and their own future prospects in jeopardy.

Definitions and Examples of Academic Dishonesty.

1.1 Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, artificial intelligence (AI) systems, or communication during an academic exercise. Examples of cheating include, but are not limited to:

- Copying from another person or from a generative AI system or allowing others to copy work submitted for credit or a grade. This includes uploading work or submitting class assignments or exams to third party platforms and websites beyond those assigned for the class, such as commercial homework aggregators, without the proper authorization of a professor. Any use of generative AI tools must be in line with the usage policy for specific assignments as defined in the course syllabus and/or communicated by the course instructor.
- Using artificial intelligence tools or systems, such as language models or code generators, to generate content for assignments or exams without written authorization from the instructor.
- Unauthorized collaboration on assignments or examinations.
- Taking an examination or completing an assignment for another person or asking or allowing someone else to take an examination or complete an assignment for you, including exams taken on a home computer.
- Submitting content generated by another person or an AI system or tool or other sources as solely your own work, including, but not limited to, material obtained in

whole or in part from commercial study or homework help websites, or content generated or altered by AI or digital paraphrasing tools without proper citation.
- Fabricating and/or falsifying data (in whole or in part).
- Giving assistance to acts of academic misconduct/dishonesty.
- Altering a response on a previously graded exam or assignment and then attempting to return it for more credit or a higher grade without permission from the instructor.
- Submitting substantial portions of a paper or assignment to more than one course for credit without permission from each instructor.
- Unauthorized use during an examination of notes, prepared answers, or any electronic devices such as cell phones, computers, smart watches, or other technologies to copy, retrieve, generate, or send information.

1.2. Plagiarism is the act of presenting another's ideas, research or writing, including computer generated content, as if it were your own. Examples of plagiarism include, but are not limited to:

- Copying another person's or an AI system's actual words or images without the use of quotation marks and /or using these without citations and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including:
    - Submitting downloaded term papers or parts of term papers;
    - Paraphrasing or copying information from the internet without citing the source;
    - "Cutting & pasting" from various sources without proper attribution;
    - Presenting computer-generated content as original to the student and without proper attribution
- Unauthorized use of AI-generated content; or use of AI-generated content, whether in whole or in part, even when paraphrased, without citing the AI as the source.

1.3. Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include but are not limited to:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.

- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

1.4. Falsification of Records and Official Documents

Examples of falsification include, but are not limited to:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card, or other college document.
- Falsifying medical documentation that has a bearing on campus access or the excuse of absences or missed examinations and assignments.
- Presenting another student's academic records as one's own, including falsifying assignment submission data on the learning management system.

2. Promotion of the Academic Integrity Policy

2.1. The CUNY Policy on Academic Integrity and John Jay College's Policy are posted to John Jay College's website and linked in the Learning Management System **(LMS) shell**. The link to the policy will be included on the John Jay College Model Syllabus.

2.2. All college catalogs, student handbooks, faculty handbooks, and college websites shall include the CUNY Policy on Academic Integrity, John Jay College's Policy, and the consequences of not adhering to the Policy.

2.3. John Jay College shall subscribe to an electronic plagiarism detection service and shall notify students of the fact that such a service is available for use by the faculty. John Jay College shall make faculty aware of the availability of such services and faculty should inform students of their use.

3. Reporting and Record Keeping

3.1. The President of John Jay College shall appoint an Academic Integrity Officer in consultation with the Executive Council of the Faculty Senate. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty; this includes pre-filing, informal consultation with the faculty member. The Academic Integrity Officer should be an Academic Affairs official.

3.2. A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall first review the facts and circumstances of the suspected violation with the student and provide a preliminary opportunity for the student to respond. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall submit the Allegation of Academic Integrity Violation Report form (AAIVR) and supporting documentation to the Academic Integrity Officer, copying their Department Chair. Faculty are encouraged to report suspected violations as soon as possible. Allegations pertaining to spring or summer courses must be reported by the twenty-fifth day of the subsequent fall semester; allegations pertaining to the fall or winter courses must be reported by the twenty-fifth day of the subsequent spring semester. All instances of academic dishonesty that are reported to the Academic Integrity Officer shall be recorded for documentation and tracking purposes.

3.3. A faculty member who concludes that there has been an incident of academic dishonesty, but the resolution does not affect the student's final course grade may, but is not required to, report such incident on the AAIVR Form, copying their Department Chair.

3.4. The Academic Integrity Officer shall update the AAIVR Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer shall place the Form and all documentation relating to the allegation in a confidential academic integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each Form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless they exonerate the student, written decisions on academic integrity matters after adjudication also shall be placed in the student's academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students' academic integrity files.

4. Procedures for Investigation and Adjudication of Suspected Violations

4.1. Preliminary Review of Formal Reports

The Academic Integrity Officer shall review the report and supporting documentation for completeness. If the report indicates that the matter has been resolved, the Academic Integrity Officer will, by email, confirm receipt with the faculty member, copying the student. The report and supporting documentation will be placed in the student's confidential academic integrity file. If the report indicates that the student admits to the charge, but the matter is not resolved, the Academic Integrity Office shall encourage the faculty member to resolve the matter directly with the student. The faculty member may informally consult with the Academic Integrity Officer on an appropriate resolution. If the matter is not resolved and the report does not indicate student admission, the Academic Integrity Officer will refer the matter to the **Academic Integrity** ~~College Grade Appeals~~ Committee, copying the faculty member and the accused student on that communication.

4.2. Procedures in Cases Involving Academic Sanctions.

4.2.1. Student Admits to the Academic Dishonesty and Does Not Contest the Academic Sanction.

If the student does not contest either their guilt or the resolution prior to preliminary review by the AIO, the faculty member will indicate this in the report as described in section 4.1. If, at any point after the preliminary review, the student admits to the violation and accepts the sanction, this will be reflected in the final case disposition letter. The Academic Integrity Officer shall update the applicable Faculty Report Form to reflect that resolution.

4.2.2 Student Admits to the Academic Dishonesty but Contests the Academic Sanction.

In a case where a student admits to the alleged academic dishonesty but contests the particular academic sanction imposed, the student may appeal the academic sanction through the college's grade appeal process. The student shall be allowed, at a minimum, an opportunity to present a written position with supporting evidence, consistent with the college's grade appeal procedures. Specifically, these are the same procedures governing all student appeals of final course grades. At the conclusion of deliberations of the relevant grade appeals committee, the decision regarding the final course grade will be communicated to the Academic Integrity Officer for inclusion on the Faculty Report Form.

4.2.3. Student Denies the Academic Dishonesty

In a case where a student denies the academic dishonesty, a fact-finding determination shall be made by the **Academic Integrity** ~~College Grade Appeals~~ Committee. ~~For the purposes of implementing CUNY policy, the College Wide Grade Appeals Committee is the college committee serving the functions of the Academic Integrity Committee~~, "Committee" hereafter. The Academic Integrity Officer may not serve on the Committee. The Committee shall serve as the fact-finding body only in cases for which the student denies the accusation of academic dishonesty.

The Academic Integrity Officer will provide the Committee with access to the faculty report form and all supporting information collected during the preliminary review (the case file). The Committee shall provide students with a copy of the form submitted by the faculty member (the complaint). The Committee may include supporting information from the case file and/or submitted by the faculty member as appropriate. The Committee shall inform students and faculty of their right to appear before the committee. The Committee shall inform students of their right to present witness statements and to call witnesses to testify before the Committee. The Committee may request testimony or documents from the faculty member, student, or any witnesses to the alleged violation.

Students may respond to the complaint in writing, including supporting documents. Students may, at their request or at the request of the Committee, present their response at a meeting of the Committee. Any supporting documents must be provided to the Chair of the Committee at least one week prior to the student's appearance. Faculty may, at their

request or at the request of the Committee, present information supporting their accusation at a meeting of the Committee

Upon conclusion of the fact-finding process, the Committee shall issue a written decision and send a copy of the decision, and all documents and materials gathered as part of the investigation, to the Academic Integrity Officer. The Academic Integrity Officer shall promptly report the decision to the faculty member and student and file a record of the resolution in the student's confidential academic integrity file, unless, as explained in section 4.4, the suspected violation was held to be unfounded. Students found to have violated the academic integrity policy can request review of the decision by the Provost (or Provost's designee, provided the designee is not the Academic Integrity Officer or a member of the **Academic Integrity** ~~College Wide Grade Appeals~~ Committee). If at the conclusion of this process a change of final grade is needed, the faculty member shall then update the relevant grade(s), as appropriate. In the case of a grade of PEN, the Academic Integrity Officer shall request a change of final grade from the Office of the Registrar.

