JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Committee on Graduate Studies Agenda

December 19th, 2025 - 12:30–2:30 PM

Zoom Meeting: https://jjay-cuny.zoom.us/j/86839077027?pwd=BlNzS7bx0CxwPLeZFbe4W1aYaOzFkU.1
Meeting ID: 868 3907 7027
Passcode: 373067

1. ***Announcements –*** Deans Sidman, Dean Stellini, Chief Ellen Sexton, Director Elaine Thompson

2. ***Approval of Minutes of November 21st, 2025***

3. ***Old Business***
    1. **FEPAC Self Study for the MS in Forensic Science** – Marta Concheiro-Guisan

4. ***New Business***

    1. **Graduate Faculty Approvals**
        i. **D4CS-MS**
            1. Fatma Najar
            2. Mateusz Opalinski
    2. ***Programs***
        i. Revision of the MS in Emergency Management

    3. ***New Courses***
        i. PSY 7XX (782) Fieldwork in Forensic Psychology

    4. ***Course Revisions***
        i. PSY 733 Dissociation and Trauma
        ii. PSY 784 Sex, Gender and Sexuality
        iii. FOS 732 Advanced Molecular Biology

5. ***AAC&U Institute on AI, Pedagogy and the Curriculum - Action Plan***
    JJ's Team: Gina Rae Foster, TLC, Jacob Adler, Lib, Kayla Bassknight, Stu Transition Programs, Penny Geyer, LPS, Raymond Rosas, ENG, Katherine Stavrianopoulos, CSL, Nancy Yang, Stu Academic Success Programs.

6. **Possibilities for a Career-Linked QR Grad Course** (article in meeting materials) – Dean S

7. **Program Announcements**

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

Minutes of October 17, 2025

The Committee on Graduate Studies held a remote meeting October 17, 2025, at 12:30 P.M., on Zoom. Dean Andrew Sidman called the meeting to order.

Voting Members Present: Jana Arsovska, Marta Concheiro-Guisan, Kendra Doychak, Shweta Jain, Simone Martin-Howard, Susan Pickman, Chitra Raghavan, David Shapiro, Andrew Sidman, Dominic Stellini, Lucia Velotti, Rebecca Weiss, Valerie West

Voting Members Absent: Susan Kang, Paul Kearns, Daniel Matos, Ian Seda Irizarry, Ellen Sexton

Non-voting Attendees Present: Cat Alves, Maggie Arismendi, Rosemary Barberet, Alexander Bolesta, Karina Castro-Gonzalez, Melissa Dolan, Kathy Killoran, Shavonne McKiever, Patrizia Pelgrift, Dyanna Pooley, Elaine Thompson, Bryce Tolbert, Sergio Villavicencio, Charlotte Walker-Said

I. Dean's Announcements—Dean Andrew Sidman

Dean Sidman announced that January 20th is the tentative date for the new graduate student orientation and that a calendar invitation will be forthcoming. He also reported on the new Academic Freedom event series. The first event was held on Zoom the previous week, and two additional events are scheduled for November 18 and December 3 in L.63 during community hour, with refreshments provided. The November event will address "Contentious Issues on Campus," moderated by Professor Avi Bornstein (Anthropology), and the December event will focus on "Authoritarianism in the Academy," moderated by Professor Carla Mundim (Political Science). Faculty were encouraged to attend and to share the invitations with students so that the events can foster broader campus dialogue about challenges facing higher education and John Jay in particular.

Dean of Students Dominic Stellini then provided a Student Affairs update. He announced that Maketa Jordan has left John Jay for a position at BMCC and that Electra Gupton will be returning as the new CSIL director effective January 5th, with Dean Stellini serving as acting director in the interim. He highlighted upcoming Halloween activities: the CSIL Halloween

fashion show will be held Wednesday, October 29, from 1:00-3:00 P.M. in Hound Square with costumes, candy apples, popcorn, and more. On October 30th, the Child Care Center will host its Halloween event, during which children will visit offices for healthy treats.

Dean Sidman also drew attention to a new Registrar's Office form that allows extensions of incomplete grades that turn into a FIN, beyond one semester in cases of extenuating circumstances outside of the student's control. The form will be available on Jay Express and is especially relevant to programs such as Forensic Mental Health Counseling where externships sometimes extend beyond one semester. Faculty should submit the form when it is clear that an incomplete will need to persist beyond the next term.

II. Approval of the minutes of September 5th, 2025

There was no discussion.

A motion was made and seconded to approve the minutes of September 5th, 2025. The minutes were approved unanimously with 11 votes in favor.

III. Old Business—None

IV. Other Business

1. Update from Graduate Admissions – Elaine Thompson

Dean Sidman welcomed Elaine Thompson, Director of Graduate Admissions, noting that she will now be a regular attendee at CGS meetings. Director Thompson provided an update on John Jay's transition to the CUNY-wide Slate admissions platform. Graduate and undergraduate admissions staff are currently configuring Slate with CUNY. Graduate Faculty reviewers' permissions will be tied to their existing CUNYfirst roles. Going forward, program directors will still identify faculty reviewers, but additions and changes will need to be processed through CUNY rather than through Director Thompson directly, which may lengthen turnaround time.

Director Thompson explained that Slate is not yet fully operational. To avoid exposing faculty to a half-finished system, faculty will not use Slate *per se* for the Spring 2026 admissions cycle. Instead, admissions staff will create PDF packets of applications and send them to programs for review, replicating the previous year's quasi-manual practice in which faculty indicate decisions based on those PDF applications. The admissions office will coordinate with CUNY to ensure

that by the Fall 2026 admissions cycle, faculty can use the full and complete Slate Reader for the admissions process.

Director Thompson then demonstrated Slate Reader, describing how applications will move through a series of review steps before returning to Admissions for final decision processing and letter generation. Programs can customize how many internal review stages they want, and faculty will be able to annotate applications, view summary information (such as sending institution and overall GPA), access transcripts, and read recommendation letters in the new format. Waitlisted, admitted, denied, and "soft denial" cases (where an applicant is denied entry into a master's program and instead offered a spot in a related advanced certificate) will each be tracked in separate bins. Director Thompson noted that she is rebuilding approximately twenty-five decision letters within Slate after discovering that CUNY had not migrated existing templates, and that all students admitted in the current cycle are being copied into Slate for continuity.

Director Thompson also reported that John Jay has been a leader within CUNY in implementing Slate. John Jay was the first campus to open its new Slate-based application on September 9th, following a short delay requested by CUNY. Anticipating potential delays, her office had reopened the old application in August to avoid any gap in availability and manually entered those early applications and recommendations into Slate. As of mid-September, despite beginning the new process about twenty days late, the graduate application volume was only about ten students behind the prior year's pace. Faculty training on Slate will occur in February so that all reviewers will be ready to use the system for the Fall 2026 admissions cycle.

2. Math Science Resource Center Conversation – Karina Castro-Gonzalez

Dean Sidman introduced Bryce Tolbert, Director of Academic Support and Learning Technologies, and Karina Castro-Gonzalez, Manager of the Math & Science Resource Center (MSRC). Director Tolbert explained that the MSRC currently employs 20-30 tutors and focuses on quantitative- and research methods-based courses through one-on-one tutoring, workshops, exam reviews, and occasional after-hours sessions designed to accommodate non-traditional schedules. He mentioned that the college subscribes to Tutor.com, which provides 24/7, one-on-one virtual tutoring and already supports some upper-level courses.

Castro-Gonzalez said that in terms of statistics, the MSRC currently supports STA 250 and MAT 108 and is open to extending support to additional courses, including graduate-level statistics and research methods, provided there is clear communication about course content and

expectations. She emphasized that tutors are hired for specific courses they themselves have taken and are familiar with, and that expanding services for graduate students will require collaboration with programs, including the sharing of syllabi, learning outcomes, and existing resources. She invited program directors to articulate where students struggle most so that the center can design appropriate workshops and tutoring.

Professor Marta Concheiro-Guisan noted that many students arrive in the Forensic Science master's program without having taken Calculus II as an undergrad, leading to struggles at the graduate level. Professor Valerie West reported that, even having taken STA 250, many students still require substantial support once they reach graduate statistics and methods courses. Professor West also described students as having more fundamental issues using computers, such as not knowing where downloaded files have gone or how to properly attach documents to emails. Dean Sidman encouraged program directors to send relevant syllabi to Director Tolbert and Castro-Gonzalez along with explanations on what knowledge gaps exist in the graduate student population so that the MSRC can develop a plan to address these gaps.

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

Dean Sidman introduced this issue which deals with the treatment of credits when students transfer between graduate programs or pursue a second graduate degree. He distinguished these scenarios from dual-degree (BA/MA) situations, which are already governed by a policy that allows students to count their graduate-level coursework fully, if they leave the program after the bachelor's portion and then later re-enroll in the same master's degree.

Dean Sidman outlined one strict approach: apply the existing graduate transfer-credit policy, which limits the number of transfer credits to 12, to all such internal cases. Under this model, only 12 credits from a previous program could be counted toward the new degree, regardless of how many overlapping courses a student had completed. Another approach would treat internal coursework differently, potentially allowing all credits to apply. However, this raised concerns about fairness in situations where students have taken a large number of courses that overlap with the new program, and they graduate from the new program having taken very few new courses. Dean Kathy Killoran suggested a compromise, where all related courses can transfer in, but the students are still bound by the 50% residency requirements we enforce on all other programs like undergraduate majors, minors, and certificate programs, thus preserving the integrity of the second degree.

Faculty shared specific examples. In Forensic Psychology (a 40-credit program) and Forensic Mental Health Counseling (a 60-credit program), there is substantial overlap. A student switching from Forensic Psychology to FMHC can potentially have all credits shifted over. If a student graduates from Forensic Psychology and wants to return for FMHC, current practice allows up to 30 credits from the first program to count toward the second (which meets the 50% threshold). There was a discussion about how to generally allocate course equivalencies in a student's original program into their new program in a way that validates their hard work without bending equivalency rules too much. More discussion will be necessary before creating an official policy.

V. New Business

1. Postponing of Agenda Items 5. FEPAC Self-Study for FOS and 6. Approval of Graduate Faculty

After confirming that quorum had been lost, Dean Sidman moved that the two remaining agenda items 5 and 6 be taken up at the next month's CGS meeting. Because the body no longer had quorum, this could not be recorded as an official vote. Instead, Dean Sidman directed that it be logged as an expression of preference by the remaining members that Items 5 and 6 be deferred to a following meeting and treated as "old business" at that time.

An unofficial vote was held to postpone agenda items 5 and 6 until next month due to loss of quorum. The unofficial vote was unanimous with 9 votes in favor.

VI. Program Announcements

Professor Valerie West announced that John Jay has finalized a contract with the New York State Division of Criminal Justice Services (DCJS) to offer the Advanced Certificate in Crime Analysis and Prevention to a group of DCJS officers starting in the spring. She emphasized the importance of this partnership for both the college and the program and thanked numerous administrative units for their work in bringing the agreement to fruition, especially Shavonne McKiever and the Registrar's Office, as well as Elaine Thompson and the Graduate Admissions Office.

Professor Rosemary Barberet then announced an upcoming Researcher Well-Being workshop scheduled for November 20th from 10:00 A.M. to 1:00 P.M. in the Sociology department. A colleague from the United Kingdom will lead the session, which is designed for faculty, staff,

and graduate students conducting emotionally sensitive or challenging research. Lunch will be provided.

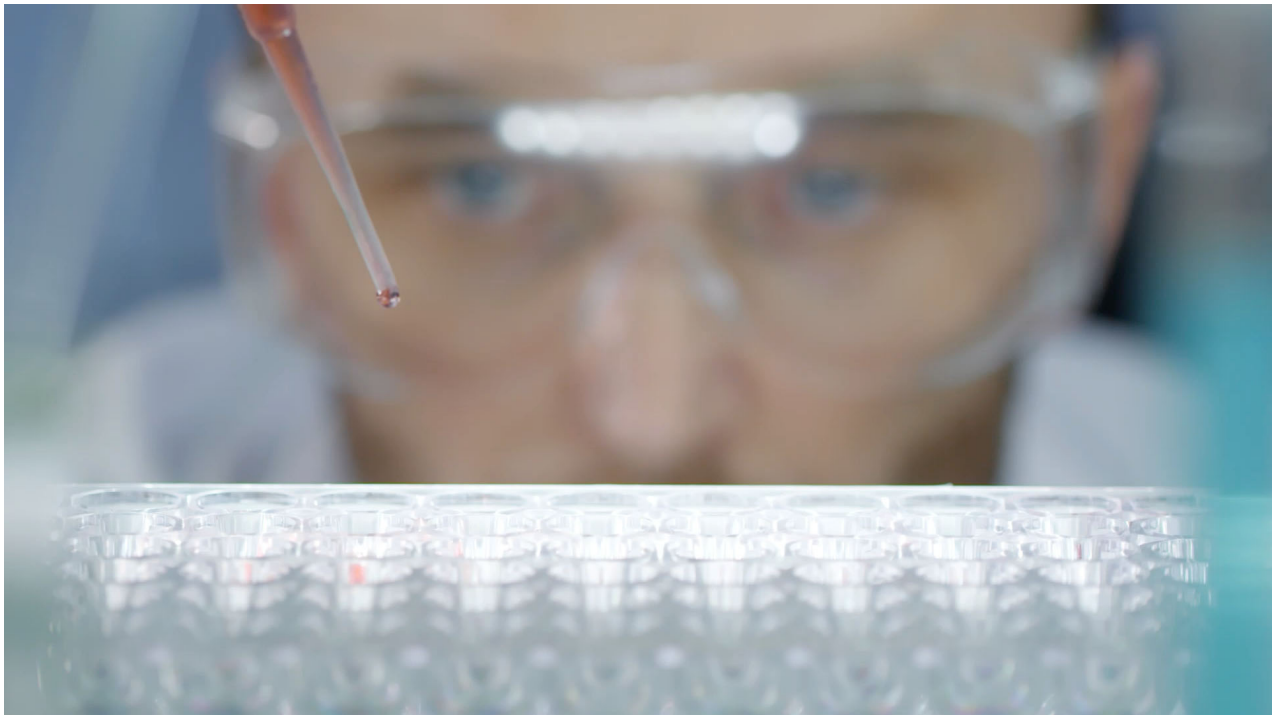
The meeting concluded at 1:55 P.M.