4.2.4. Student Does Not Respond to Allegation

If the faculty report indicates a lack of response from the accused student, the Academic Integrity Officer will acknowledge receipt of the report and supporting documentation, copying the accused student.
The accused student has 30 calendar days from the date of this
attempted contact to respond to the Academic Integrity Officer. If the student does not repl y during this time frame, the academic sanction proposed by the faculty member will apply.

4.3. Procedures in Cases Involving Disciplinary Sanctions.

4.3.1 Determining a Recommendation for Disciplinary Sanctions

When a student had admitted to a violation, when a reported accusation proceeds uncontested by the student, or when the **Academic Integrity** ~~College Wide Grade Appeals~~ Committee has determined a violation occurred, the Academic Integrity Officer shall determine if a disciplinary sanction should be recommended. In making this determination, the Academic Integrity Officer may consult with the faculty member who initiated the case, the accused student, other students, student affairs administrators, and academic affairs administrators as needed. When determining whether a disciplinary sanction is recommended, the Academic Integrity Officer shall also consult the student's confidential academic integrity file, if one exists, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken. Prior violations include both violations at the student's current college and violations that occurred at any other CUNY college. In making the determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY college and, if so, shall request and be given access to the academic integrity file, if any, at such other CUNY college.

The Academic Integrity Officer should recommend disciplinary sanctions only if (i) there is a substantial violation; or (ii) the student has previously violated the Policy; or (iii) academic sanctions may not be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include but are not limited to: forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; generating entire assignments or exam responses using AI language models or code generators without authorization; sabotaging another student's work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. In making this determination, the Academic Integrity Officer should consider any mitigating circumstances, if present in the record or discovered by the **Academic Integrity** ~~College Wide Grade Appeals~~ Committee through their fact-finding.

If the Academic Integrity Officer determines that disciplinary sanctions should be sought, the Academic Integrity Officer shall refer the case to the Dean of Students who shall determine whether the case can be resolved through mediation.

4.3.2 Adjudicating a Recommendation for Disciplinary Sanctions

If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college's Faculty Student Disciplinary Committee.

If a determination is made to seek a disciplinary sanction before the process for determining an academic sanction is complete, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance using the PEN grade established for this purpose, pending the Committee's action. The PEN grade must be resolved to a letter grade by the end of the semester following the semester in which the PEN grade is given. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed.

Where a matter proceeds to the Faculty Student Disciplinary Committee, the Committee shall issue a written decision and send a copy of the decision to the Academic Integrity Officer. The Academic Integrity Officer shall promptly report the decision to the faculty member and student and file a record of the resolution in the student's confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

4.4. Required Action in Cases of No Violation

If either the **Academic Integrity** ~~College Wide Grade Appeals~~ Committee or the Faculty Student Disciplinary Committee finds that no violation occurred, or if during the preliminary review the Academic Integrity Officer concludes there is insufficient evidence to proceed, the Academic Integrity Officer shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.

Andrew H. Sidman, Ph.D.
Dean of Academic Programs
Professor of Political Science
524 West 59th Street
New York, NY 10019
asidman@jjay.cuny.edu
212.237.8179

TO: The Undergraduate Curriculum & Academic Standards Committee

FROM: Andrew H. Sidman, Dean of Academic Programs

DATE: November 18, 2025

SUBJECT: Revision to the Undergraduate INC Policy

Dear UCASC Members:

The attached proposes a minor change to the incomplete grade policy. When we revised the policy last spring, we retained language from the original policy that required work from fall and winter incomplete courses to be submitted during the spring semester. This cannot, however, work in practice. Winter session courses are part of the spring semester. Grades of INC given in winter session courses must convert to FIN at the end of the subsequent long semester, which is the fall semester.

The proposed revision clarifies that:

- Grades of INC given during the fall semester must be resolved by the last day of classes of the following spring semester;
- Grades of INC given during the spring semester or summer or winter sessions must be resolved by the last day of classes of the following fall semester.

Proposed Undergraduate Incomplete Policy Update [2025-26 reflecting changes]

https://jjay.smartcatalogiq.com/2025-2026/undergraduate-bulletin/academic-standards-and-policies/grades

INC - Incomplete

An INC grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of INC. The INC grade should only be given in consultation with the student.

Grades of INC given during the fall semester ~~or winter session~~ must be resolved by the last day of classes of the following spring semester. Grades of INC given during the spring semester or **summer or winter** sessions must be resolved by the last day of classes of the following fall semester. While students must fulfill their academic obligation no later than the last day of classes of the following semester, faculty have the discretion to set an earlier due date for completion. This ensures sufficient time to evaluate work and submit the grade change before unresolved INCs convert to FINs. Internal deadlines for students and faculty are published each term in the academic calendar.

When assigning the INC grade, the faculty member agrees to grade the student's outstanding coursework and to submit the student's grade for the course any time from the date the student submits the completed work until the last day of classes of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the incomplete grade automatically becomes the grade of FIN.

This policy does not apply to laboratory and studio courses, or to internship courses, for which neither the professor nor the department can reasonably accommodate a student's missed lab or studio or internship work as described herein. The academic departments which offer such courses shall develop departmental policy for consideration by the College Council.

Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.

Resolving the Grade of Incomplete through Make-up Examinations

The procedure outlined here is initiated when a student has received the grade of INC because of absence from a final examination. All makeup final examinations given after the completion of the semester are processed and administered by the faculty member who taught the course or by his or her academic department. Contact the instructor for details.

John Jay College of Criminal Justice
Office of Academic Programs

Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to kkilloran@jjay.cuny.edu. (Or provide a Dropbox folder link)

1. **Date submitted**: October 30, 2025

2. **Department or program proposing these revisions**:

    a. Name and contact information of proposer(s): Jana Arsovska, Rosemary Barberet
    b. Email address of proposer: jarsovska@jjay.cuny.edu; rbarberet@jjay.cuny.edu

3. **Name of graduate program, major, minor or certificate program being revised**:

    The Master of Arts in International Crime and Justice

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which have approved these changes:
    a. Please provide the meeting date of approval: September 22, 2025 Curriculum Committee; September 29, 2025 ICJ Governance Committee
    b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Jana Arsovska, PhD

5. **Please describe the curriculum changes you are proposing**:
(narrative or bullet points are acceptable as long as there is adequate explanation)
    - Make slight changes to the program description to incorporate technology and to provide more details about the focus of our program;
    - Update the list of electives. Since we already have a lot of our own ICJ electives we would like to make our elective choices more focused and remove some less relevant courses from the list.

6. **Please provide a rationale for the changes**:
(narrative format to go to CUNY and NYSED reports)

Transnational crimes are evolving, and technology plays a vital part in this evolution. We want to make sure that this is reflected in the program description, and we want to provide a bit more clarity in terms of the aims and structure of our program.

We also updated the list of electives. When we started with this program, we didn't have many of our own ICJ electives but now we have a long list of electives and so we would like to narrow down the list of electives available to our students. Also, we want to remove ICJ 720 Crime and Justice in the Balkans from the list since it hasn't been offered in a very long time.

7. **How do these proposed changes affect other academic programs or departments**?

    a. Which program(s) or department(s) will be affected? – N/A

8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes**:

   UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments
   (coordinators can be found in the UG Bulletin http://www.jjay.cuny.edu/college-bulletins, a list of UCASC members can be found at: http://www.jjay.cuny.edu/members)

   N/A

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

See below

(Graduate Bulletin 2025-26 reflecting the proposed revisions to program)

International Crime and Justice, Master of Arts

Program Director: Dr. Jana Arsovska
(jarsovska@jjay.cuny.edu)

Deputy Director: Dr. Rosemary Barberet
(rbarberet@jjay.cuny.edu)

Our Program

Program description: The Master of Arts in International Crime and Justice reflects the College's commitment to the internationalization of criminal justice education and builds on the strengths of our undergraduate degree in international criminal justice by opening the possibility of graduate education in this field. This is the first program of this nature in the United States. The MA in International Crime and Justice combines advanced substantive knowledge of international crime challenges and domestic and international responses, with analytic and research techniques in an interdisciplinary framework. It examines new forms of transnational crimes and emerging security threats and aims to produce graduates with a truly global outlook on criminal justice, a moral commitment to international justice, and professional competence in the increasingly multicultural workforce.