Submitted by,
Alexander Bolesta, scribe

Master in Science in Forensic Sciences Self-Study

Dr. Marta Concheiro-Guisan, Program Director

Ms. Lindsay Lerner, College Assistant



FEPAC

FORENSIC SCIENCE EDUCATION PROGRAMS ACCREDITATION COMMISSION

- Established in 2002 & first accreditation in 2004
- FEPAC mission is to **maintain** & to **enhance** the **quality of forensic science education** through a formal evaluation & recognition of college-level academic programs

General Standards

1. Eligibility
2. Mission, Goals, and Objectives
3. Planning and Evaluation
4. Institutional Support
5. Faculty
6. Recruiting and Admissions Practices, Academic Calendars, Catalogs, Publications, Grading, and Advertising
7. Student Support Services
8. Record of Student Complaints
9. Professional Involvement
10. Interaction with Forensic Science Laboratory
11. Interaction with Forensic Science Organizations

Standards for Graduate Program

1. Graduate Admission Requirements
2. Curriculum
3. Forensic Science Programs with an Emphasis in Biology and/or Chemistry
4. Graduate Program Director

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

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

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

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

	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024	AY 2024-2025
# Graduated students	12	12	14	18	17
% students with job offers	67	50	71	67	71
% students accepted in advanced degress	8	8	0	6	6
% students didn’t respond	0	42	29	28	0

Admissions

External students

Year	Total number of admitted applicants and percent of admitted applicants	Total number of applicants rejected from the program	Percent of applicants rejected from the program
2020	34 (74%)	12	26%
2021	39(60%)	26	40%
2022	31(65%)	17	35%
2023	44(68%)	21	32%
2024	33(52%)	31	48%

BSMS

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

Feedback from FEPAC

- Mission statement, goals and objectives
- Improve post-graduate follow-up
- Students' complaints could be sent to FEPAC. We must inform the students
- Establish Memorandum of Understanding (MOU) with Forensic Science laboratories

- Site visit October 14 and 15, 2025

FORENSIC SCIENCE EDUCATION PROGRAMS ACCREDITATION COMMISSION

FEPAC Form 5.2 BS

Revised 05 14 2025

Graduate Degree Self-Study Report

Instructions:

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

Program information

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

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

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

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

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

SECTION 1 – GENERAL STANDARDS

3.0 GENERAL STANDARDS FOR ALL PROGRAMS

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

3.1 Eligibility

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

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

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

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

The supporting documentation is linked below using URLs.

Supporting Documentation for Standard 3.1:

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

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

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

Supporting documentation:

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

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

1) Forensic Science

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

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

Master of Science in Forensic Science

Name of all concentrations (if applicable):

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

Students also have the option of double tracking:

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

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

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

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

3.2 Mission, Goals, and Objectives

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

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

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

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

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

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

Program Response:

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

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

Discuss Its Strengths and Weaknesses:

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

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

Describe Any Actions Being Taken to Improve the Program:

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

Supporting Documentation for Standard 3.2:

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

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

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

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

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

3.3 Planning and Evaluation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 1. Continuous improvement and evaluation plan.

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

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

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

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

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

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

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

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

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

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

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

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

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

e) Evaluation of activities designed to support continuous improvement.

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

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

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

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

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

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

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

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

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

N/A

3.3.3 Documentation of the annual self-evaluation shall include:

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

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

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

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

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

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

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

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

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

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

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

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

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

Documentation discussed**:**

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

Documentation available via URL**:**

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

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

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

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

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

1) The evaluation system shall include:

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

(ii) Exit questionnaire or interview of graduates.

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

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

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

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

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

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

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

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

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

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

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

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

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

% students didn't respond	0	42	29	28	0

c) An operational strategy that includes:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Document name: 2025-JJ-3.3.4-ThesisRubric

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

Enrollment/Graduates Data

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

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

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

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

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

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

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

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

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

Program Response:

Describe How the Program Meets the Standard:

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

Discuss Its Strengths and Weaknesses:

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

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

Describe Any Actions Being Taken to Improve the Program:

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

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

Supporting Documentation for Standard 3.3:

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

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

Eighteen documents have been uploaded.

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

Supporting Links:

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

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

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

3.4 Institutional Support

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☒ YES ☐NO

Program Response:

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

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

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

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

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

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

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

Supporting Documentation for Standard 3.4:

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

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

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

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

NA

3.5 Faculty

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

List the Faculty information below:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part Time Faculty Members

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

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

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

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

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

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

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

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

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

Documentation discussed:

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

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

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

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

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

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

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

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

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

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

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

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

Program Response:

Describe How the Program Meets the Standard:

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

Discuss Its Strengths and Weaknesses:

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

Weaknesses: N/A

Describe Any Actions Being Taken to Improve the Program:

N/A

Supporting Documentation for Standard 3.5:

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

Documents requested:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Program Response:

Describe How the Program Meets the Standard:

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

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

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

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

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

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

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

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

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

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

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

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

Supporting Documentation for Standard 3.6:

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

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

Documents discussed**:**

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

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

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

Academic Requirements and Regulations:

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

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

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

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

3.7 Student Support Services

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Program Response:

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

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

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

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

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

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

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

Supporting Documentation for Standard 3.7:

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

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

Documents discussed**:**

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

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

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

3.8 Record of Student Complaints

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

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

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

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

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

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

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

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

Program Response:

Describe How the Program Meets the Standard:

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

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

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

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

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

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

Supporting Documentation for Standard 3.8:

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

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

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

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

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

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

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

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

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

3.9 Distance Learning and Other Alternative Delivery Mechanisms

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

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

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

What is the nature of the content delivery?

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

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

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

NA- our program is in person.

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

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

NA- our program is in person.

Program Response:

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

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

NA- our program is in person.

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

NA- our program is in person.

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

NA- our program is in person.

Supporting Documentation for Standard 3.9:

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

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

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

3.10 Professional Involvement

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

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

Program Response:

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

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

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

Describe the nature of the relationship.

Describe how any services provided contribute to program success.

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

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

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

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

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

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

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

Supporting Documentation for Standard 3.10:

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

3.10.2 Interaction with Forensic Science Laboratory

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

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

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

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

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

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

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

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

Program Response:

Describe How the Program Meets the Standard:

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

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

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

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

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

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

Supporting Documentation for Standard 3.10.2:

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

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

Ten documents have been uploaded.

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

NA

3.10.3 Interaction with Forensic Science Organizations

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

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

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

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

List the Program Interactions that meet the Standard:

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

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

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

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

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

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

Program Response:

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

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

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

Discuss Its Strengths and Weaknesses:

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

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

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

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

Supporting Documentation for Standard 3.10.3:

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

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

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

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

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

Section 2 – STANDARDS FOR GRADUATE PROGRAM

5.0 GRADUATE PROGRAM STANDARDS

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

5.1 Graduate Admission Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

Documents Discussed: 2025-JJ-5.1- ApplicantCoverSheet

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

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

NA- We do not have a digital evidence emphasis.

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

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

The forensic science program seeking accreditation is:

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

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

Program Response:

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

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

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

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

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

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

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

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

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

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

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

Documents Discussed:

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

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

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

5.2 Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Program Response:

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

Describe How the Program Meets the Standard:

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

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

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

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

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

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

*Indicates a lecture/laboratory course

Discuss Its Strengths and Weaknesses:

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

Strengths:

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

Weaknesses:

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

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

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

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

Supporting Documentation for Standard 5.2:

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

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

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

Documents Discussed:

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

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

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

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

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

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

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

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

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

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

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

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

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

Describe How the Program Meets the Standard:

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

Discuss Its Strengths and Weaknesses:

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

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

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

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

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

Supporting Documentation for Standard 5.3.1:

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

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

Documents Discussed:

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

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

5.3.4 Courses in Specialized Areas - Biology and/or Chemistry

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

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

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

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

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

All course list:

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

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

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

Courses Recently Replaced or Removed from Curriculum:

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

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

Program Response:

Describe How the Program Meets the Standard:

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

Discuss Its Strengths and Weaknesses:

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

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

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

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

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

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

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

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

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

5.3.5 Graduate Seminar - Biology and/or Chemistry

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

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

Course ID	Course Name
FOS796	Thesis Prospectus II

Program Response:

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

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

Discuss Its Strengths and Weaknesses:

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

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

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

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

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

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

Documents Discussed:

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

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

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

Each student shall complete an independent research or capstone project.

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

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

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

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

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

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

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

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

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

Program Response:

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

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

Discuss Its Strengths and Weaknesses:

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

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

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

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

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

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

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

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

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

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

5.4 Forensic Science Programs with an Emphasis in Digital Evidence:

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

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

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

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

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

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

Program Response:

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

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

Supporting Documentation for Standard 5.4.1:

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

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

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

5.4.4 Courses in Specialized Areas – Digital Evidence

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

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

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

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

Course ID	Course

Program Response:

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

Supporting Documentation for Standard 5.4.4:

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

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

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

Graduate Seminar – Digital Evidence

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

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

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

Course ID	Course Name

Program Response:

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

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

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

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

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

5.4.7 Forensic Science Research or Capstone – Digital Evidence

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

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

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

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

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

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

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

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

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

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

Program Response:

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

Supporting Documentation Recommended for Standard 5.4.7:

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

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

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

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

5.5 Graduate Program Director

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

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

5.5.3 The program director shall meet the following requirements:

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

Program Response:

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

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

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

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

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

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

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

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

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

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

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

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

NA

5.6 Graduate Interim Program Director

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

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

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

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

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

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

Discuss Its Strengths and Weaknesses:

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

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

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

Supporting Documentation for Standard 5.6:

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

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

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

Attestation of Completion

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

Name: __Marta Concheiro-Guisan_____

Title:__ Associate Professor and MS-FOS Program Director_____

Signature: 

Date: June 29, 2025_____

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

FATMA NAJAR, PHD

6388 Wetherole Street FL1, Queens, NY, 11374 | Phone: 917-939-0116 | fnajar@jjay.cuny.edu | LinkedIn | Google scholar

SUMMARY

- An interdisciplinary researcher with skills and experience in data science, machine learning, image processing, and natural language processing (NLP).
- Leading collaborative projects and co-supervising master students resulting in 27 peer-reviewed publications, including 5 high-impact first-authored journal publications.
- Deep understanding of data analysis and visualization.
- Self-motivated, skilled in problem-solving, and collaborative scientist with excellent communication skills.
- Looking to contribute to Computer vision and NLP projects using Artificial Intelligence.

TECHNICAL SKILLS

- **Machine learning:** Classification, Clustering, Regression, Bayesian networks, K-means, Probabilistic models, Mixture models, Information retrieval.
- **Data mining:** Statistics knowledge (probability distribution, linear algebra, stochastic process, ...), data structures, NLP.
- **Optimization:** Linear programming, Dynamic programming, Belleman equation.
- **Reinforcement learning:** Q learning, DQN, Policy gradients.
- **Computational:** Programming languages (Python, TensorFlow, C++, SQL, Matlab).

WORK EXPERIENCE

CUNY John Jay College of Criminal Justice **New York, USA**
Assistance Professor of Computer Science *September 2023 to Present*
- Teaching undergraduate students (Computer science program: CSCI 377, CSCI 172)
- Offering academic support and advice to students
- Preparing course plans and assigning project topics
- Researching and contributing articles in academic journals
- Attending various educational conferences, seminars, and events
- Preparing proposals and applying for research funding

Concordia University **Montreal, Canada**
Associate researcher *November 2022 to July 2023*
- Developed a variational autoencoder that deals with sparsity problems and improves the variational autoencoder's limitations.
- Adapted a neural network architecture to decouple sparsity and smoothness in topic models with application to emotion analysis.

Polytechnique Montreal **Montreal, Canada**
Lecturer *December 2022 to April 2023*
- INF8215: Intelligence artificielle: méthodes et algorithmes.
  - Prepared Course materials for Artificial Intelligence: state spaces, searching algorithm, reasoning under uncertainties, machine learning, deep learning, etc.
  - Delivered lectures through discussions, quizzes, audio presentations, videos, etc.
  - Assisted pedagogical training activities.

Videotron **Montreal, Canada**
Data scientist *September 2021 to October 2022*
- Led a highly collaborative project focused on Optimizing return on investment using artificial intelligence.
- Managed a small team of 2 data analysts.
- Developed a static optimization solution using a linear programming method.
- Developed a dynamic optimization solution using Bellman equations.
- Developed a Recommendation-based system using Reinforcement learning.
- Proposed and developed two solutions for optimizing the return on investment using Deep Q learning and Policy gradients techniques.

Concordia University **Montreal, Canada**
Research assistant *January 2019 to October 2022*
- Introduced new probabilistic-based models to tackle the problems of sparse data (published in IEEE transactions on AI, ICDAR, ADMA, ...).
- Proposed new learning methods for estimating the parameters of probabilistic models.
- Developed novel multimodal emotion recognition frameworks using Topic modeling.
- Proposed new sentiment analysis algorithms using Information retrieval and smoothed models.
- Developed human emotion recognition frameworks using machine learning techniques.
- Used image processing methods to develop novel emotion recognition technologies.
- Developed predictive models for addressing sparse document challenges.
- Work on different text representations: BoW, TF-IDF, and word embedding.
- Proposed new sparse topic models using IBP, Gibbs sampling, etc.