Specialization and focus: The Master of Arts Degree Program in International Crime and Justice is designed for professionals and university graduates wishing to specialize in the fields of comparative criminal justice, international criminology, cybercriminology, international criminal law, international policing, human rights, and transnational crime.

The focus of our program is on illegal cross-border activities including drug trafficking, arms smuggling, wildlife crime, money laundering, and human trafficking; serious violations of human rights such as genocide, war crimes, crimes against humanity and crimes of aggression; factors that facilitate and shape transnational and international crimes, including technology; the impact of cybercrimes on society; and the process of preventing and responding to international, transnational and cyber organized crime in a global context. It introduces students to the legal and institutional frameworks and measures used to facilitate international cooperation.

Through a combination of core and elective coursework totaling 36 credits, students admitted to the Master of Arts Degree Program in International Crime and Justice:

- **Integrate interdisciplinary knowledge to explain the causes and consequences of international, transnational and cyber organized crimes, and to analyze and assess the workings of institutions, mechanisms and processes of international criminal justice, as well as related developments in law and policy worldwide**

- **Critically analyze and apply research techniques in international crime and justice to the planning and execution of applied research projects**

Modality and timeframe: This program is offered both on-campus and online. This program may also be completed fully online. Students should be able to complete the coursework in 2 years if they maintain full-time status (defined as 9 credits per semester over two years) or in four years if they study part-time. Summer and winter courses are available and enable faster progress towards graduation. Students have up to 8 years to complete their coursework.

Jobs and careers: Graduates of the program will enter the job market equipped with advanced, substantive knowledge and the analytical and research skills necessary to pursue careers that include the fields of investigation, policing, counterterrorism, crime analysis, financial crimes, international human rights, anti-money laundering, cybersecurity, and doctoral programs.

Degree Requirements

The Master of Arts in International Criminal Justice requires 36 credits consisting of seven required core courses (21 credits) and five electives (15 credits; see the list of courses below). Graduate students must maintain a 3.0 GPA to remain in good standing and graduate.

Required Courses — Subtotal: 21 cr.

ICJ 700	International Crime and Justice Theory
ICJ 701	Illegal Markets and Economic Justice
ICJ 702	Comparative Criminal Justice Systems
ICJ 703	International Criminal Law
ICJ 706	Transnational and Cyber Organized Crime
ICJ 715	Applied Research Methods in International Crime and Justice
ICJ 770	Capstone Course in International Crime and Justice

Electives — Subtotal: 15 cr.

Electives may be selected from the list below or from any of the graduate courses offered at John Jay and CUNY, subject to the approval of the graduate program director. Students may use 12 elective credits to complete courses toward the Advanced Certificate in Transnational Organized Crime Studies or Terrorism Studies, or students can take a combination of different electives chosen from the list of approved electives below.

Students who have completed at least one semester in the IC&J MA Program (min 6 credits) and have a GPA 3.0 or above are eligible to take the following electives: Internship (6 credits) & Thesis I & Thesis II (6 credits). The thesis elective is taken over a period of two semester sequence (ICJ 791 and ICJ 792). The Internship course (ICJ 780) is an online course which is accompanied by a

mandatory 180 hours in an internship site. Placements in internship sites are arranged at the initiative of the student in consultation with the Center for Career and Professional Development Center and the program director. Students interested in the internship elective should start their search for an internship site at least a semester in advance. Students are encouraged to pursue one or more internships during their graduate studies, even if they are not taking the Internship elective course, potentially as an Independent Study (3 credits). If students are interested in these options, they should contact the Program Director early in their programs.

ICJ 731	Online Criminal Markets
ICJ 7YY (723)	**Digital Technologies and Wildlife Trafficking (new course)**
ICJ 704	Crime, Justice, and Cultural Struggles
ICJ 705	Human Rights and Counterterrorism
~~ICJ 720~~	~~Crime and Justice in the Balkans~~
ICJ 721	International Perspectives on Women in Criminal Justice
ICJ 725	Environmental Crime
ICJ 726	Drug Trafficking
ICJ 728	History of Genocide
ICJ 729	Organized Crime: An International Perspective
ICJ 730	Human Trafficking in the Digital Age
ICJ 735	Gender Justice for Conflict Related Sexual and Gender-Based Violence
ICJ 750	Special Topics in International Crime and Justice
ICJ 755	Terrorism and Transnational Crime
ICJ 760	Countering Transnational and Cyber Organized Crime
ICJ 762	Corruption and the Global Economy (new title: Anti-money laundering, cryptocurrencies and corruption)
ICJ 765	Intelligence in National Security and Policing
ICJ 780	Internship Course
ICJ 791	International Crime and Justice Thesis I
ICJ 792	International Crime and Justice Thesis II
ICJ 794	International Crime and Justice Independent Study
ICJ 798	Faculty-Mentored Research in International Crime and Justice

Electives from Other Programs

CRJ 713	White-Collar Crime
CRJ 727/FCM 727	Cybercriminology
CRJ 739	Crime Mapping
CRJ 744	Terrorism and Politics
CRJ 746	Terrorism and Apocalyptic Violence
CRJ 759	Comparative Police Administration
~~CRJ 784~~	~~Organized Crime~~
CRJ 789	Violence Across the Globe
CRJ 797	Homeland Security and International Relations
CRJ 798	Homeland Security and Terrorism
HR 701	International Human Rights: Organizations and Institutions
~~HR 711~~	~~Human Rights and Humanitarianism~~
~~HR 712~~	~~Civil and Political Rights and Civil Liberties~~
~~HR 713~~	~~Economic, Social and Cultural Rights~~
PAD 718	International Public Policy and Administration
PAD 746	Comparative Public Administration
PAD 772	International Inspection and Oversight
~~PSY 705~~	~~Victimology~~
PSY 729	Terrorism
~~PSY 746~~	~~Empirical Profiling Methods~~
Total Credit Hours:	

TOTAL CREDIT HOURS: 36

NEW YORK STATE EDUCATION DEPARTMENT
Office of Higher Education—Office of College and University Evaluation
89 Washington Avenue, Albany, NY 12234
(518) 474-1551 Fax: (518) 486-2779
http://www.highered.nysed.gov/ocue/
OCUERevAdmin@nysed.gov

Request to Change or Adapt a Registered Program

Item	Response *(type in the requested information)*
Institution name and address	John Jay College of Criminal Justice 524 W. 59th Street, New York, NY 10019 *Additional information*: ▪ Specify campus where program is offered, if other than the main campus: N/A
Identify the program you wish to change	Program title: **Postgraduate Cert in Forensic Psychology** Award (e.g., B.A., M.S.): Advanced Certificate Credits: 18 cr. HEGIS code: 2099.00 Program code: 33153
Contact person for this proposal	Name and title: Katherine Killoran, Associate Dean of Academic Programs Telephone: 212-237-8263 E-mail: kkilloran@jjay.cuny.edu
CEO (or designee) **approval** *Signature affirms the institution's commitment to support the program as revised.*	Name and title: Dr. Allison Pease, Provost and Senior Vice President of Academic Affairs Signature and date: *Allison Pease,* October 28, 2025
	If the program will be registered jointly with another institution, provide the following information:
	Partner institution's name: N/A Name and title of partner institution's CEO: N/A Signature of partner institution's CEO: N/A

▪ For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

Check all changes that apply and provide the requested information.

Changes in Program Content *(Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.)*

[ ] Cumulative change from the Department's last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)

[ ] Changes in a program's focus or design

[ ] Adding or eliminating an option or concentration

[ ] Eliminating a requirement for program completion

[ ] Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes *(describe and explain all proposed changes)*

[ ] **Program title**

[ ] **Program award**

[ ] **Mode of Delivery** (**Note**: if the change includes adding a **distance education format** to a registered program, please complete the Application to Add the Distance Education Format To a New or Registered Program.)