Concordia University **Montreal, Canada**
Teaching Assistant *September 2020 to April 2022*

- Prepared and led labs for graduate students:
  - INSE 6210: Total quality methodologies in engineering
  - INSE 6810: Security and Privacy Implications of Data Mining
  - INSE 6320: Risk Analysis for Information and Systems Engineering
- Prepared and led labs for undergrads:
  - SOEN 342: Software requirements and specifications
  - SOEN 385: Control systems and applications (developed all the tutorial materials)
- Moderated online/in-person discussions and activities.
- Assisted students' learning (emails, zoom, office hours).
- Graded exams, and assignments, and evaluated course projects.

BrainBox AI **Montreal, Canada**
Artificial Intelligence Researcher *January 2020 to December 2020*

- Led a collaborative project on Energy reduction in HVAC systems in a commercial building environment using data-driven approaches.
- Developed a new HMM-based model for occupancy estimation.
- Detected occupants and their numbers in different zones of the building.
- Prepared presentations for the AI team in Brainbox AI to propose collaborative solutions on energy reduction using AI.

École Nationale d'ingénieurs de Tunis **Tunis, Tunisia**
Scientific researcher *January 2017 to September 2019*

- Developed new robust Machine learning techniques to recognize human activities and facial expressions.
- Solved the problem of correlated features and proposed three deterministic approaches based on the Expectation-Maximization algorithm, Fixed-scoring algorithm, and Riemannian averaged Fixed-point approach.
- Developed an online learning algorithm based on multivariate generalized Gaussian distribution and the stochastic gradient ascent.
- Proposed a Bayesian framework for multivariate generalized Gaussian mixture models based on Markov Chain Monte Carlo simulation methods.
- Developed a generative/discriminative technique based on Fisher vectors and Kullback-Leibler divergence derived from the parameters of multivariate generalized Gaussian mixture models for Support Vector Machine.
- The projects led to 10 peer-reviewed publications.

Institut Supérieur des Études Technologiques en Communications de Tunis **Tunis, Tunisia**
Lecturer *September 2017 to January 2018*

- Prepared courses and teaching materials for Linear Algebra, Matrix calculation, Integration, Geometry, and Differential equations.
- Delivered lectures and tutorials.
- Graded assignments, tests, and exams.
- Offered academic support to student
- Prepare assignments and exams.

École Nationale d'ingénieurs de Tunis, Signal and System Laboratory **Tunis, Tunisia**
Master Thesis project *March 2016 to September 2016*

- Defined new geometric descriptor VRF (Volume Radius Function) representing points' position within a tetrahedral mesh
- Developed a vector descriptor using Principal Component Analysis to define a new local coordinate system
- Matched medical images (MRI images of knees) using the new VRF descriptor.
- Proposed a new feature extraction algorithm for medical images.

Abrar Business Consulting **Tunis, Tunisia**
Consultant *August 2014 to August 2015*

- Contributed to a project on Smart Grid and Smart Water in Tunisia, in collaboration with SONEDE, STEG, and UNIFI.
- Prepared Meeting presentation contents
- Studied and proposed the best solutions to the problem of electricity in Tunisia using a smart grid.

EDUCATION

- Ph.D., Information and Systems Engineering, Concordia University, 2019-2023.
- Ph.D., Information and Communications Sciences and Technologies, École National d'ingénieurs de Tunis (ENIT), 2017-2020.
- MSc., Mathematics and Computer science, Paris-Descartes University, 2016.
- MSc., Information processing and computer vision, ENIT, 2015.
- B.Eng., Telecommunication Engineering, ENIT, 2013.

VOLUNTEER EXPERIENCE

- Reviewed conference papers: IEEE IRI (5 papers: 2023), ADMA (3 papers: 2022), Canadian AI (3 papers: 2022, 2021, 2020), Bis21 (1 paper, 2022), AI4I (1 paper, 2020), ICMCS'18 (1 paper, 2018), LOPAL'18 (1 paper, 2018).
- Reviewed journal papers: Transactions on Pattern Analysis and Machine Intelligence (1 paper: 2024), IEEE Transactions on Neural Networks and Learning Systems (2 papers: 2023), Soft computing (2 papers: 2020, 2022), Engineering Applications of Artificial

Intelligence (3 papers, 2022), Journal of King Saud University (6 papers: 2018 to 2021).

- Committee member of International Conference on Advanced Data Mining and Applications (ADMA'22), Brisbane, Australia, 30th Nov - 2nd Dec, 2022.
- Program committee member of the 24th IEEE International Conference on Information Reuse and Integration (IRI 2023), 04/08/2023-06/08/2023, Bellevue, USA.
- Committee member of The 18th International Conference on Advanced Data Mining and Applications, 28/11/2022-30/11/2022.
- Committee member of The Fourteenth International Conference on Advances in Human-oriented and Personalized Mechanisms, Technologies, and Services, 03/10/2021-04/10/2021, Barcelona, Spain.
- Invited speaker, "Can AI read our Emotions?", IEEE student Branch of University of Jeddah, 16/02/2021.

SERVICE ACTIVITIES

- Member of Search committee of Senior College Laboratory - Dept. of Mathematics and Computer Science (2024)
- Member of Pattern Analysis and Machine Intelligence, IEEE Computer Society Technical Community (2023-2024)
- Faculty advisor for John Jay students (teams of 3) joining SAS CURIOSITY CUP competition (2024)
- Participate in Practical Teaching for Resilient Learning seminar (2023-2024).
- Participate in OAR's Funded Research Development Program (Fall 2023).
- Participate in Cohort II of the Capacity Building for Research at Minority-Serving Institutions: Infrastructure Research Readiness (CyBR-MSI: IRR) program.

GRANTS AND AWARDS

- PSC-CUNY-Cycle 55 award program ($6000): "How Children's Emotions Could Help in Analyzing Social Behaviors: Research and Preliminary Studies".
- Concordia Accelerator awards (2022: $\$5,000$)
- Concordia International Tuition Award of Excellence (2019-2022: $\$36,918$)
- Concordia University Conference and Exposition Award (2019: $\$1,000$, 2020: $\$950$, 2021: $\$630$, 2022: $\$400$)
- Mitacs Accelerate scholarship (2020: $\$30,000$, 2021: $\$30,000$)
- Research Assistant grant (2019: $\$17,000$, 2020: $\$10,000$)
- Concordia Merit Scholarship (2019: $\$10,000$)
- Excellence scholarship for internship program (Tunisia) (2014: € $2,000$, 2018: $\$2,000$)
- Télébec scholarship for internship, UQAT (2013: $\$5,000$)

PUBLICATIONS

Journal papers

1. Ge B, **Najar F.**, Bouguila N. Data-Weighted Multivariate Generalized Gaussian Mixture Model: Application to Point Cloud Robust Registration. **Journal of Imaging**. 9, Vol 9, 179, 2023.
2. Hannachi, S, **Najar, F,** Ennajari, H, Bouguila, N. Online short text clustering using infinite extensions of discrete mixture models. **Computational Intelligence.** 39, Vol 5, pp. 759-782, 2023.
3. Algumaei, A., Azam, M., **Najar, F.**, Bouguila N. Bounded multivariate generalized Gaussian mixture model using ICA and IVA. **Pattern Analysis and Applications**, Vol 26, pp. 1223–1252, 2023.
4. **Najar, F.**, Bouguila N., "Interactive Distance Dependent IBP Compound Dirichlet Process". Submitted to **IEEE Transactions on Pattern Analysis and Machine Intelligence** (2022).
5. **Najar, F.**, Bouguila N., "Latent Smoothed Beta-Liouville Topic Modeling for Emotion Analysis and Affect Recognition. Submitted to **IEEE Transactions on Emerging Topics in Computational Intelligence** (Major revision, 2023).
6. **Najar, F.**, Bouguila N., "On smoothing and Scaling Language Model for Sentiment Based Information Retrieval". **Advances in Data Analysis and Classification** Journal, September 2022.
7. Guo, J., Manar Amayri M., **Najar F.,** Fan W., Bouguila N., "Occupancy estimation in smart buildings using predictive modeling in imbalanced domains", **Journal of Ambient Intelligence and Humanized Computing**, August 2022.
8. **Najar, F.**, Bouguila N., "Exact fisher information of generalized Dirichlet multinomial distribution for count data modeling", **Information Sciences**, Vol. 586, pp. 688-703, March 2022.
9. **Najar, F.**, and Bouguila N., "Emotion recognition: A smoothed Dirichlet multinomial solution", **Engineering Applications of Artificial Intelligence**, Vol. 107, article 104542, January 2022.
10. **Najar F.**, Bouguila N., "Smoothed Generalized Dirichlet: a novel count data model for detecting emotional states". **IEEE Transactions on Artificial Intelligence**, October 2021.
11. Haddad M., Khorasani V., **Najar F.,** Bouguila N., "A statistical framework for few-shot action recognition", **Multimedia Tools and Applications**, Vol. 80, No. 16, pp. 24303-24318, July 2021.
12. Alharbi A, Alhakami W, Bourouis S., **Najar F.**, Bouguila N. "Inpainting forgery detection using hybrid generative/discriminative approach based on bounded generalized Gaussian mixture model". **Applied Computing and Informatics**, July 2020.
13. **Najar, F.**, Bourouis, S., Bouguila, N. and Belghith, S., "A new hybrid discriminative/generative model using the full-covariance multivariate generalized Gaussian mixture models". **Soft Computing**, Vol. 24, No. 14, pp. 10611-10628, July 2020.
14. **Najar F.**, Bourouis. S., Bouguila. N., and Belghith. S. "Unsupervised learning of finite full covariance multivariate generalized Gaussian mixture models for human activity recognition". **Multimedia Tools and Applications**, Vol. 78, No. 13, pp. 18669-18691, July 2019.

Conference papers

1. Salmanzade S., **Najar F.**, and Bouguila N., "Generalized Conditional Naive Bayes Model", ICEIS 2024 (accepted).
2. Salmanzade S., **Najar F.**, and Bouguila N., "Generalized Probabilistic Clustering Projection Models for Discrete Data", ISNCC October 2023.
3. **Najar, F.**, and Bouguila N., "Sentiment Analysis using Smoothed probabilistic-based models ". In the 9th International Conference on Control, Decision, and Information Technologies, 3-6 July 2023.
4. **Najar, F.**, and Bouguila N., "Sparse Generalized Dirichlet Prior Based Bayesian Multinomial Estimation". In International Conference on Advanced Data Mining and Applications (ADMA'21), pp. 177-191, Sydney, Australia, 2-4 February 2022.
5. Salmanzade S., **Najar F.**, and Bouguila N., "Bayesian Folding-In Using Generalized Dirichlet and Beta-Liouville Kernels for Information Retrieval", IEEE SSCI 2022.
6. **Najar F.**, Bouguila N., "Sparse Document Analysis using Beta-Liouville Naive Bayes with Vocabulary Knowledge". In 16th International Conference on Document Analysis and Recognition (ICDAR 2021), Lausanne, Switzerland, September 5-10, 2021.
7. **Najar F.,** Bouguila N, "Jointly smoothing word embedding and text representation". IEEE 22nd International Conference on Information Reuse and Integration for Data Science (IRI 2021), Online, August 10 - August 12, 2021.
8. Hannachi S., **Najar F.,** Bouguila N, "Collapsed Gibbs Sampling of Beta-Liouville Multinomial for Short text clustering", The 34th International Conference on Industrial, Engineering and Other Applications of Applied Intelligent Systems (IEA/AIE 2021), Kuala Lumpur, Malaysia, July 26 – July 29, 2021.
9. Graja, O., **Najar F.,** Amayri M., Bouguila N., "Inverted Dirichlet State Space Model for Time Series Forecasting", In 2021 IEEE 30th International Symposium on Industrial Electronics (ISIE), pp. 1-6, Kyoto, Japan, 20-23 June 2021.
10. Hannachi S., **Najar F.,** Bouguila N, "Short Text Clustering using Generalized Dirichlet Multinomial Mixture Model", In 13th Asian Conference on Intelligence Information and Database Systems, ACIIDS, Online, April 7-10, 2021.
11. **Najar F.,** Bouguila N, "Image Categorization Using Agglomerative Clustering Based Smoothed Dirichlet Mixtures". In 15th International Symposium on Visual Computing, ISVC 2020, San Diego, California, October 5-7 2020.
12. Graja O., **Najar F.**, Bouguila N, "Generalized Inverted Dirichlet Optimal Predictor for Image Inpainting". In 15th International Symposium on Visual Computing, ISVC 2020, San Diego, California, October 5-7 2020.
13. **Najar. F.**, Bourouis. S., Alshar'e M., Alroobaea A., Bouguila N., Al Badi A., Channoufi I., "Efficient Statistical Learning Framework with Applications to Human Activity and Facial Expression Recognition", 2020 5th International Conference on Advanced Technologies for Signal and Image Processing (ATSIP), Sousse, Tunisia, pp. 1-6, September 2-5 2020.
14. **Najar F.,** Zamzami N., Bouguila N., "Recognition of human interactions in feature films based on infinite mixture of EDCM", International Symposium on Networks, Computers and Communications (ISNCC-2020), Montreal, CANADA, October 20 - 22, 2020.
15. Haddad M., Khorasani V., **Najar F.**, Bouguila N., "Instance-Based Learning for Human Action Recognition", 2020 IEEE International Conference on Systems, Man, and Cybernetics (SMC), Toronto, Canada, October 11-14, 2020.
16. **Najar F.**, Bouguila N. "Happiness Analysis with Fisher Information of Dirichlet-Multinomial Mixture Model", Canadian Conference on Artificial Intelligence (Canadian AI 2020), pp. 438-444, Online, 12-15 May 2020.
17. Srikanth A., Ali S., **Najar F.**, Bouguila N., "Variational Inference of Finite Generalized Gaussian Mixture Models", IEEE Symposium Series on Computational Intelligence, Xiamen, China, December 6-9, 2019.
18. Amayri M., Ploix S., **Najar F.**, Bouguila N., Wurtz F., "A Statistical Process Control Chart Approach for Occupancy Estimation in Smart Buildings", IEEE Symposium Series on Computational Intelligence, Xiamen, China, December 6-9, 2019.
19. **Najar, F.**, Zamzami, N., Bouguila, N., "Fake News Detection using Bayesian Inference". 20th International Conference on Information Reuse and Integration for Data Science (IEEE IRI'2019), Los Angeles, California, USA, 30 July 30–1 August 2019.
20. **Najar, F.**, Bourouis, S., Bouguila, N., Zaguia, A., Belghith, S., "Unsupervised Human Action Categorization using A Riemannian Averaged Fixed-point Learning of Multivariate GGMM". 15th International Conference on Image Analysis and Recognition (ICIAR), Póvoa de Varzim, Portugal, 27-29 June 2018.
21. **Najar, F.**, Bourouis, S., Bouguila, N., Belghith, S., "A fixed-point estimation algorithm for learning the multivariate GGMM: Application to human action recognition". 31st IEEE Canadian Conference on Electrical and Computer Engineering (CCECE), 13-16 May, Quebec, Canada, 2018.
22. **Najar F.**, Bourouis, S., Bouguila, N., and Belghith, S., "A comparison between different Gaussianbased Mixture Models". 2017 IEEE/ACS 14th International Conference on Computer Systems and Applications (AICCSA), Hammamet, Tunisia, 31Nov-3Oct 2017.