[X] **Discontinuing a program**: indicate the date by which the program will be discontinued.[1]

John Jay College of Criminal Justice seeks to discontinue our Postgraduate Certificate in Forensic Psychology, effective immediately. This is a zero-enrolled program and CUNY is encouraging colleges to officially discontinue these programs. Originally, this certificate was developed to permit applicants with a clinical graduate degree to receive additional forensic training and focus on the subspecialty of their choice. The postgraduate certificate is designed primarily for those applicants who have already received a master's or a doctoral degree in psychology, social work, counseling or a related field. The certificate never performed as expected and struggled to find enrollment. Most advanced certificates are 12 credits so this one requiring 18 credits is weighty. And students struggle to finance advanced certificates. Students interested in preparation in forensic psychology or forensic mental health counseling are better served by our master's degrees in those areas. The faculty members who created the program (Drs. Wulach and Raghavan) support this closure.

[1] If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

No place holder or teach out plan is needed as no students are enrolled and we stopped admission to this certificate several years ago.

[ ] **Format change** (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

a) Indicate proposed format:
b) Describe availability of courses and any change in faculty, resources, or support services:
c) Use the Sample Program Schedule in the Application for Registration of a New Program to show the sequencing and scheduling of courses in the program.
d) If the revised program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
e) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

Establishing New Programs Based on Existing Registered Programs

[ ] **Creating a dual-degree program** from existing registered programs

a) Complete the following table to identify the existing programs:

	Program Title	**Degree Award**	**Program Code**
Program 1			
Program 2			

b) Proposed dual-degree program (title and award):[2]

c) Courses that will be counted toward both awards:

d) Length of time for candidates to complete the proposed program:

e) Use Task 3: Sample Program Schedule from Application for Registration of a New Program to show the sequencing and scheduling of courses in the dual-degree program.

[ ] **Creating a new program from a concentration/track in an existing program**.

If the new program is based ***entirely*** on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required ***and*** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

a) Information from the Application for Registration of a New Program:

- Task 1 and Task 2a
- Task 3 - Sample Program Schedule
- Task 4 - Faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)

b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

c) Expected impact on existing program:

d) Adjustments the institution will make to its current resource allocations to support the program:

e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program.

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

[2] Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Office of Academic Programs

New Course Proposal Form

Date Submitted: 10/30/25

When completed, email the proposal form ***in one file attachment*** for UCASC/CGS consideration and scheduling to kkilloran@jjay.cuny.edu .

1. a. **Department(s) or program(s)** proposing this course: ICJ MA Program

   b. **Name** and contact information of proposer(s):

   Professor: Gohar A. Petrossian, Ph.D.
   Office hours: By appointment
   Office: Haaren Hall, Room 636.16
   Phone: 212.393.6409
   E-mail: **gpetrossian@jjay.cuny.edu**

2. a. **Title of the course: Digital technologies and wildlife trafficking**

   b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): **Digital wildlife trafficking**

   c. **Level** of this course: __100 Level __200 Level __300 Level __400 Level **__ GradX**

   Please provide a brief rationale for why the course is at the level (not required for Graduate courses): N/A

   d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): _____ICJ_____

3. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

   Our Advanced Certificate in Transnational and Cyber Organized Crime focuses not only traditional transnational crimes but also on cyber and cyber-enabled organized criminal activities. The role of technologies plays a very important role in the evolution of various forms of transnational crimes, including wildlife trafficking. This course is very relevant for our IC&J MA program as well as for our advanced certificate program.

4. **Course description** as it is to appear in the College Bulletin**. (**Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This interdisciplinary course examines wildlife crime and its intersection with digital technologies, focusing on how the cyberspace enables the illegal trade in wildlife. The course will explore the

challenges of policing in such spaces, and the innovative emerging analytical and technological responses and methods that have been implemented to counter these threats. Students will engage with both theoretical and applied perspectives, critically evaluating case studies of online wildlife trafficking, the evolution of digital criminal markets, and the ethical and policy dilemmas posed by surveillance and enforcement in virtual environments. The impact of this crime on both conservation and law enforcement efforts will be one of the overarching themes throughout this course.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 201 as prerequisites): None; Enrollment requirement: Matriculated in the International Crime and Justice-MA or the Advanced Certificate in Transnational and Cyber Organized Crime

6. Number of:
   a. Class hours __3__
   b. Lab hours _____
   c. Credits __3__

7. Has this course been taught on an **experimental basis**?

__X__ **No** ____ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

By the end of the course, students will be able to:

- Understand the larger environmental, economic, social, and security implications of wildlife crime
- Explain how digital technologies facilitate wildlife crime across online platforms.
- Critically assess empirical research on online wildlife trafficking and how digital tools have been used to identify, monitor, and disrupt this crime.
- Critically evaluate digital marketplaces, online platforms, and existing technologies that facilitate wildlife crime online.
- Debate the ethical and policy implications of digital surveillance in conservation and crime prevention.

9. Will this course be part of any **major(s), minor(s) or program(s) or graduate program(s)**?

_____No ___X__Yes

If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

International Crime & Justice MA Program elective and the Advanced Certificate in Transnational and Cyber Organized Crime elective.

10. Will this course be part of JJ's **general education program?** (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core or the JJ's College Option form)

No __X___ Yes _____ If yes, please indicate the area:

11 . How will you **assess student learning**?

WRITTEN ASSIGNMENTS (5). There will be **five** short (500-1500-word) assignments for this course. All assignments are due on Brightspace on the due date in EST. Late assignments will have their grade reduced by one letter grade (A to B) for every 24 hours following the due date. If you are travelling or are in a different time zone, it is your responsibility to submit the assignment at the specified time (EST). All assignment instructions, guidelines, and outlines will be uploaded on Brightspace at least two weeks in advance of the due date, therefore, it is advised that you start working on these assignments sooner than later. Email submissions of the assignment will not be accepted.

DATA ANALYSIS REPORTS (3). Students will be responsible for completing three (3) data analysis report over the semester. These papers will focus on analyzing and reporting on data related to online wildlife crime/trafficking online (e.g. https://www.wildlifetradetracker.org; https://www.ecosolve.eco/dashboard; https://wildlifedashboard.c4ads.org/home/about; UNODC's Sherlock Caselaw Database on Crimes that Affect the Environment). For each report, students will be asked to focus on a species or wildlife crime problem (sales or purchase) and draft an analytical piece that involves a research question that can be answered analyzing data available on these online platforms.

DATA ANALYSIS REPORT PRESENTATION (1). Students will be required to provide a 5-7-minute short presentation of their data analysis reports at the end of this class, where they will have the opportunity to discuss the wildlife crime problem they have studied, the type of data they have analyzed, and the main insights they have gained from the analyses of the data. They will also be expected to answer in-class questions from their peers and the professor, thus the students are expected to demonstrate thorough knowledge about the problem they have selected to analyze.

CLASS PARTICIPATION. Students are expected to contribute meaningfully, constructively, and intellectually to class discussions. Participation involves not only engaging with class discussion on the topic of the day and presenting their research to peers, but also providing respectful, thoughtful, and constructive feedback to peers on their presentations.

12. Did you meet with a librarian to discuss **library resources** for the course?

Yes__X__ No___

- If yes, please state the librarian's name: Kathleen Colins & Maria Kiriakova_
- Are there adequate resources in the library to support students' work in the course
  Yes____X___ No_____

- Will your students be expected to use any of the following library resources? Check all that apply.

- The library catalog, CUNY+ _X___
- EBSCOhost Academic Search Complete __X__
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _X___
- LexisNexis Universe _X___
- Criminal Justice Abstracts ___X_
- PsycINFO ____
- Sociological Abstracts _X___
- JSTOR __X__
- SCOPUS _X___
- Other (please name) _____

13. **Syllabus – see below**

14. Date of **Department or Program Curriculum Committee** approval: September 22nd, 2025 (ICJ CC) & September 29th, 2025 (ICJ Gov Committee)

15. **Faculty -** Who will be assigned to teach this course? Professor Gohar A. Petrossian, Ph.D.

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s) or programs**? How does this course **differ**?

__X__No
____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
_X___Not applicable
____No
____Yes. If yes, give a short summary of the consultation process and results.

18. Will any course be **withdrawn**, if this course is approved?
_X__No
___Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

Jana Arsovska, PhD.

Program Director, International Crime & Justice-MA

COURSE

ICJ 7YY (723): DIGITAL TECHNOLOGIES AND WILDLIFE CRIME

Professor: Gohar A. Petrossian, Ph.D.
Office hours: By appointment
Office: Haaren Hall, Room 636.16
Phone: 212.393.6409
E-mail: gpetrossian@jjay.cuny.edu

Semester:	**TBD**
Class Time:	**TBD**
Class Location:	**TBD**

Americans with Disabilities Act (ADA) CUNY Accommodations Policy: Students who believe that they may need an accommodation due to a disability are encouraged to immediately contact the Office of Accessibility Services (OAS) in room L.66 NB (212-237-8031 or accessibilityservices@jjay.cuny.edu). Students are welcome but not required to speak with the instructor privately to discuss specific needs for the class. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else.

COURSE OVERVIEW

Wildlife trafficking is one of the most serious crimes of our century. It disproportionately harms vulnerable communities, exacerbating existing inequalities. Wildlife crime is often carried out by criminal networks that profit from illegal trade (both traditional and online), destabilizes ecosystems, contributes to biodiversity loss, and often converges with other organized crimes, like drug and human trafficking.

The proliferation of digital technologies has transformed the way wildlife crime is carried out by motivated offenders and detected by law enforcement officers. Social media platforms, such as Facebook, Instagram, online marketplaces, such as Ebay, Etsy, Facebook, encrypted messaging applications, such as WhatsApp, and online video streaming sites, such as YouTube, TikTok, Instagram provide traffickers with new opportunities to advertise, negotiate, and sell wildlife products online with significant global reach and relative anonymity. However, recent years have seen a proliferation of research in this realm from a variety of fields, including computer science and data science, conservation criminology, and conservation science and ecology, where researchers used advanced digital tools, such as AI-driven image recognition, large-language models, web-scraping technologies, and digital ethnography, to monitor, investigate, and disrupt these crimes committed online.

COURSE DESCRIPTION

This interdisciplinary course examines wildlife crime and its intersection with digital technologies, focusing on how the cyberspace enables the illegal trade in wildlife. The course will explore the challenges of policing in such spaces, and the innovative emerging analytical and technological responses and methods that have been implemented to counter these threats. Students will engage with both theoretical and applied perspectives, critically evaluating case studies of online wildlife trafficking, the evolution of digital criminal markets, and the ethical and policy dilemmas posed by surveillance and enforcement in virtual environments. The impact of this crime on both conservation and law enforcement efforts will be one of the overarching themes throughout this course.

LEARNING OUTCOMES

By the end of the course, students will be able to:

- Understand the larger environmental, economic, social, and security implications of wildlife crime
- Explain how digital technologies facilitate wildlife crime across online platforms.
- Critically assess empirical research on online wildlife trafficking and how digital tools have been used to identify, monitor, and disrupt this crime.
- Critically evaluate digital marketplaces, online platforms, and existing technologies that facilitate wildlife crime online.
- Debate the ethical and policy implications of digital surveillance in conservation and crime prevention.

REQUIRED READINGS

This course does not have a required textbook, however, it has a great deal of readings of scientific literature, government and non-governmental reports and other grey literature, and online website content. All of these materials will be available on Brightspace.

GRADE WEIGHTS AND CONVERSION

Grade Calculation

Written Assignments (5)	50%
Data Analysis Reports (3)	15%
Data Analysis Report Presentations	15%
Class Participation	20%

A	93 - 100	**C+**	77 - 79
A-	90 - 92	**C**	73 - 76
B+	87 - 89	**C-**	70 - 72
B	83 - 86	**F**	Below 70
B-	80 - 82		

COURSE REQUIREMENTS

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CLASS PARTICIPATION. Students are expected to contribute meaningfully, constructively, and intellectually to class discussions. Participation involves not only engaging with class discussion on the topic of the day and presenting their research to peers, but also providing respectful, thoughtful, and constructive feedback to peers on their presentations.

COURSE EXPECTATIONS

CLASS ATTENDANCE. As a graduate course, I do not feel it is necessary to define and enforce a class attendance policy. Students who do not attend class are responsible for getting lecture notes from another person in the class and to visit me during my scheduled office hours if they have questions on missed materials.

TARDINESS. I anticipate that class will start each week at the scheduled time. If students are tardy for class for excused reasons, it is understood that they will demonstrate respect for other members of the class by creating as little disruption as possible when entering the room and finding a seat.

CLASSROOM BEHAVIOR. At the graduate student level, much of this should go without saying:

- All phones/pagers/music players or any other technology that could be disruptive to the class should be silenced prior to class starting.
- If you must answer the phone, seat yourself in a location where you can quickly exit the room to address the call.

- When we have our weekly in-class assignments, students may be assigned to work individually or in pairs. Regardless, voices should be kept low so as not disturb others working on the assignment.

CHEATING AND/OR PLAGIARISM. **At the graduate level, cheating and plagiarism (see below) will not be tolerated. Any student found to be cheating or engaged in any academic dishonesty (including the use of AI technologies in their assignments) will receive a failing grade for the semester, as well as have the infraction reported to the Office of Student Integrity.**

1.1 **Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices, artificial intelligence (AI) systems, or communication during an academic exercise. Examples of cheating include, but are not limited to:

- Copying from another person or from a generative AI system or allowing others to copy work submitted for credit or a grade. This includes uploading work or submitting class assignments or exams to third party platforms and websites beyond those assigned for the class, such as commercial homework aggregators, without the proper authorization of a professor. Any use of generative AI tools must be in line with the usage policy for specific assignments as defined in the course syllabus and/or communicated by the course instructor.
- Using artificial intelligence tools or systems, such as language models or code generators, to generate content for assignments or exams without written authorization from the instructor.
- Unauthorized collaboration on assignments or examinations.
- Taking an examination or completing an assignment for another person or asking or allowing someone else to take an examination or complete an assignment for you, including exams taken on a home computer.
- Submitting content generated by another person or an AI system or tool or other sources as solely your own work, including, but not limited to, material obtained in whole or in part from commercial study or homework help websites, or content generated or altered by AI or digital paraphrasing tools without proper citation.
- Fabricating and/or falsifying data (in whole or in part).
- Giving assistance to acts of academic misconduct/dishonesty.
- Altering a response on a previously graded exam or assignment and then attempting to return it for more credit or a higher grade without permission from the instructor.
- Submitting substantial portions of a paper or assignment to more than one course for credit without permission from each instructor.
- Unauthorized use during an examination of notes, prepared answers, or any electronic devices such as cell phones, computers, smart watches, or other technologies to copy, retrieve, generate, or send information.

1.2. **Plagiarism** is the act of presenting another's ideas, research or writing, including computer generated content, as if it were your own. Examples of plagiarism include, but are not limited to:

- Copying another person's or an AI system's actual words or images without the use of quotation marks and /or using these without citations and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including:
    - Submitting downloaded term papers or parts of term papers;
    - Paraphrasing or copying information from the internet without citing the source;

    - "Cutting & pasting" from various sources without proper attribution;
    - Presenting computer-generated content as original to the student and without proper attribution
- Unauthorized use of AI-generated content; or use of AI-generated content, whether in whole or in part, even when paraphrased, without citing the AI as the source.