Book chapters

1. **Najar. F.**, Bourouis. S., Al-Azawi. R., and Al-Badi. A. "Online Recognition via a Finite Mixture of Multivariate Generalized Gaussian Distributions". Mixture Models and Applications, Springer, pp. 81-106, 2020.
2. Channoufi I., **Najar F.**, Bourouis S., Muhammad A., Alrence S., Roobaea A., and Ali Al-B. "Flexible statistical learning model for unsupervised image modeling and segmentation". Mixture Models and Applications, Springer, pp. 325-348, 2020.

CERTIFICATIONS

- The Complete SQL Bootcamp, Udemy, 2023.
- Graduate Leadership Development Program, Concordia University, 2022.
- Graduate Seminar in University Teaching, GradProskills, Concordia University, 2020.
- Natural Language Processing in Tensorflow, Coursera, 2020.
- Machine learning, Stanford University, Coursera, 2018.
- Education Pedagogy, LICORNE, Tunisia, 2018.
- Advanced Data Science for Deep Learning, Spring School, Tunisia, 2018.
- Methodology of scientific research, ENIT, Tunisia, 2017.

Mateusz Opalinski

Phone: +1 (347) 323-8000 - Email: mateusz@opalinski.org

Objective

As SRE Leader ensure secure, resilient and performant architecture throughout the product development lifecycle. Continuously improve toolset available to organizations to enable them to stay ahead of the competition and leverage cutting edge technologies. Enable organizations to leverage AI/ML technologies in an effective, scalable and cost-effective way. Deepen my knowledge of AI/ML systems and architectures to drive value leveraging most effective technologies available.

Experience

Education Chair/Director
ISC2 NYC/LI Chapter **July 2025 – Present**

- Managing chapter relationships with NYC colleges and universities.
- Leading Education subcommittees: Capture The Flag, Scholarship, Mentorship Program & Training.
- Coordination of events community outreach and educational events for both professional and student members.

SRE LEAD
Artisan Studios – Remote **May 2023 – Present**

- Built out and lead team of 9 SREs across various client engagements.
- Significantly contributed to the improvement of technical and behavioral interview processes, fostering client relationships, and expanding the reach of the Artisan SRE teams across client organizations, serving as a key advisor.
- Lead the formulation, planning and implementation of cross-departmental SRE focused Engineering Excellence initiatives.
- Lead the design and implementation of a SRE maturity and Score Carding framework and platform to assess application teams' maturity across observability, reliability, availability, scalability, and business continuity spectrum.
- Collaborated on a process overhaul to balance individual application teams and org-wide projects, enhancing efficiency through strategic adoption of SCRUM and Kanban practices shifting away from a fragmented engagement structure to a centralized service team model with dedicated support and project workflows.
- Implemented an Infrastructure as Code framework for engineering teams, allowing them to manage their own infrastructure using Terraform and CloudFormation.
- Led observability initiatives, increasing visibility for application teams and identifying cost and performance improvements leveraging Datadog.
- Coordinated the implementation of a ransomware mitigation solution using AWS Backup across departments.
- Collaborated with Artisan Business Development team to reach AWS Advanced partner tier via AWS certifications coaching and cataloging proficiencies.

DEVOPS MANAGER
Knotch Inc – Remote **April 2020 – November 2022**

- Led a team of 4 DevOps Engineers aligning with organizational goals.
- Implemented a process to continuously evaluate team performance and adjust process for maximum development velocity and career growth.
- Maintained DevOps/SRE/Security Roadmap in collaboration with Engineering and Product Leads.
- Standardized and optimized technical and collaborative processes, including centralized user management, pipeline consolidation, automated infrastructure testing, and introduction of Kanban/SCRUM hybrid process.
- Established KPIs for Infrastructure and Application components based on Google's SRE Golden signals.
- Led automation of ephemeral development environments for fast product feature and PoC experimentation.
- Improved performance databases and serverless compute workloads.
- Streamlined incident response processes and decreased MTTR from days to hours.
- Led monitoring stack overhaul introducing Grafana stack and standardizing around OTel protocol.
- Refactored CICD process and pipelines to embrace modern methodologies and technologies like K8s and ArgoCD.
- Cut down infrastructure costs by optimizing performance, migrating to alternative services, and consolidating architecture.
- Maintained organization security posture by implementing security controls tracking and orchestration of remediation.

Mateusz Opalinski

Phone: +1 (347) 323-8000 - Email: mateusz@opalinski.org

SITE RELIABILITY ENGINEER
Animoto Inc – New York, NY **November 2019 – March 2020**

- Maintained SRE Roadmap and Core Initiatives for clear direction in SRE Projects.
- Cross-trained Core Services Team on Terraform, AWS, Kubernetes, and infrastructure automation.
- Contributed to Core Services Team Process, Technical, and Workflow Documentation.
- Continuously challenged workflow and standards for more effective work and value contribution.
- Migrated K8s clusters from KOPS on EC2 to Terragrunt+Terraform on EKS.
- Consolidated monitoring stack from Splunk, Prometheus, Graphite & NewRelic into Datadog.
- Overhauled Jenkins implementation by implementing K8s operator and JobsAsCode to increase infrastructure and application build, test and deployment stability and reliability.
- Oversaw Terraform CICD pipeline, automating IaC testing, environment separation, immutability, test coverage standards, and infrastructure repository structure.
- Expanded functionality of inhouse tool (written in Go), by implementing canary deploys for APIs in K8s, render engine fleet in EC2 and integrating automated Datadog dashboards.

DEVOPS ENGINEER
mPlatform LLC/GroupM – New York, NY **April 2017 – November 2019**

- Filled in for DevOps Lead for a year and 4 months
- Guided teams in removing operational overhead and enabling effective cross-team collaboration.
- Led collaboration of design and implementation of automation frameworks and development workflows for ESXI, AWS, and GCP implementations.
- Led design, implementation, and testing of physical host provisioning framework using Cobbler, Ansible, VMware vSphere, Virtual Box, and Vagrant.
- Led operations team in migration of on-prem bare metal and ESXI workloads into GCP/GKE/BitTable/BigQuery/DataProc using Jenkins, Terragrunt/Terraform, Ansible, and Packer.
- Facilitated progressive migration to micro services through research, design, testing, and implementation of various solutions.
- Led teams in migration from monolithic OSS Jenkins to Cloudbees GKE implementation and from freestyle/Maven jobs to pipelined CI/CD approach.
- Led operations team in implementing technical industry standards and soft skills to establish a DevOps culture.

DEVOPS ENGINEER
High 5 Games (PTT, LLC) – New York, NY **October 2013 – March 2017**

- Filled in for DevOps Lead for 2 years and Director of DevOps for 8 months
- Oversaw production infrastructure migration from Rackspace to GCP and architecture migration from Bare Metal and VM workloads to GKE workloads.
- Led backend development of inhouse deployment tool used for infrastructure, code, and asset deployment.
- Automated test and production environment provisioning and deployment using Puppet, Foreman, and r10k and later migrated to Ansible.
- Led collaboration with development team to migrate build process into Docker in Jenkins.
- Established development workflows and processes for operations team and set standards for clear technical, process, and onboarding documentation.
- Worked with engineering teams to plan project execution and reduce overhead.
- Shared on call rotation across team for product support across four data centers.
- Improved production monitoring implementation using Graphite, Grafana, ELK, and migrated to Datadog and Splunk.
- Set standards for clear technical, process, and onboarding documentation.

DIGITAL FORENSICS & CYBER-SECURITY TECH LEAD
John Jay College of Criminal Justice – New York, NY **February 2011 – December 2013**

- Configured, audited, maintained and optimized Windows 2008, SSH, Apache, MySQL, Git, & Bugzilla servers.
- Maintained a Diskless Remote Boot in Linux cluster with centralized user account management and file shares.
- Designed, implemented and tested an isolated and secure lab environment using recent releases of operating systems, updated hardware and software solutions.
- Documented recurring administrative procedures and wrote Linux Shell & python scripts to optimize lab operations.

Mateusz Opalinski

Phone: +1 (347) 323-8000 - Email: mateusz@opalinski.org

Certifications, Skills & Expertise

- **Certified Artificial Intelligence Scientist (CAIS)** – United States Artificial Intelligence Institute (USAII)
- **Certified MindStudio AI Agent Developer** – MindStudio

AWS Certifications

- AI Practitioner
- Security – Specialty
- Solutions Architect – Professional & Associate
- SysOps Administrator – Associate

Certifications In Progress:

- **DASA SRE Next Gen Certification** – DevOps Agile Skills Association (DASA) - anticipated completion Oct 2025

Interpersonal Skills: Employee training/mentorship **Methodologies:** SCRUM/Kanban/Lean
Infrastructure Automation: Terraform/OpenTofu,/Spacelift AWS CloudFormation, Ansible/AWX, Puppet/Chef,
Monitoring: Datadog, Grafana Stack, Splunk, ELK, NewRelic, PagerDuty/OpsGenie, Bugsnag
Container Platforms: Kubernetes, AWS (EKS/ECS), GCP (GKE, GCE), Docker (Swarm), VMware (vSphere)
Distributed Systems: Kafka, Zookeeper, Cassandra, Couchbase, Consul, Storm, Hadoop, Redis
Operating Systems: Debian, CentOS, RHEL, Ubuntu, CoreOS, Phusion, Alpine
Build/Artifact Management: Sonatype Nexus, JFrog Artifactory **FrontEnd Platforms:** Vercel
CICD: ArgoCD, Jenkins (OSS & CB, K8S Operator), Gitlab, GitHub, Github Actions, Perforce

Education

M. Sc. John Jay College of Criminal Justice – New York, NY **Graduated 2024**
Master of Science in Digital Forensics & Cybersecurity.
Relevant Coursework: Security of Information and Technology, Applied Cryptography, Architecture and Vulnerabilities of Operating Systems, Network Security & Forensics, Law in High Technology Crime

B. Sc. John Jay College of Criminal Justice – New York, NY **Graduated 2011**
Bachelor of Science in Computer Information Systems in Criminal Justice.
Relevant Coursework: Security of Computers, Object Oriented Programming, Programming Languages, Advanced Data Structures, Computer Algorithms, Operating Systems, Computer Networking, Database Systems.

References

Provided upon request.

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**: November 25, 2025

2. **Department or program proposing these revisions**: Dept. of Public Management/M.S. in Emergency Management Program

    a. Name and contact information of proposer(s): Jason Rivera (856-979-4979)
    b. Email address of proposer: jarivera@jjay.cuny.edu

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

M.S. in Emergency Management

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: November 25, 2025
    b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Lucia Velotti (Graduate Program Director)

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

    Change the required research methods course from SEC 715 to PMT 715 (with possible substitutions of SEC 715 and PAD 715).

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

    In Fall 2025, the Department of Security, Fire and Emergency Management was officially dissolved by the College. As a result, the M.S. in Emergency Management program was rehoused within the Department of Public Management and course scheduling for courses with "PMT" **prefix** are now under the direct responsibility of the Chair of the Department of Public Management. However, courses and their respective scheduling with the **prefix** "SEC" now fall under the authority of the Department of Law and Police Science.

    Because students in the M.S. in Emergency Management program are currently required to take SEC 715, the availability of this course each semester relies on an outside department to offer it every semester. We would like to replace this

required course with PMT 715, which is already an existing course and falls under the Department of Public Management's authority to schedule regularly. This would allow the program and department more control over the scheduling of courses students are required to take.

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, the proposed changes do not affect the degree map of the program.

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

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

      This change should not affect other programs as SEC 715 is a required course of students in the security management program, which is housed in the Department of Police Science.

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.

   The head of the Security Management program was consulted, and they were approving of this proposed change to the M.S. in Emergency Management Program.

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).

Emergency Management, Master of Science

[From the 2025-26 Graduate Bulletin reflecting proposed changes]

Program Director: Professors Lucia Velotti (Fall 2025) and Hung-Lung Wei (Spring 2025)

The Master of Science in Emergency Management Program prepares students for responsible positions and leadership in public, non-profit, and private organizations. The program includes preparing for, responding to, recovering from, and mitigating future losses from the broad range of threats including natural and public health hazards and man-made or technological events. The program includes courses in emerging technologies, legal and organizational frameworks, and necessary knowledge to design and implement effective programs to reduce the toll that disasters and other emergencies take on individuals, organizations, and society in complex urban environments. This program is consistent with John Jay College's long-standing mission in public safety and graduate emergency management courses offered at the college since 2001.