(From: https://jjay.smartcatalogiq.com/en/2024-2025/undergraduate-bulletin/academic-standards-and-policies/academic-standards/academic-integrity)

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. For additional definitions: http://www.jjay.cuny.edu/762.php

Additionally, you must consult John Jay College's "AI Responsible Use Guidelines" to learn about what is and what is not allowed use of AI technologies in a classroom. See: https://www.jjay.cuny.edu/sites/default/files/2024-05/REF_AI%20Responsible%20Use%20Guidelines_May%201%202024.pdf

CLASS CALENDAR[1]

WEEK	DATE	TOPICS AND ASSIGNED READINGS	ASST DUE
PART I: FOUNDATIONS			
Week 1	TBD	**Into the Wild: Understanding Wildlife Crime** **Wildlife Crime: definitions, global scope, drivers, impacts on security, societies, biodiversity, economies.** • UNODC (2024). Global wildlife crime report. Available at https://www.unodc.org/cofrb/uploads/documents/ECOS/World_Wildlife_Crime_Report_2024.pdf • Hutchinson, A. (2023). Global scoping of wildlife crime offences, penalties, and statistics. *The Global Journal of Animal Law*, *11*(1). • van Uhm, D. P. (2018). Wildlife crime and security. *Transnational crime and global security [2 volumes]*, 73. • Wyatt, T. (2021). *Wildlife trafficking: A deconstruction of the crime, victims and offenders*. Springer Nature. • Narreddy, V., & Shashidhar, E. S. (2024). Wildlife crime: causes, consequences, and countermeasures: A review. *International Journal of Science and Research Archive*, *11*(1), 1773-1786. **Convergence with Other Serious Crimes: drug trafficking, money laundering, corruption, document fraud, etc…** • Anagnostou, M., & Doberstein, B. (2022). Illegal wildlife trade and other organised crime: A scoping review. *Ambio*, *51*(7), 1615-1631. • Moreto, W. D., & Van Uhm, D. P. (2021). Nested complex crime: Assessing the convergence of wildlife trafficking, organized crime and loose criminal networks. *The British Journal of Criminology*, *61*(5), 1334-1353. **Key Conventions: UNTOC, CITES, the Budapest Convention on Cybercrime** • *Convention on International Trade in Endangered Species of Wild Fauna and Flora*, Mar. 3, 1973, **993 U.N.T.S. 243** (entered into force July 1, 1975). • *United Nations Convention against Transnational Organized Crime*, Nov. 15, 2000, **2225 U.N.T.S. 209** (entered into force Sept. 29, 2003). Also see	

[1] This calendar is subject to change at the discretion of the professor. A revised calendar will be provided to the students when/if such revisions are necessary.

		https://www.unodc.org/unodc/en/treaties/CTOC/CAE_IEG_2025.html • *The 2001 Budapest Convention on Cybercrime. (Budapest, 23.XI.2001).* ETS No.185. (entered into force July 1, 2004) **Key Enforcement Actors: (INTERPOL, WCO, ICCWC)** https://www.interpol.int https://www.wcoomd.org https://cites.org/iccwc	
Week 2	TBD	**Theoretical Explanations of Cyber-Enabled Wildlife Crime** **Environmental Criminology and Online Wildlife Crime** • **Lavorgna, A. (2014).** Wildlife trafficking in the Internet age. *Crime Science, 3*(1), 5. **Economics of Online Wildlife Markets** • Sung, Y.-H., & Fong, J. J. (2018). *Assessing consumer trends and illegal activity by monitoring the online wildlife trade.* **Biological Conservation, 227**, 219–225. (Demand/market signals via online monitoring.) • Liew, J. H., et al. (2021). *International socioeconomic inequality drives trade patterns in the global wildlife market.* **PLOS Biology, 19(**5), e3001235. (Macro-drivers of wildlife trade flows; useful for demand/supply context.) **Conservation and Ecology** • Soriano-Redondo, A., et al. (2023). *Online wildlife trade in species of conservation concern across multiple platforms.* **Conservation Letters, 16**(5), e12985. (Automated cross-platform detection; prevalence patterns.) • Lischka, S. A., Teel, T. L., Johnson, H. E., Reed, S. E., Breck, S., Carlos, A. D., & Crooks, K. R. (2018). A conceptual model for the integration of social and ecological information to understand human-wildlife interactions. *Biological Conservation*, *225*, 80-87.	

		<u>Cybersecurity Threats and Wildlife Crime</u> • Haas, T. C. (2023). Adapting cybersecurity practice to reduce wildlife cybercrime. *Journal of Cybersecurity*, *9*(1), tyad004.	
Week 3	TBD	**From Forests to Firewalls: Wildlife Crime's Digital Shift** **<u>The Move Online</u>: the migration of wildlife crime from physical markets to cyberspace** • Von Essen, E., Turnbull, J., Searle, A., Jørgensen, F. A., Hofmeester, T. R., & van der Wal, R. (2023). Wildlife in the Digital Anthropocene: Examining human-animal relations through surveillance technologies. *Environment and Planning E: Nature and Space*, *6*(1), 679-699. • Lavorgna, A. (2014). Wildlife trafficking in the Internet age. *Crime Science*, *3*(1), 5. **<u>COVID-19 Acceleration</u>: Lockdowns, rising digital adoption, and the emergence of online marketplaces for wildlife** • Anagnostou, M., Moreto, W. D., Gardner, C. J., & Doberstein, B. (2021). Poverty, pandemics, and wildlife crime. *Conservation and Society*, *19*(4), 294-306. • Doody, J. S., Reid, J. A., Bilali, K., Diaz, J., & Mattheus, N. (2021). In the post-COVID-19 era, is the illegal wildlife trade the most serious form of trafficking? *Crime Science*, *10*(1), 19. • Beirne, P. (2021). Wildlife trade and COVID-19: Towards a criminology of anthropogenic pathogen spillover. *The British Journal of Criminology*, *61*(3), 607-626. • Joglekar, Y. (2021). Environmental crimes: effect of COVID-19 on non-human victims. *Journal of Victimology and Victim Justice*, *4*(1), 33-40.	**WA[2]#1**
Week 4	TBD	**Typologies of Online Wildlife Trade** **<u>Categories of Digital Wildlife Crime</u>: live animals as exotic pets, body parts, and luxury products.** • Harrington, L. A., Auliya, M., Eckman, H., Harrington, A. P., Macdonald, D. W., & D'Cruze, N. (2021). Live wild animal exports to supply the exotic pet trade: A case study from Togo using publicly	

[2] WA= Written Assignment

		available social media data. *Conservation Science and Practice*, *3*(7), e430. • Tripoli, M., & Schmidhuber, J. (2020). Optimising traceability in trade for live animals and animal products with digital technologies. *Rev. Sci. Tech*, *39*(1), 235-244. • Sung, Y. H., & Fong, J. J. (2018). Assessing consumer trends and illegal activity by monitoring the online wildlife trade. *Biological conservation*, *227*, 219-225.	
PART II: PLATFORMS, MARKETS, MEDIA			
Week 5	TBD	**Social Media and Wildlife Crime** **<u>Social Platforms</u>: advertising, demand creation, exotic pet selfies** • Kim, A. D., & Truong, P. H. (2023, June). Luxury Ecotourism: The Benefits of using Social Media Platforms. In *Proceedings of the International Conference on Tourism Research*. Academic Conferences and Publishing International Limited. • Lenzi, C., Speiran, S., & Grasso, C. (2020). "Let me take a selfie": Implications of social media for public perceptions of wild animals. *Society & Animals*, *31*(1), 64-83. • Rizzolo, J. B. (2020). The Rise of selfie safaris and the future (s) of wildlife tourism. *Wildlife Tourism Futures; Channel View Publications: Bristol, UK*. **<u>Online Marketplaces</u>: open sales of protected live wildlife and wildlife derivatives on Facebook, Ebay, Etsy, Craigslist, etc…** • Xu, Q., Cai, M., & Mackey, T. K. (2020). The illegal wildlife digital market: an analysis of Chinese wildlife marketing and sale on Facebook. *Environmental conservation*, *47*(3), 206-212. • Wyatt, T., Miralles, O., Massé, F., Lima, R., da Costa, T. V., & Giovanini, D. (2022). Wildlife trafficking via social media in Brazil. *Biological Conservation*, *265*, 109420. • Hunter, S. B. (2024). *The exploitation of wild species globally: exploiting the internet for data* (Doctoral dissertation, University of Sussex).	**WA#2**

		• Chakraborty, S., Roberts, S. N., Petrossian, G. A., Sosnowski, M., Freire, J., & Jacquet, J. (2025). Prevalence of endangered shark trophies in automated detection of the online wildlife trade. *Biological Conservation*, *304*, 110992.	
Week 6	TBD	**How Clear or Dark is the Wildlife Trade Online?** **The Prevalence of the Trade on the <u>Clear and Dark Webs</u>** • Harrison, J. R., Roberts, D. L., & Hernandez-Castro, J. (2016). Assessing the extent and nature of wildlife trade on the dark web. *Conservation Biology*, *30*(4), 900-904. • Roberts, D. L., & Hernandez-Castro, J. (2017). Bycatch and illegal wildlife trade on the dark web. *Oryx*, *51*(3), 393-394. • Stringham, O. C., Maher, J., Lassaline, C. R., Wood, L., Moncayo, S., Toomes, A., ... & Cassey, P. (2023). The dark web trades wildlife, but mostly for use as drugs. *People and Nature*, *5*(3), 999-1009. • Perdue, R. T. (2021). Who needs the dark web? Exploring the trade in critically endangered plants on eBay. *American Journal of Criminal Justice*, *46*(6), 1006-1017. **<u>Encrypted Messaging Tools</u>: WhatsApp, Telegram, WeChat and their use in illicit transactions** • Sardari, P., Felfelian, F., Mohammadi, A., Nayeri, D., & Davis, E. O. (2022). Evidence on the role of social media in the illegal trade of Iranian wildlife. *Conservation Science and Practice*, *4*(7), e12725. • Salas-Picazo, R. I., Ramírez-Bravo, O. E., Meza-Padilla, I., & Camargo-Rivera, E. E. (2023). The role of social media groups on illegal wildlife trade in four Mexican states: A year-long assessment. *Global Ecology and Conservation*, *45*, e02539. • Shanee, N., Keren, A., Anca, E. D., Fredman, T., Polansky, O., & Cohen Paran, Y. (2025). The Dynamics of Online Wildlife Trade, Crime and Law Enforcement in Israel. *Journal of International Wildlife Law & Policy*, *28*(1), 62-91.	
Week 7	TBD	**Video Streaming and the Digital Hype** **How YouTube, TikTok, Instagram, and livestreaming shape <u>wildlife demand</u>.**	**WA#3**

		• Gondhali, U., & Petrossian, G. A. (2023). Hidden in Plain Sight: investigating the illegal trade of medical products derived from the spiny-tailed lizard (Uromastyx spp.) Through the surface web. *Forensic Science International: Animals and Environments*, *4*, 100072. • Gondhali, U., Merzon, A., Nunphong, T., Lo, T. Y., Liu, Y. H., & Petrossian, G. A. (2024). Crime script analysis of the illegal sales of spiny-tailed lizards on YouTube. *Crime Science*, *13*(1), 8. • Moloney, G. K., Tuke, J., Dal Grande, E., Nielsen, T., & Chaber, A. L. (2021). Is YouTube promoting the exotic pet trade? Analysis of the global public perception of popular YouTube videos featuring threatened exotic animals. *PLoS One*, *16*(4), e0235451. **<u>Negative Impacts of Digital Platforms</u>: glamorization, exotic pet trends, wildlife tourism, and consumerist framing of wildlife** • van Uhm, D. P. (2018). The social construction of the value of wildlife: A green cultural criminological perspective. *Theoretical Criminology*, *22*(3), 384-401. • Kredens, C., & Vogt, C. A. (2023). A user-generated content analysis of tourists at wildlife tourism attractions. *Frontiers in Sustainable Tourism*, *2*, 1090749. • Agustin, H., Supriadi, D., & Hidayat, D. R. (2018, November). Digital Marketing in Unsustainable Wildlife Tourism (A Study on the Practice of Marketing Communication of Sea Turtles Observation Tourism). In *Journal of Physics: Conference Series* (Vol. 1114, No. 1, p. 012126). IOP Publishing. • Von Essen, E., Lindsjö, J., & Berg, C. (2020). Instagranimal: Animal welfare and animal ethics challenges of animal-based tourism. *Animals*, *10*(10), 1830.	
PART III: CASE STUDIES BY SPECIES			
Week 8	TBD	**Giants on the Net: Elephants and Rhinos** **<u>Online Ivory Markets:</u> pre- and post-ban enforcement, shifting sales to coded language, antiques, jewelry** • Xiao, G., & Wang, S. (2018, July). Social Media and Luxury Product Purchase: Developing an Effective Strategy to Reduce the	

		Consumption of Ivory Products in China. In *Global Marketing Conference* (pp. 298-298). • Hernandez-Castro, J., & Roberts, D. L. (2015). Automatic detection of potentially illegal online sales of elephant ivory via data mining. *PeerJ Computer Science*, *1*, e10. **<u>Rhino Horn Trafficking</u>: medicinal claims, luxury status, and coded advertising** • Xiao, Y., Guan, J., & Xu, L. (2017). Traffic wildlife cybercrime in China. *TRAFFIC*. • Shan, S., Ju, X., Wei, Y., & Wen, X. (2022). Concerned or apathetic? Using social media platform (Twitter) to gauge the public awareness about wildlife conservation: a case study of the illegal rhino trade. *International Journal of Environmental Research and Public Health*, *19*(11), 6869. **<u>Enforcement and Undercover Case Studies</u> (TRAFFIC, INTERPOL, WWF and Global Initiative)** • The EU Wildlife Cybercrime Project https://www.traffic.org/disrupting-wildlife-cybercriminals-in-the-european-union/?utm_source=chatgpt.com • Coalition to End Wildlife Trafficking Online https://gijn.org/resource/illegal-wildlife-trafficking-chapter-2/?utm_source=chatgpt.com	
Week 9	TBD	**Predators and Primates: Big Cats, Primates, and Pangolins** **<u>Tigers and Lions</u>: as exotic pets and in parts markets** • Nijman, V., Morcatty, T., Smith, J. H., Atoussi, S., Shepherd, C. R., Sir P., ... & Bergin, D. (2019). Illegal wildlife trade–surveying open anima markets and online platforms to understand the poaching of wild cats. *Biodiversity*, *20*(1), 58-61. • Stoner, S. (2014). Tigers: exploring the threat from illegal online trade. *TRAFFIC Bulletin*, *26*(1), 26-30. • Outhwaite, W. (2018). The legal and illegal trade in African Lions. *TRAFFIC: Cambridge, UK*. **<u>Primates</u> (slow lorises) glamorized in viral videos**	**WA#4**

		• Nekaris, B. K. A. I., Campbell, N., Coggins, T. G., Rode, E. J., & Nijman, V. (2013). Tickled to death: analysing public perceptions of 'cute'videos of threatened species (slow lorises–Nycticebus spp.) on Web 2.0 Sites. *PloS one*, *8*(7), e69215. • Parent, G. (2019). "I. Am. Crying. Of. The. Level. Of. Cuteness": Representations and Reactions to the Illegal Slow Loris Pet Trade on Social Media. **<u>Pangolins</u> as the most trafficked mammal and their digital trade in scales and meat** • Cardoso, A. S., Bryukhova, S., Renna, F., Reino, L., Xu, C., Xiao, Z., ... & Vaz, A. S. (2023). Detecting wildlife trafficking in images from online platforms: A test case using deep learning with pangolin images. *Biological Conservation*, *279*, 109905. • Bryukhova, S. (2021). *The Dark Side of e Commerce: Tracking Illegal Trade of Pangolin Species on Social Media* (Master's thesis, Universidade do Porto (Portugal)).	
Week 10 Choice 1	TBD	**Birds in the Cloud: Parrots, Owls, and Songbirds** **<u>Parrot Trade</u> via Facebook, Instagram, and encrypted messaging** • Nurbandi, W. (2022). Online illegal trade in highly endangered parrots in Indonesia. *Gaps in private sector enforcement. November*. • Martin, R. O., Senni, C., & D'Cruze, N. C. (2018). Trade in wild-sourced African grey parrots: Insights via social media. *Global Ecology and Conservation*, *15*, e00429. • Pires, S. F., Olah, G., Nandika, D., Agustina, D., & Heinsohn, R. (2021). What drives the illegal parrot trade? Applying a criminological model to market and seizure data in Indonesia. *Biological Conservation*, *257*, 109098. **<u>The "Harry Potter Effect"</u> and the illegal trade in owls** • Siriwat, P., Nekaris, K. A. I., & Nijman, V. (2020). Digital media and the modern-day pet trade: a test of the 'Harry Potter effect'and the owl trade in Thailand. *Endangered Species Research*, *41*, 7-16. • Megias, D. A., Anderson, S. C., Smith, R. J., & Veríssimo, D. (2017). Investigating the impact of media on demand for wildlife: A case study of Harry Potter and the UK trade in owls. *PloS one*, *12*(10), e0182368.	