Credits. 36

This program may be completed fully online or in a hybrid format.

Admissions. General admissions information for John Jay's graduate programs can be found under the Admissions section [add link] of this bulletin along with any Program-specific admissions requirements [add link].

Emergency Management Advising: lvelotti@jjay.cuny.edu (Fall 2025); hwei@jjay.cuny.edu (Spring 2026)

Additional Information. **Students who enrolled in this program in September 2026 or thereafter must complete the program 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 Graduate Bulletin.**

Program Codes: IRP Program Code: 37712; HEGIS Code: 2010.00; CIP Code: 43.0302

Degree Requirements. The Emergency Management MS program requires 36 credits of coursework. Students may elect to follow the Emergency Management General Track or the Thesis Track.

General Track - Comprehensive Exam~~/Project~~

All students on the General Track must pass one of two examinations.

Option one. The first option is a comprehensive examination designed to evaluate students' understanding of key knowledge and their ability to formulate responses to conceptual and practical applications of theories and practices taught in the program, and to express themselves effectively in writing for a professional audience. The Comprehensive Exam/Project is offered once every Fall and Spring term. Students can take the comprehensive exam a maximum three times. Students who do not obtain a passing score in three attempts will be dismissed from the program.

Option two. The second option is to take and pass the written certification examination portion of the International Association of Emergency Managers Associate Emergency Manager (AEM)/Certified Emergency Manager (CEM) program. Students must fulfill the application and other requirements for AEM process, including payment of any fees to IAEM. Upon successful completion of the examination, proof of completion must be submitted to the Program Director. Completion of the second option is taken at the student's time and expense. This option is not intended as an alternative for students who fail the comprehensive exam.

Thesis Track

Permission from the program director is required in order to select the thesis track, which is available to students who meet the following criteria:

- Completed at least 12 credits with a GPA of 3.5 or higher
- Earned a grade of B+ or higher in **PMT 715 Analytical Methods in Protection Management** ~~SEC 715 Analytical Methods in Protection Management~~
- The Thesis fulfills 6 credits of the elective requirements in the program.

PART ONE. Required Courses (Subtotal: 12 cr.)

PMT 711 Introduction to Emergency Management
PMT 760 Emergency Management: Mitigation and Recovery
PMT 763 Emergency Management: Preparedness
PMT 764 Managing Response to Large-Scale Incidents

PART TWO. Required Management and Analytic Courses (Subtotal: 12 cr.)

PMT 715 Analytical Methods of Protection Management
~~SEC 715 Analytical Methods in Protection Management~~
PAD 705 Organization Theory and Management
PAD 744 Capital and Operational Budgeting and Fiscal Management
PAD 748 Project Management for Emergency Management and Public Safety

(Degree Works Scribe: Keep SEC 715 in 'hide from advice' for students who took it prior to this change)

PART THREE. Electives (Subtotal: 12 cr.)

Select four courses

***Note*: Students in the Thesis Track fulfill 6 credits of electives with their thesis.**

CRJ 744 Terrorism and Politics
CRJ 746 Terrorism and Apocalyptic Violence
PAD 714 Organizational Performance Assessment
PAD 740 Public Sector Inspection and Oversight
PMT 701 Introduction to Protection Management Systems
PMT 703 Analysis of Building and Fire Codes
PMT 712 Theory and Design of Fire Protection Systems
PMT 720 Geographic Information Systems for Public Safety and Emergency Management
PMT 725 Seminar in Emergency Management and Response

PMT 761 Technology in Emergency Management
PMT 762 Business Continuity Planning
PMT 770 Climate Change Impacts and Emergency Management
PMT 780 Public Health Emergency Management
PMT 781 Risk Analysis and Loss Prevention
PMT 785 Special Topics in Emergency Management
PMT 789 Human and Social Vulnerability and Disaster
PMT 794 Independent Study
PMT 797 Faculty Mentored Research in Protection Management
SEC 730 Private Security: Function and Role in Homeland Defense
SEC 731 Risk, Threat and Critical Infrastructure
SEC 740 Safety and Security in the Built Environment
SEC 753 Theory and Design of Security Systems
SEC 760 Information Technology and Cybercrime
SEC 798 Faculty Mentored Research in Security Management

*Note: **PMT 794, PMT 797**, and SEC 798 requires approval of the program director*

TOTAL CREDIT HOURS. 36

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

New Course Proposal Form

Date Submitted: December 4, 2025

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: Forensic Psychology MA Program

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

   Name: Kendra Doychak
   Email address(es): kdoychak@jjay.cuny.edu
   Phone number(s): 212-237-8690

2. a. **Title of the course: Fieldwork in Forensic Psychology**

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

   c. **Level** of this course: __100 Level __200 Level __300 Level __400 Level _X_ Grad

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

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

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.)

   In Fall 2021, PSY 782: Fieldwork in Forensic Psychology was developed as an experimental course in response to the interest and need of students in the Forensic Psychology (FP) MA program. This experimental course has allowed students in the FP MA program to complete their externship at non-clinical training sites (e.g., research institutes, alphabet agencies). Historically, students in the FP program on the externship track were limited to PSY 780: Fieldwork in Counseling, which offers supervised experience for training mental health professionals in the assessment, management, and counseling of clients. Since many FP students do not wish to pursue clinical work in the future, this requirement was limiting their exposure to applied skill development and successful preparation for post-graduate careers in relevant settings.

In the 2024-2025 academic year, the FP MA Program surveyed full-time and adjunct faculty, current externship supervisors (i.e., those active in the field and supervising our students' fieldwork experiences), and previous and current students. The primary goal of this assessment was to revisit FP MA program learning objectives and identify program strengths and growth opportunities, as they relate to evolving field standards. The survey data provided valuable insight into what faculty, adjuncts, and externship supervisors view as the most important learning objectives for graduate students in Forensic Psychology and how well the program currently aligns with them. The survey data also allowed us to better understand the interests, goals, and training needs of students. Key findings highlighted several opportunities for program development: the need for a more diverse and **non-clinical curriculum** to better meet educational and career goals, greater focus on **professional development and career readiness**, and stronger support for **research, writing, and critical thinking skills**. These insights point to opportunities for curriculum innovation and track refinement (e.g., externship track options). Formalizing PSY 782: Fieldwork in Forensic Psychology as a permanent course is one way of responding to this important feedback and aligning course offerings with evolving field standards.

Since the first offering of this course, students have successfully completed externships at a range of agencies such as US Marshals Service, FBI, Center for Homicide Research, and Fifth Avenue Forensics (a forensic assessment practice), among others. I continue to work in collaboration with the MA Career & Externship office to further expand site options for FP students opting to complete PSY 782.

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.)

Fieldwork in Psychology provides 300 hours of supervised experience for students engaging in research, policy, program evaluation, or intelligence. Students work in settings including research institutes, consulting firms, higher education institutions, family courts, law enforcement agencies, or non-profit organizations. Training may include but is not limited to: analyzing, coding, and reporting data, report writing, testing/assessment, or grant writing. The primary goal of this course is practical, applied, and experiential learning at the fieldwork/externship site. Experiential learning is supplemented by course requirements and class meetings, overseen by the Program Director.

Please note: This course is graded on a Pass/No credit basis.

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):

Course prerequisites:

- A minimum of 24 graduate credits in the Forensic Psychology MA Program
- PSY 700 Mental Health Professionals, Social Science and the Law
- Enrollment requirement: Matriculated in the MA in Forensic Psychology

6. Number of:
   a. Class hours 3 (15 class hrs. and a minimum of 300 fieldwork hrs.)
   b. Lab hours __N/A___
   c. Credits __3__

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

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

Semester and years	Teacher(s)	Enrollments	Prerequisites
Fall 2025	Kendra Doychak	17	PSY 700 & 24 grad credits
Spring 2025	Kendra Doychak	27	PSY 700 & 24 grad credits
Fall 2024	Kendra Doychak	19	PSY 700 & 24 grad credits
Spring 2024	Kendra Doychak	19; 9	PSY 700 & 24 grad credits
Fall 2023	Kendra Doychak	16	PSY 700 & 24 grad credits
Spring 2023	Abbie Tuller	22	PSY 700 & 24 grad credits
Fall 2022	Abbie Tuller	18	PSY 700 & 24 grad credits
Spring 2022	Abbie Tuller	22	PSY 700 & 24 grad credits
Fall 2021	Abbie Tuller	22	PSY 700 & 24 grad credits

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?

The focus of this course/training will include fostering a connection between psychology and the criminal justice system, as well as between academic pedagogy and skills acquired and used in a practical setting. Students will be expected to demonstrate a commitment to implementing and/or expanding the following in the **externship setting** and through **course requirements**:

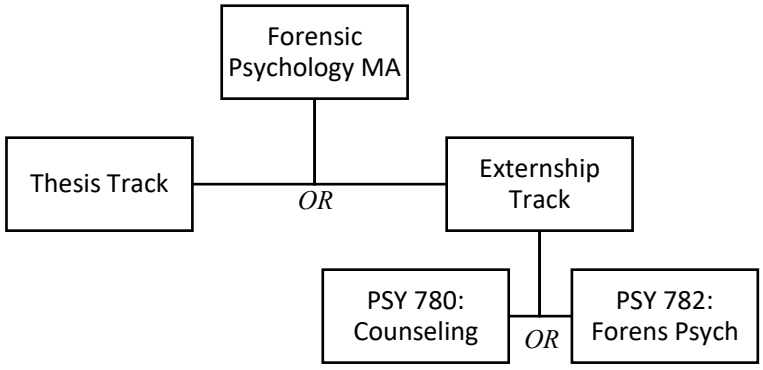
1. Skill Development: Students will develop skills and knowledge related to the field of forensic psychology (or psychology), and specific to the site setting, population, and organizational structure
2. Professionalism and Interdisciplinary Competence: Students will learn to interact effectively with professional staff, supervisors, and colleagues; learn to effectively use individual and/or group supervision; demonstrate willingness to learn with appropriate responsiveness to feedback; demonstrate professional behavior, including appropriate communication, attire, punctuality, and time management; develop consultation skills within the psychology discipline and across disciplines; foster skills to liaise with community agencies and groups
3. Cultural Responsiveness and Self- Reflection: Students will develop an understanding of the placement setting as a system, including the interrelationship of the setting with the community; analyze the role of the site within the larger criminal legal system and/or field of psychology; explore values, biases, attitudes, assumptions, behaviors, and general worldview as it relates to the role at the site
4. Professional Development: Students will acquire specific professional skills essential for early career professionals in the settings in which they are placed, expand and broaden their appreciation of the multiple roles of the professional in a human service setting; stimulate awareness and careful planning of future career goals

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)

Students in the Forensic Psychology MA program can select the thesis track *or* the externship track to fulfill their degree requirements. The proposed course will be situated under the "externship track" and be offered as an alternative to PSY 780. If this course addition is successful, PSY 780 *or* PSY 782 would fulfill the Forensic Psychology MA program requirement for the externship track. See below for simple flow chart.



10. Will this course be part of JJ's **general education program?**

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

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

Student learning will be assessed periodically over the course of the semester/externship by both the program director/course instructor and the externship supervisor. At 100, 200, and 300 (i.e., completion) hours, externship supervisors submit evaluations of the student's learning, performance, and progress. The program director reviews these evaluations and intervenes as necessary. In addition, student learning is assessed by the program director through written discussion board assignments and in-class discussion. Finally, students are assessed through a final paper due upon completion of their externship hours.

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

Yes____ No __X____

- If yes, please state the librarian's name_____

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

Yes __X____ No _____

- Are there adequate resources in the library to support students' work in the course?

(Please check all that apply):

- OneSearch (the library discovery tool) _X__
- Ebooks ____X_____

Subject specific library databases:

Academic Search Complete_X_	Gale Reference Sources__
NexisUni _X_	PsycInfo_X__
Criminal Justce Abstracts___	Sociological Abstracts___

Other (list them here)_____

- Is there an existing library Research Guide to support your class?

Yes _____ No __X____

13. **Syllabus:** Attached

14. Date of **Department or Program Curriculum Committee** approval: June 2025

15. **Faculty -** Who will be assigned to teach this course? Kendra Doychak

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**?

____No
__X__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.

Within the psychology department, this course is very similar to PSY 780: Fieldwork in Counseling offered in both the Forensic Mental Health Counseling (FMHC) and Forensic Psychology (FP) MA Programs. While the initial development of PSY 782: Fieldwork in Forensic Psychology predates my tenure in this role, its advancement and expansion have occurred in consultation with the director of FMHC (Chitra Raghavan), deputy director of FMHC (James Wulach), supporting director of PSYMA (Abbie Tuller), and director of MA Career & Externship Office (Naomi Naiztat). In addition, I have reviewed and considered the externship programs/requirements offered by other forensic psychology MA programs in the country, which range in emphasis from extremely clinical training to entirely nonclinical training.

Though the structure and requirements of the 780 and 782 courses are similar, the opportunities and program learning objectives differ in important ways (in simplest terms, PSY 780 is clinical experience whereas PSY 782 is nonclinical experience).

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

____Not applicable
____No

__X__Yes. If yes, give a short summary of the consultation process and results.

Please see above (#16).