		<u>Regional Songbird Trade</u> online networks • Fink, C., Toivonen, T., Correia, R. A., & Di Minin, E. (2021). Mapping the online songbird trade in Indonesia. *Applied Geography*, *134*, 102505. • Siriwat, P., & Nijman, V. (2020). Wildlife trade shifts from brick-and-mortar markets to virtual marketplaces: A case study of birds of prey trade in Thailand. *Journal of Asia-Pacific Biodiversity*, *13*(3), 454-461. • Fiennes, S., Anasari, S. D., & Hardianto, N. (2023). TikTok facilitating songbird trade in Indonesia. *Oryx*, *57*(4), 420-421.	
Week 10 Choice 2	TBD	**Cold-Blooded Clicks: Reptiles, Amphibians, and Aquatic Species** **<u>Turtles, Snakes, and Lizards</u> in online exotic pet markets** • Nijman, V., Ardiansyah, A., Langgeng, A., Hendrik, R., Hedger, K., Foreman, G., ... & Nekaris, K. A. I. (2022). Illegal wildlife trade in traditional markets, on Instagram and Facebook: Raptors as a case study. *Birds*, *3*(1), 99-116. • Sung, Y. H., Lee, W. H., Leung, F. K. W., & Fong, J. J. (2021). Prevalence of illegal turtle trade on social media and implications for wildlife trade monitoring. *Biological Conservation*, *261*, 109245. • Dominguez, I., Hindriks, M., Janssen, J., & van Uhm, D. (2024). Online Illegal Trade in Reptiles in the Netherlands. In *Criminal Justice, Wildlife Conservation and Animal Rights in the Anthropocene* (pp. 52-69). Bristol University Press. **<u>Amphibians</u> and live auctions on social platforms** • Choquette, R. E., Angulo, A., Bishop, P. J., Phan, C. T., & Rowley, J. J. (2020). The internet-based Southeast Asia amphibian pet trade. *Traffic Bulletin*, *32*(2), 69. • Nehemy, I. K., Gomes, T. O., Paiva, F., Kubo, W. K., Almeida Júnior, J. E., Neves, N. F., & São Pedro, V. (2022). Herpeto-commerce: A look at the illegal online trade of amphibians and reptiles in Brazil. *Cuadernos de Herpetología*, *36*. **<u>Rare Tropical Fish and Coral Reef</u> Species and illegal online aquaculture markets**	**WA#5**

		• Borges, A. K. M., Oliveira, T. P. R., Rosa, I. L., Braga-Pereira, F., Ramos, H. A. C., Rocha, L. A., & Alves, R. R. N. (2021). Caught in the (inter) net: online trade of ornamental fish in Brazil. *Biological Conservation*, *263*, 109344. • Mazza, G., Aquiloni, L., Inghilesi, A. F., Giuliani, C., Lazzaro, L., Ferretti, G., ... & Tricarico, E. (2015). Aliens just a click away: the online aquarium trade in Italy. *Management of Biological Invasions*, *6*, 253-261. • Pytka, J. M., Moore, A. B., & Heenan, A. (2023). Internet trade of a previously unknown wildlife product from a critically endangered marine fish. *Conservation Science and Practice*, *5*(3), e12896. • Nijman, V. (2020). Illegal trade in Indonesia's National Rare Animal has moved online. *Oryx*, *54*(1), 12-13.	
PART IV: DIGITAL TOOLS FOR DETECTION AND ENFORCEMENT			
Week 11	TBD	**Understanding, Monitoring, and Analyzing Digital Footprints** **<u>Big Data, Scraping, and Online Monitoring</u> of illegal wildlife trade** • Stringham, O. C., Toomes, A., Kanishka, A. M., Mitchell, L., Heinrich, S., Ross, J. V., & Cassey, P. (2021). A guide to using the internet to monitor and quantify the wildlife trade. *Conservation Biology*, *35*(4), 1130-1139. • Petrossian, G., Lang, J., von Ferber, J., Gondhali, U., Lieu, B., Bernstein, K., ... & Freire, J. Scaling the Web: Unraveling Online Reptile Leather Trade Networks with Machine Learning and Network Analysis. *Available at SSRN 5332548*. • Masters, S., Anthoons, B., Madesis, P., G. Saroja, S., Schermer, M., Gerritsen, W., ... & Gravendeel, B. (2022). Quantifying an online wildlife trade using a web crawler. *Biodiversity and Conservation*, *31*(3), 855-869. **<u>Online Databases and Dashboards</u> for enforcement and research** TRAFFIC: https://www.wildlifetradetracker.org; GI-TOC-Ecosolve: https://www.ecosolve.eco/dashboard; C4ADS: https://wildlifedashboard.c4ads.org/home/about;	**DR[3]#1**

[3] DR=Data Analysis Report

		UNODC: Sherlock Caselaw Database on Crimes that Affect the Environment).	
Week 12	TBD	**Seeing the Unseen: AI, Image Recognition, and LLM** **<u>Computer Vision and Large Language Models</u> to detect species in online posts and for text mining of illegal listings** • Barbosa, J. S., Gondhali, U., Petrossian, G., Sharma, K., Chakraborty, S., Jacquet, J., & Freire, J. (2025). A Cost-Effective LLM-based Approach to Identify Wildlife Trafficking in Online Marketplaces. *Proceedings of the ACM on Management of Data*, *3*(3), 1-23. • Kulkarni, R., & Di Minin, E. (2023). Towards automatic detection of wildlife trade using machine vision models. *Biological Conservation*, *279*, 109924. • Kumar, S. K. J. A. S., Kumar, R. K. S., & Ramachandran, R. R. C. (2023, August). Detection of illegal wildlife trade using machine learning. In *AIP Conference Proceedings* (Vol. 2790, No. 1, p. 020024). AIP Publishing LLC. • Cardoso, A. S., Bryukhova, S., Renna, F., Reino, L., Xu, C., Xiao, Z., ... & Vaz, A. S. (2023). Detecting wildlife trafficking in images from online platforms: A test case using deep learning with pangolin images. *Biological Conservation*, *279*, 109905. • Xu, Q., Li, J., Cai, M., & Mackey, T. K. (2019). Use of machine learning to detect wildlife product promotion and sales on Twitter. *Frontiers in big Data*, *2*, 28.	**DR#2**
Week 13	TBD	**Digital Detectives, Digital Intelligence, and Strategies to Combat Wildlife Trafficking Online** • Sonricker Hansen, A. L., Li, A., Joly, D., Mekaru, S., & Brownstein, J. S. (2012). Digital surveillance: a novel approach to monitoring the illegal wildlife trade. *PLoS One*, *7*(12), e51156. • Sirait, R. A., Damayanti, T., Hidayat, D. R., & Prastowo, F. A. A. (2018, November). Digital intelligence strategy in combatting wildlife trafficking. In *Journal of Physics: Conference Series* (Vol. 1114, No. 1, p. 012091). IOP Publishing. • GI-TOC: Monitoring Online Illegal Wildlife Trade: https://globalinitiative.net/analysis/monitoring-online-illegal-wildlife-trade-insights-into-ivory-and-plants/?utm_source=chatgpt.com	**DR#3**

		• ECOSOLVE- Using AI to Disrupt Global Wildlife Trafficking https://www.acamstoday.org/eco-solve-using-ai-to-disrupt-global-wildlife-trafficking/?utm_source=chatgpt.com	
Week 14	TBD	**Ethical Challenges in Online Wildlife Trade Research** **Is using Digital Technologies to Detect Online Wildlife Trade Unethical?** • Morcatty, T. Q., Su, S., Siriwat, P., Andersson, A. A., Atoussi, S., Feddema, K., ... & Roberts, D. L. (2024). Navigating ethical challenges in online wildlife trade research. *Conservation Biology*, *38*(5), e14341. • Stringham, O. C., Toomes, A., Kanishka, A. M., Mitchell, L., Heinrich, S., Ross, J. V., & Cassey, P. (2021). A guide to using the internet to monitor and quantify the wildlife trade. *Conservation Biology*, *35*(4), 1130-1139. • Thompson, R. M., Hall, J., Morrison, C., Palmer, N. R., & Roberts, D. L. (2021). Ethics and governance for internet-based conservation science research. *Conservation Biology*, *35*(6), 1747-1754.	
Week 15	TBD	**FINAL PRESENTATIONS OF DATA ANALYSIS REPORTS**	**DRP**[4]

[4] DRP=Data Analysis Report Presentation


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