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:

Kendra Doychak, Program Director, MA in Forensic Psychology

John Jay College of Criminal Justice
Department of Psychology
524 West 59th Street, New York City, NY 10019

Syllabus for PSY 782
FIELDWORK IN FORENSIC PSYCHOLOGY

Instructor:
Kendra Doychak, Ph.D.
Pronouns: She/Her
Office: NB 10.65.09
Office Hours: By appointment
Email: kdoychak@jjay.cuny.edu

Accommodations and Support:
Students needing accommodations and/or supports should contact John Jay's Office of Accessibility Services (https://www.jjay.cuny.edu/student-life/wellness-center/accessibility-services/our-services), which is located in L.66.01 (212-237-8031). If you believe that you will need accommodations/support, take action early in the semester, because it will take time for your needs to be assessed. I will only be able to provide such accommodations/supports after receiving formal notice from the Office of Accessibility Services.

Course Location, Hours, and Description: Fieldwork in Psychology is a 3-credit graduate course offered throughout the year in the Fall, Spring, Summer, and Winter semesters. It provides 300 hours of supervised experience for students engaging in research, policy, program evaluation, or intelligence. Students work in settings including law enforcement agencies, research institutes, consulting firms, higher education institutions, family courts, or non-profit organizations. Training includes analyzing, coding, and reporting data, report writing, testing/assessment, or grant writing. The on-site ssupervisor may also assign relevant required trainings and readings to the Extern as part of the Extern's training.

***Please note:** This is not an instructional course. Rather, the primary goal of this course is practical, applied, and experiential learning at your externship/fieldwork site. That said, your fieldwork is supplemented by course requirements outlined below and overseen by the program director.

Course Prerequisites: This course is available to students who have completed:

- A minimum of 24 **graduate** credits in the Forensic Psychology MA Program
- PSY 700 Mental Health Professionals, Social Science and the Law

To enroll: This course requires advanced preparation and permission to enroll, which is granted *after* your externship is approved by the program director, Dr. Doychak. For approval, the following documentation must be signed and uploaded to InPlace:

- Approval Letter
- Supervisory Letter of Understanding (SLU)
- Externship Disclosure Form
- Acknowledgement to 'Keep Documents' Form
- Proof of on-site Supervisor's advanced degree (copy of diploma, CV, or resume)

Course Learning Objectives: The focus of this course/training will include fostering a connection between psychology and the criminal justice system, as well as between academic pedagogy and skills acquired in a practical setting. Students will be expected to demonstrate a commitment to implementing and/or expanding the following in the **externship setting** and through **course requirements**:

5. Skill Development: Students will develop skills and knowledge related to the field of forensic psychology (or psychology), and specific to the site setting, population, and organizational structure
6. Professionalism and Interdisciplinary Competence: Students will learn to interact effectively with professional staff, supervisors, and colleagues; learn to effectively use individual and/or group supervision; demonstrate willingness to learn with appropriate responsiveness to feedback; demonstrate professional behavior, including appropriate communication, attire, punctuality, and time management; develop consultation skills within the psychology discipline and across disciplines; foster skills to liaise with community agencies and groups
7. Cultural Responsiveness and Self- Reflection: Students will develop an understanding of the placement setting as a system, including the interrelationship of the setting with the community; analyze the role of the site within the larger criminal justice system and/or field of psychology; explore their values, biases, attitudes, assumptions, behaviors, and general worldview as it relates to their role at the site
8. Professional Development: Students will acquire specific professional skills essential for early career professionals in the settings in which they are placed, expand and broaden their appreciation of the multiple roles of the professional in a human service setting; stimulate their awareness and careful planning of future career goals

Course Requirements: Students have on-site requirements (determined by their on-site supervisor at their externship site) and course requirements (outlined in the syllabus and overseen by the program director and externship office).

***Please note:** The large majority of course requirements are handled through InPlace. The only exceptions to this include: the online class community (i.e., the discussion board) and class meetings.

***Please note**: You will see an hour log on InPlace. You do not need to complete these. These are for students in PSY 780 who are required to log direct-client contact hours.

1. **Attendance/Participation**: Each student is required to complete 300 hours of externship work. Each student's attendance and participation is evidenced by update letters and completion of 300 hours.
2. **Discussion Board:** Students are required to post discussion board reflections over the course of the semester. Please see Brightspace for more information.
3. **Class Meetings:** Students will attend class meetings/consultations over the course of the semester. Please see Brightspace for more information.
4. **Update Letter 1**: Upon completion of 100 externship hours, Update Letter 1 is to be completed by the supervisor and submitted by the student via InPlace. Template is provided on InPlace.
5. **Update Letter 2**: Upon completion of 200 externship hours, Update Letter 2 is to be completed by the supervisor and submitted by the student via InPlace. Template is provided on InPlace.
6. **Update Letter 3 - Completion Letter**: Upon completion of 300 externship hours, Update Letter 3 is to be completed by the supervisor and submitted by the student via InPlace. Template is provided on InPlace.
7. **Summary Sheet**: Upon completing the externship, the student must submit a summary sheet based on the template provided, via InPlace.
8. **Reflection Paper**: The reflection paper is approximately 7-to-10 pages in length (not including title page). The paper is 12 size font in Times New Roman, double spaced with 1-inch margins. The

Summary Sheet can be used to assist with writing this paper (e.g., the problems, strengths, weaknesses, duties, improvements, etc.). The paper must be submitted via InPlace. The following is required to be included in the reflection paper:

- Site Details: Identify the site and main focus, followed by your role, your supervisor and their role, and any other relevant colleagues (1-2 paragraphs).
- Personal Growth and Learning at the Externship Site: What, if any, changes have you noticed in yourself? What skills have you gained? Explain how these helped you at your externship. What areas do you want to work on, or learn more about? What would you do differently in the future?
- Professional Development: What parts of the work are you enjoying, and what aspects of the work are you enjoying less? Why do you think this is? Are you surprised by anything you learned? Why or why not?
- Cultural Humility and Identity: What role have your identities (i.e. race, ethnicity, gender, sexual orientation, and so on) played in your work or workplace? Did you feel encouraged to utilize multicultural and/or intersectional frameworks at your externship? Why or why not?
- Any other experiences you would like to comment and reflect on.

Grading: Grades are Pass/No Credit. To obtain a grade of "Pass" you must complete all of the course requirements outlined above. Failure in any section will result in either an incomplete (INC) or a No Credit (NC) grade. Please note that many students take INC as they complete their hours, as it is impossible to neatly align fieldwork experiences with the academic calendar. Students have one academic year to resolve their INC; during this time, the INC does not impact their grade (or GPA) in any way.

Resources:

Foundational Texts:

Sweitzer, H.F. & King, M. (2004). The successful internship: Transformation and empowerment in experiential learning (2nd ed). Belmont, CA: Brooks/Cole-Thompson.

Melton, G.B., Petrila, J., Poythress, N.G., Slobogin, C., Otto, R.K., Mossman, D., & Condie, L.O. (2017). Psychological Evaluation for the Courts (4th ed.) Guilford Press: New York.

The APA's Specialty Guidelines for Forensic Psychology

Social Justice:

- Alexander, M. (2010). The New Jim Crow: Mass Incarceration in the Age of Colorblindness. The New Press: New York.
- Bernstein, N. (2002). The Lost Children of Wilder: The Epic Struggle to Change Foster Care. Vintage Books: New York.
- Abolitionist Alternatives: Excerpt from Are Prisons Obsolete? (article excerpt, Angela Davis)
- 'Police reform is coming. What should it look like?' (The Argument, podcast, 4/28/2021)
- Immigration and Customs Enforcement (ICE) and Racism (This Week in Immigration, podcast, 6/15/2020)
- Dr. Saul Kassin on false confessions (Speaking of Psychology, podcast)

- 'Confessions' (This American Life, podcast, 10/11/2013)
- Central Park Five (Film)
- 13th Documentary (Film)

Forensic Assessment and Diagnosis:

- Ackerman, M. J. (1999). Essentials of forensic psychological assessment. John Wiley.
- Otto, R. K., Boccaccini, M. T., & DeMier, R. L. (2014). Forensic Reports and Testimony: A Guide to Effective Communication for Psychologists and Psychiatrists. John Wiley & Sons, Incorporated.
- Research on and guidelines for reporting race and ethnicity in forensic reports (Report)
- Hoge S. K. (2016). Competence to stand trial: An overview. Indian journal of psychiatry, 58(Suppl 2), S187–S190.
- Kerig, P. K., Mozley, M. M., & Mendez, L. (2020). Forensic Assessment of PTSD Via DSM-5 Versus ICD-11 Criteria: Implications for Current Practice and Future Research. Psychological Injury and Law, 13(4), 383–411.
- Patrick, C. J. (Ed.). (2018). Handbook of psychopathy (2nd edition). Guilford Press.
- Hare, R. (1999). Without Conscience. Guilford Press.

The Court Room:

- Milroy CM. A Brief History of the Expert Witness. Acad Forensic Pathol. 2017 Dec;7(4):516-526. doi: 10.23907/2017.044. Epub 2017 Dec 1. PMID: 31240003; PMCID: PMC6474433.
- Munetz, M. R., Ritter, C., Teller, J. L. S., & Bonfine, N. (2014). Mental Health Court and Assisted Outpatient Treatment: Perceived Coercion, Procedural Justice, and Program Impact. Psychiatric Services (Washington, D.C.), 65(3), 352–358.
- Redlich, A. D., Steadman, H. J., Monahan, J., Robbins, P. C., & Petrila, J. (2006). Patterns of Practice in Mental Health Courts: A National Survey. Law and Human Behavior, 30(3), 347–362.
- 'The real CSI' video (Frontline, video, 8/17/2012)
- 'Forensic science' (Last Week Tonight with John Oliver, video, 10/1/2017)
- Expert witness testimony at trial: Practice and procedure (blog)
- *Racial Discrimination in Jury Selection Persists (Op-ed, Emmanuel Felton)*

Law Enforcement:

- A Day in the Life of a DEA Special Agent (video, actually starts ~9 min in)
- Investigation with Dr. T (YouTube series on various topics related to law enforcement)
- Federal Hiring Pathways Explained (video)
- Federal Uncovered (YouTube channel, "your go-to source for everything you need to know about a career in federal law enforcement")

Research:

- Rosenfeld, B., & Penrod, S. D. (Eds.). (2011). Research methods in forensic psychology. John Wiley & Sons, Inc.
- Tips for determining authorship credit (APA)
- Forensic Psychology Spotlight Articles (APA)

Non-Profits, NGOs:

- Peter-Stroh, P. (2015). Systems Thinking For Social Change: A Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results.
- INCITE! Women of Color Against Violence. (2017). The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex.
- Castellano, U. (2010). Outsourcing Justice: The Role of Nonprofit Caseworkers in Pretrial Release Programs.

Additional Course Policies

More than one-third of CUNY students were born in another country. Many more have immediate family members who were. I am committed to doing everything I can to ensure that every student, regardless of immigration status, is safe in this classroom. The university's website affirms, "As the nation's largest urban public university system, CUNY is dedicated to educating and advocating for the immigrant students and families who make up the lifeblood of our city and state." I will not create or maintain records that could be used by federal agencies to implicate members of our community as undocumented. The Professional Staff Congress (the faculty and staff union) provides important links to free legal support and other resources through the union's Immigrant Solidarity Working Group. CUNY has an extensive list of legal and other resources to support undocumented students. Students may also consult the "Know Your Rights" information provided by the New York Immigration Coalition.

Diversity, Equity, and Inclusion:
As outlined in the course's learning objectives, I expect that you work to become aware of your values, biases, attitudes, assumptions, behaviors, and general worldview as racialized-cultural beings. In an effort to facilitate this exploration and awareness, I have attempted to include course materials from a diverse array of scholars, researchers, and thinkers. In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens from which it was written. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. Please contact me or submit anonymous feedback if you have any suggestions to improve the quality of the course materials. The journey of becoming (and remaining) anti-racist and justice-oriented is lifelong and I—your course instructor—join you on it.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback here (which will lead to me making a general announcement to the class, if necessary, to address your concerns).
- If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

There is a **zero-tolerance** policy for discrimination or harassment in this course. Students who have experienced or are experiencing or witnessing discrimination or harassment can bring their concerns to the course instructor, program director(s), or institution's Chief Diversity Officer. If concerns are brought to me—the course instructor—I will act in good faith to see that they are resolved. Please see the links below to familiarize yourself with CUNY's policies and your rights as a student.

Protected identities include (but are not necessarily limited to):
actual or perceived race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, status as a victim of domestic violence/stalking/sex offenses, unemployment status, caregiver or familial status, prior record of arrest or conviction, or any other legally prohibited basis in accordance with federal, state and city laws

- CUNY's Notice of Non-Discrimination: https://johnjay.jjay.cuny.edu/files/cunypolicies/StatementofNonDiscrimination.pdf
- CUNY's Policy and Procedures on Equal Opportunity and Non-Discrimination:
- https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/equal-opportunity-and-non-discrimination-policy/
- CUNY's Policy on Sexual Misconduct: https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-resources/Sex-Based-Misconduct-Policy.pdf
- CUNY's Procedures for Implementing Reasonable Accommodations and Academic Adjustments: https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/

Accommodations and Support:
Students needing accommodations and/or supports should contact John Jay's Office of Accessibility Services (https://www.jjay.cuny.edu/student-life/wellness-center/accessibility-services/our-services), which is located in L.66.01 (212-237-8031). If you believe that you will need accommodations/support, take action early in the semester, because it will take time for your needs to be assessed. I will only be able to provide such accommodations/supports after receiving formal notice from the Office of Accessibility Services.

The Wellness Center:
The Wellness Center provides free counseling services for students of John Jay College. The services include: personal counseling, adjustment to college, career and personal development, choosing a major, study habits, test anxiety, low self-esteem, family and relationship concerns, depression, and grief. Trained professionals are diverse in ethnicity, race, sexual orientation, religion/spirituality, age, and gender. Spanish-speaking staff are available. To make an appointment, please call 212.237.8111, email counseling@jjay.cuny.edu, or drop-in to New Building L.68.00.

Academic Honesty:
Academic dishonesty is prohibited in CUNY as set forth here: https://jjay.smartcatalogiq.com/2023-2024/graduate-bulletin/academic-requirements/academic-integrity/. 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: http://guides.lib.jjay.cuny.edu/citing_sources. In this class we use APA Style.

Use of AI/ChatGPT:
Unless specifically authorized, the use of artificial intelligence technology is a violation of the CUNY/College Policy on Academic Integrity, and constitutes both cheating and plagiarism. Submitting work generated by someone or something other than yourself as if it were your own is cheating. Presenting ideas, concepts, words etc. without providing appropriate credit to your sources is plagiarism.

How to Avoid Plagiarism:
You must always cite the references you consulted in your writing and research. Failure to do so constitutes plagiarism. A few guidelines for acknowledging sources are noted below (from Northwestern University's "Some Notes on Plagiarism and How to Avoid It"):

A simple principle can be helpful when one is trying to determine whether in a specific case acknowledgement is necessary: If you knew it or held it as your own opinion before you began preparing your paper, it need not be acknowledged (unless you had recently acquired it from your reading). If you got it from some outside source after beginning preparations, it must be acknowledged. Whenever there are specified facts, explanations, judgments, opinions, or hypotheses, their exact source must be given. Such acknowledgment is required even when you present this specific material entirely in your own words. Any direct quotation must be placed in quotation marks (or otherwise designated as a direct quotation) and the source including the page number immediately cited (after the quote).

Academic Resources (Tutoring, Writing, and Learning Centers):
The Writing Center, located in room 1.68 New Building, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing level, and I encourage you to use it: https://www.jjay.cuny.edu/alan-siegel-writing-center.

Student Complaints:
John Jay is committed to the fair treatment of all its students by faculty, staff, and other students. If you feel you have been unfairly treated, your rights are described at: https://www.jjay.cuny.edu/student-life/dean-students/office-student-relations. Information about the grade appeal process is available here: https://www.jjay.cuny.edu/change-grades#Appealby

Safety:
John Jay strives to provide a safe, secure, and mutually-respectful environment for all its students and employees. In any emergency, John Jay Public Safety personnel can be reached by dialing (212) 237-8888 (or Ext. 8888 if on campus). Students should familiarize themselves with the university's range of safety related policies, located here: https://new.jjay.cuny.edu/about-us/governance-leadership/finance-administration/human-resources/employee-resources/cuny-policies-procedures

Incompletes:
As mentioned above, it is typical for students to take Incompletes in this class as it is impossible to neatly align fieldwork experiences with the academic calendar. If granted an INC, it is **YOUR** responsibility to submit missing work before the deadline for resolution.

Class Schedule

**Please note: This class is a 'Hyfield' course, which means that it blends your experiential in-person site learning (externship) with online (asynchronous and synchronous) learning. At times, we may also meet in person as a class.*

In addition to class meetings outlined below, I am available for individual meetings during my office hours and by appointment. Depending on the nature of these appointments, they may include the Director of MA Career and Externship Advising, Naomi Naiztait, and/or your externship supervisor.

Weeks	**Topic**	**Class Meetings**	**Submissions**
1-4	Introductions	Virtual Discussion (asynchronous) Class Meeting (TBD: synchronous or in person)	1. Discussion Board 1 (Post & Response)
5-8	Personal Growth and Learning	Virtual Discussion (asynchronous) Class Meeting (TBD: synchronous or in person)	1. Discussion Board 2 (Post & Response) 2. Update Letter 1 (100 hours)
9-12	Cultural Humility and Identity	Virtual Discussion (asynchronous) Class Meeting (TBD: synchronous or in person)	1. Discussion Board 3 (Post & Response) 2. Update Letter 2 (200 hours) **Consider starting on your final paper*
12-16	Professional Development & Career Readiness	Virtual Discussion (asynchronous) Class Meeting (TBD: synchronous or in person)	1. Discussion Board 4 (Post & Response) 2. Completion Letter (300 hours) 3. Summary Sheet **4. Final Paper**

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: December 5, 2025

1. Name of Department or Program: PSYMA Programs (Forensic Psychology MA, Forensic Mental Health Counseling MA)

2. Contact information of proposer(s):

Name(s): Kendra Doychak
Email(s): kdoychak@jjay.cuny.edu
Phone number(s): 212-237-8690

3. Current number and title of course: **PSY 733 Dissociation and Trauma**

4. Current course description: N/A

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): no lab hours

c. Current prerequisites: N/A; Enrollment requirement: Matriculation in a graduate Psychology program or the Advanced Certificate Program in Victimology Studies.

5. Describe the nature of the revision (what are you changing?): Seeking to add a course description to CUNYFirst and the Graduate Bulletin (currently missing) .

6. Rationale for the proposed change(s):

PSY 733 does not currently have a course description in the Graduate Bulletin. This is a required course for both the Advanced Certificate in Victimology Studies and the Victim Specialization Track.

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

a. Revised course description:

This course explores trauma and dissociation from current and historical

perspectives. The course examines the categorical approach to trauma and dissociation as exemplified by the DSM-5, as well as a dimensional, psychoanalytic understanding of these concepts and their relationship to each other. Trauma is discussed from the perspective of individual and family experience and in the context of society as a whole, addressing topics such as gender-based violence, systemic racism, genocide, and the transgenerational transmission of trauma. The course also considers topics such as recent advances in our understanding of the biology of trauma, the impact of vicarious trauma, and various treatment approaches.

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/enrollment requirements: N/C

8. Enrollment in past semesters:

Fall 2025, 3 sections – 20, 18, 20
Spring 2025, 3 sections – 19, 20, 10
Fall 2024, 3 sections – 18, 17, 20
Spring 2024, 3 sections – 19, 19, 20
Fall 2023, 3 sections – 17, 20, 20
Spring 2023, 3 sections – 12, 13, 21

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: June 2025

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Professors Kendra Doychak, Program Director, MA in Forensic Psychology; Chitra Raghavan, Program Directory for MA-Forenisc Mental Health Counseling

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:

1. Name of Department or Program: PSYMA Programs (Forensic Psychology MA, Forensic Mental Health Counseling MA)

2. Contact information of proposer(s):
   Name(s): Kendra Doychak
   Email(s): kdoychak@jjay.cuny.edu
   Phone number(s): 212-237-8690

3. Current number and title of course: **PSY 784 Gender, Sex, and Sexuality**

4. Current course description:

   What does it mean to be non-binary, female, and or male and LGBTQ+ in forensic contexts? This course examines the roles of gender, sex, and sexuality as they relate to forensic psychology and mental health counseling. Students will explore the differential impacts of gender, sex, and sexuality on crime victimization and perpetration as well as appropriate clinical responses. Additionally, the response of the legal and law enforcement systems as well general public to differing gender and sexual identities will be examined. Particular emphasis will be placed on LGBTQ+ issues.

   a. Number of credits: 3

   b. Number of class hours (please specify if the course has lab hours): No lab hours

   c. Current prerequisites: N/A, Enrollment requirement: Enrolled in any Graduate Psychology Program.

5. Describe the nature of the revision (what are you changing?): Seeking to change the title of the course, revise the course description from CUNYFirst and add it to the Graduate Bulletin (currently missing)

6. Rationale for the proposed change(s):

PSY 784 does not currently have a course description in the Graduate Bulletin.

PSY 784's current course title does not fully reflect the content taught in this class, which extends beyond gender, sex, and sexuality to include ethnicity, race, and other sociopolitical identities. In addition to a title more accurately reflecting course content, this change is also proposed due to the requirements of state licensing boards. For those graduating from the FMHC program and applying for licensure (especially in southern, midwestern, and northern states), boards require a course in "Multiculturalism" or "Diversity." If this class title accurately reflected the breadth of its content, it is likely that this class would help more students meet licensing requirements.

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

a. Revised course description:

What does it mean to be non-binary, female, and/or male and LGBTQ+ culturally in the United States and elsewhere in the world? How does this play out forensic contexts? Utilizing feminist studies, gender studies, queer studies, critical race studies, and disability studies, this course explores the differential impact of gender, sex, and sexuality on crime victimization and perpetration. Students will also examine the roles of gender, sex, and sexuality as they intersect with other sociopolitical identities (e.g., race, ethnicity, religion, immigration status, disability status, etc.) and as they relate to forensic psychology and mental health counseling. Students will develop an ability to examine identity through an intersectional and anti-dialectical lens. The course emphasizes the responsibility of mental health clinicians, researchers, and others working with minoritized populations in forensic arenas to properly assess, understand, and intervene.

b. Revised course title: **Gender, Sexuality, Race, and Identity: Thinking Critically in Forensic Psychology**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Gender Sex Race & Identity**

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 – 19
Fall 2024 – 16

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: June 2025

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Professors Kendra Doychak, Program Director, MA-Forensic Psychology and Chitra Raghavan, Program Direcotr, MA-FMHC

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: December 10, 2025.

1. Name of Department or Program: MS in Forensic Science

2. Contact information of proposer(s):

Name(s): Lissette Delgado-Cruzata
Email(s): ldelgado-cruzata@jjay.cuny.edu
Phone number(s): 212.5213743

3. Current number and title of course: **FOS 732 Advanced Molecular Biology**

4. Curent course description :

This course provides an in-depth treatment of selected topics in molecular biology. Lecture topics include the structure and function of nucleic acids and proteins; DNA replication, recombination, and repair; mutagenesis; transcription and translation; regulation of gene expression; mobile genetic elements, and molecular biological techniques. The laboratory introduces experimental methodologies: cell culture techniques, transformation, DNA and protein isolation, electrophoresis, Southern and Western blotting, DNA sequencing, and recombinant DNA techniques. QA/QC topics will be addressed in the laboratory environment.

a. Number of credits: 5 credits

b. Number of class hours (please specify if the course has lab hours): 3 lecture and 8 lab hours

c. Current prerequisites: FOS 704 Advanced Genetics; Matriculated in the Forensic Science MS Program.

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

1. Change of current pre-requisite, replacing FOS 704 Advanced Genetics with FOS 708 Human Genetics and Forensic DNA.

2. Revise and update the course description, learning outcomes, and title to better reflect the current course.
3. Modify the lab hours from 8 to 6 hours per week to facilitate double-tracking Toxicology and Molecular Biology in the program.

6. Rationale for the proposed change(s):

1. **Change of current pre-requisite, replacing FOS 704 Advanced Genetics with FOS 708 Human Genetics and Forensic DNA**. Last year, we replaced FOS 704 Advanced Genetics (available only for the Molecular Biology track) with FOS 708 Human Genetics and Forensic DNA (core for all three tracks). Because of that, we request the change of the prerequisite.
2. **Revise and update the course description, learning outcomes, and title to better reflect the current course**. When the program was designed in the 2000s, molecular biology was a new specialty in forensic science. However, today the field of molecular biology has advanced significantly; as a result, we must update this specialty's course to reflect these changes, and this must be reflected in the course description, learning outcomes, and title.
3. **Modify the lab hours from 8 to 6 hours per week to facilitate double-tracking Toxicology and Molecular Biology in the program**. As different areas of forensic science develop, students are increasingly interested in their intersections. The current course structure, with two laboratory days, limits students' ability to enroll in this course alongside other specialty courses such as Toxicology. Reducing the number of laboratory hours from 8 to 6 (from two days to one) will allow students to take this course without extending their time in the program to gain additional molecular biology knowledge if they choose to complete the Molecular Biology and Toxicology specialties. Overall, this change will enhance their professional skills and enable them to graduate within two years. It also offers more program options and could increase enrollment in FOS 732, which has been low over the past five years.

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

a. Revised course description:

This course provides an in-depth study of selected topics in molecular biology **and genetics that are relevant to forensic science practice and applications**. Lecture topics include the structure and function of nucleic acids and proteins; **genetic variation and its implications in human populations**; DNA replication, recombination, and repair; **inheritance patterns and genetic linkage**; transcription and translation; the regulation of gene expression **and epigenetic mechanisms**. The laboratory introduces experimental methodologies **at the core of molecular biology, focusing on the detection and quantification of DNA, RNA, and proteins.**

b. Revised course title: Advanced **Topics in Genetics and** Molecular Biology **for Forensic Scientists.**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Genetics & Molecular Biology** (28 characters)

d. Revised learning outcomes:

1. Demonstrate knowledge of the fundamental concepts of genetics and advanced molecular biology and the methodologies in these fields (measured through the lecture exam, weekly lecture assignments, laboratory exercises and assignments, and final paper and presentation).

2. Apply principles of genetic and molecular biology to the understanding of genetic variation and inheritance and its applications to forensic genetic analysis and identification (measured through quizzes, laboratory exercises and assignments, the lecture exam, and weekly assignments).

3. Learn about the difference in structure and function of DNA, RNA, and proteins, understanding their distribution and presence in different organisms and tissues (measured through quizzes, weekly lectures, and laboratory exercises and assignments).

4. Understand the molecular mechanisms that govern cell functioning, including DNA replication, RNA synthesis (transcription), and protein synthesis (translation), and the mechanisms that regulate these processes (measured through quizzes, the lecture exam, and weekly lecture assignments).

5. Demonstrate quantitative reasoning skills by collecting data, carrying out statistical analyses, conducting data presentation and interpretation (measured through laboratory exercises and assignments).

6. Explain how issues of ethics converge with scientific research and identify the impact it has on its applications in the molecular biology application to forensic investigations (measured through the final paper and presentation).

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

f. Revised number of credits: N/C

g. Revised number of hours: 3 lecture and **6 laboratory hours**

h. Revised prerequisites: **FOS 708 Human Genetics and Forensic DNA; Matriculated in the Forensic Science MS Program**

8. Enrollment in past semesters: 5 students in Fall 2025, 6 students in Fall 2024

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: December 9, 2025.

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Marta Concheiro-Guisan, MS FOS Program Director

FOS 732 Advanced Topics in Genetics and Molecular Biology for Forensic Scientists

Fall 2026
JOHN JAY COLLEGE OF CRIMINAL JUSTICE THE CITY UNIVERSITY OF NEW YORK

INSTRUCTORS: Drs Lissette Delgado-Cruzata, Ph.D., M.P.H.
Email: ldelgado-cruzata@jjay.cuny.edu

Student hours *(also known as Office hours)* to meet and discuss class materials, or general questions. Wednesdays 1:30-2:30pm or by appointment (send an email to the instructor to set up a time and receive a Zoom link)

CLASS SCHEDULE:
Lecture: TBD
Labs: Tuesdays 4:00 pm-10:00pm - NB 4.61

Accommodations for Students with Disabilities: Qualified students with disabilities will be provided corresponding academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS (contact phone number: 212-237-8031). The OAS and/or the student can share the appropriate paperwork with the instructor so accommodations can be put in place.

Course Description: This course provides an in-depth study of selected topics in molecular biology and genetics that are relevant to forensic science practice and applications. Lecture topics include the structure and function of nucleic acids and proteins; genetic variation and its implications in human populations; DNA replication, recombination, and repair; inheritance patterns and genetic linkage; transcription and translation; the regulation of gene expression and epigenetic mechanisms. The laboratory introduces experimental methodologies at the core of molecular biology, focusing on the detection and quantification of DNA, RNA, and proteins.

Learning objectives: In this course, students will:

In this course, we will learn the main principles of molecular biology and explore the techniques and the concepts behind them. We will:

1) Demonstrate knowledge of the fundamental concepts of genetics and advanced molecular biology and the methodologies in these fields (*measured through the lecture exam, weekly lecture assignments, laboratory exercises and assignments, and final paper and presentation*)
2) Apply principles of genetic and molecular biology to the understanding of genetic variation and inheritance and its applications to forensic genetic analysis and identification (*measured through quizzes, laboratory exercises and assignments, the lecture exam, and weekly assignments*)
3) Learn about the difference in structure and function of DNA, RNA and proteins understanding their distribution and presence in different organisms and tissues (*measured through quizzes, weekly lecture and laboratory exercises and assignments*)
4) Understand the molecular mechanisms that govern cell functioning including DNA replication, RNA synthesis (transcription) and protein synthesis (translation) and the mechanisms that regulate these processes (*measured through quizzes, the lecture exam,*

weekly lecture assignments

5) Demonstrate quantitative reasoning skills by collecting data, carrying out statistical analyzes, conducting data presentation and interpretation (*measured through laboratory exercises and assignments*)
6) Explain how issues of ethics converge with scientific research and identify the impact it has to its applications in the molecular biology application to forensic investigations (*measured through the final paper and presentation*)

COURSE MATERIALS:

Available Online: All materials and instructions for the course will be posted on Brightspace in the form of lectures, lecture videos, assignments and worksheets. Peer-reviewed published research articles will be used every week to support the concepts, and explore evidence about the topics we are learning. These will also be available through Brightspace. We will use Brightspace to communicate and share all course information and assignments. Please contact Brightspacestudent@jjay.cuny.edu or DoIT (212.237.8200), for help with e-mail or Brightspace.

Please note submission of assignments needs to occur through the Brightspace platform, no assignments will be graded outside the platform. Feel free to reach out if you have any issues using the platform, to guarantee your work is graded timely and feedback is provided.

Course Materials: We will use readings, videos and published research articles as learning materials this semester. We will use the following text to learn about forensic science application in the field of molecular biology:

Materials used in this course and related to the understanding of:

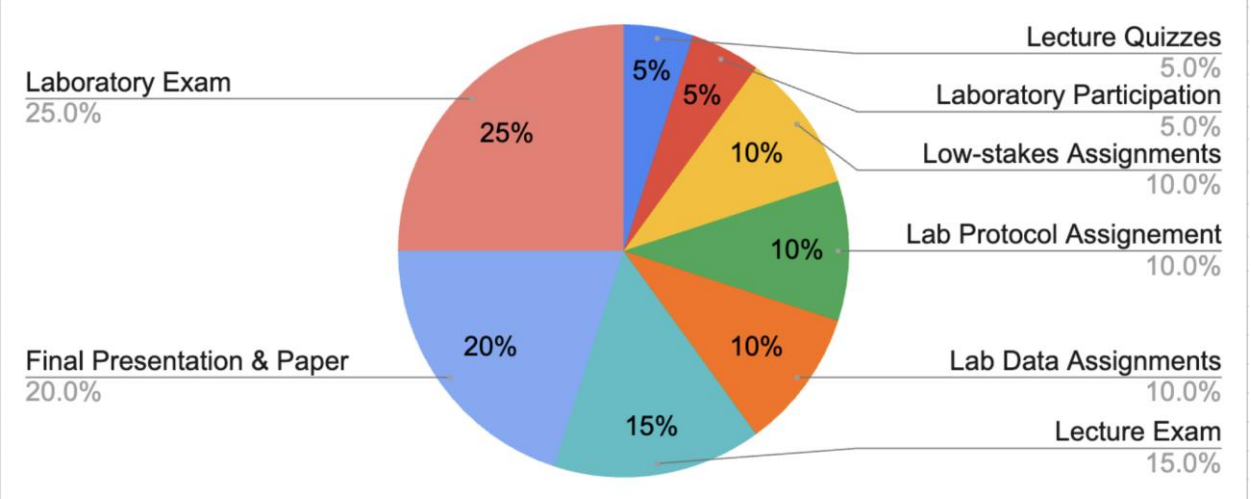
- genetics will be extracted from the following textbook: Griffiths, J.F., Wessler, S.R., Lewontin, R.C., and Carroll, S.B. *Introduction to Genetic Analysis* (8th ed.). New York: W. H. Freeman and Company.
- molecular biology processes and mechanisms will be extracted from Alberts B, Johnson A, Lewis J, Raff M, Roberts K, Walter P. *Molecular Biology of the Cell*. (4th ed.) New York: Garland Science.

Weekly lecture power-point and recordings, videos and website links to other material relevant to the course, including blog entries, chapters of other books, and research articles, will be available through Brightspace. The syllabus, general course instructions, instructions for the submission of course materials will also be available there.

GRADE DISTRIBUTION:

Grade distribution for the FOS732 will follow the breakdown below:

LECTURE	
Quizzes	5%
Low-stakes Assignments	10%
Final Presentation & Paper	20%
Lecture Exam	15%
LABORATORY	
Laboratory Protocol Assignement	10%
Laboratory Data Assignments	10%
Laboratory Exercise Participation	5%
Laboratory Exam	25%
Total	100%



MODE of INSTRUCTION:

LECTURE. We will review materials before every class session, by accessing the lecture videos and readings and completing the weekly quizzes. Weekly quizzes will help assess the knowledge gained from reviewing materials before class. Each week will have a content page on Brightspace, with a list of weekly deadlines, content to be covered including links to videos and readings, instructions, as well as short low-stakes assignments. See the definition of low-stakes assignment below, these will help you assess your knowledge of the material.

Definition of a low-stakes assignment: *Low-stakes assignments are forms of evaluation that do not heavily impact students' final grades or other educational outcomes. The purpose of low-stakes assignments is to provide students with an indication of their performance while taking a course and give students an opportunity to improve their performance prior to receiving a final grade (retrieved from https://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/Pages/low-stakes-assignments.aspx)*

Low-stakes assignments: These are virtual discussion forums and assignments that will be used to develop skills and assess the student's progress through each course component. They will also promote collaboration and exchange of ideas. Consider posted deadlines and access the

Discussion Board Expectations tab on the Course Description tab. These are worth 10% of the final course grade.

Lecture Exam: The exams will cover main concepts using multiple choice and written short answer questions. It will take place on **December 4th** in the time allocated to the class**,** and it will be administered through Brightspace. More instructions will be provided as the exams approaches. This exam will be worth 15% of the overall course grade.

Final Presentation & Paper: The final assignment of the course is a final presentation and paper covering a topic selected by each student. The topic selection will take place before the 5th week of the semester, through an assignment submission on Brightspace. The instructor will provide feedback and suggestions, approving the topic of the final assignment. The selection of the topic might include any related to areas within the applications of molecular biology, specifically an application within forensic sciences is encouraged. The presentation and paper will use the scientific literature to explore the selected topic, exposing the main ideas, theories, and their impact. An element of the paper and presentation should address the societal impacts of the topic and/or ethical concerns. The paper and presentation should include proper references, and a clear description of the evidence used to support what is presented. Further instructions will be included on Brightspace. The presentation will take place on **December 11th** in class, and the paper is due on **December 18th** at midnight.

Use of AI and AI-tools: Please see our statement on the use of AI during the course and proper citation of its use. We will be using AI as a tool to better understand its utility and discuss issues of ethics associated with AI.

COLLEGE RESOURCES & POLICIES:

Wellness Center: Counseling Services are available for students in the Wellness Center (L.68NB). The Wellness Center is a fully accredited site in good standing with the standards of the International Association of Counseling Services. All of the services are free of charge and confidential. Please email chead@jjay.cuny.edu or walk-in to make an appointment during the work hours of 9 am to 5 pm Monday through Friday. In an emergency during non-work hours, please contact public safety (212.237-8888) or call 911.

Counseling staff are trained professionals and diverse in ethnicity, race, sexual orientation, religion/spirituality, age, and gender. They also have Spanish-speaking staff. Email chead@jjay.cuny.edu or call 212-887-6239 for more information.

Student Emergency Assistance: Programs are also available in the Wellness Center. Students experiencing food insecurity, loss of housing or dislocation from home, loss of income, issues and costs related to immigration, or assistance with paying for childcare may be eligible for a variety of services. Many of these services are available to students for free and regardless of immigration status. The Wellness Center is located in L.68.00 and can be reached at emergencyfunding@jjay.cuny.edu

Students who are in need of a loaner laptop should request an appointment to pick up a loaner by emailing the DoIT Helpdesk at helpdesk@jjay.cuny.edu

Statement of the College Policy on Plagiarism: Plagiarism is the presentation of someone else‘s ideas, words, or artistic, scientific, or technical work as one‘s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily 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. 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. (JJC Undergraduate Bulletin, see Chapter IV Academic Standards). In this course, we will use www.SafeAssign.com for all the submitted written work.

CLASS SCHEDULE

LECTURE TOPICS:

Week 1. August 28th.
INTRODUCTION

- Course Introduction (Syllabus, course schedule, expectations)
- Important Molecules In The Biology Of Cells And System
- A focus on DNA (Quick Review)

Week 2. September 4th
Nature of chromosomes and the genome's structure

- Chromosome theory of heredity
- Chromosomal structure, variation in number and size
- Types of genomic DNA: Composition of the Human Genome

Week 3. September 11th
DNA's function and synthesis

- DNA: evidence supporting the discovery of its function
- Synthesis of DNA (DNA replication)
- Experimental use of DNA replication (PCR): How does PCR work?

Week 4. September 18th
DNA Mutations and repair mechanisms

- Point mutations & spontaneous mutations
- DNA repair mechanisms
- Variation in DNA repair

Week 5. September 25th
Genes & Genotypes

- Diving into genetic variation
- Interactions between alleles of one gene
- Interactions between genes and proteins

Week 6. October 9th
Types and Patterns of inheritance

- Cell division
- Patterns of inheritance
- Autosomal, cytoplasmic and sex-linked inheritance

Week 7. October 16th
DNA Recombination & its role in heredity

- DNA recombination mechanisms
- Understanding genetic linkage

- Hardy-Weinberg Equilibrium

Week 8. October 23th
RNA structure and function

- RNA: experimental data supporting the discovery of the function of RNA
- Synthesis of RNA (Transcription) RNA
- Assembly of the transcription machinery

Week 9. October 30th
Proteins and their synthesis

- Protein: experimental data supporting the discovery of the function of proteins
- Protein synthesis (Translation)
- Ribosomal Assembly and protein release

Week 10. November 6th
Proteins & Their Functions

- Different functions of proteins
- Enzymes and their characteristics
- Modification of proteins after translation

Week 11. November 13th
Regulation of molecular processes

- Mechanisms that regulate the amounts of proteins and RNA that are made
- Relevance of differential expression in development
- Epigenetics

Week 12. November 20th
Epigenetic mechanisms

- Discovery of epigenetics
- Basis of epigenetic regulation
- Mechanisms of gene regulation

Week 13. December 4th
LECTURE EXAM

Week 14. December 11th
FINAL PRESENTATIONS

Week 15. Final Exam Period

LABORATORY EXERCISES:

Week 1 & 2. August 27th & September 2nd
Lab Exercise #1: DNA extraction in different organisms

- Lab General Guidelines, syllabus and Pipettor Use exercise
- Quick Bacterial Extraction
- Chelex DNA extraction from Saliva and Blood
- Zymo DNA extractions of DNA from Saliva, Blood & Bacterial Cells
- Quantification of DNA using Nanodrop & Assessment of DNA Quality by Gel

Electrophoresis

Weeks 3, 4 & 5. September 16th, 23rd & 30th
Lab Exercise #2: rs4680 SNP Analysis using multiple techniques

- PCR Amplification of MB-COMT & Gel Electrophoresis of PCR Products
- RFLP analysis of SNP rs4680 in MB-COMT
- Pyromark PCR Amplification & Gel electrophoresis
- Pyrosequencing to detect SNP & Data Analysis
- Taqman SNP detection

Weeks 6 & 7. October 7th & 14th
Lab Exercise #3: VNTR & CNV Analysis

- VNTR *PER3* PCR Amplification & Gel electrophoresis
- *CYP2D6* CNV PCR Amplification & Gel electrophoresis with image analysis to quantify bands
- *CYP2D6* CNV Quantitative PCR & Data Analysis

Weeks 8 & 9. October 28th & November 4th
Lab Exercise #4: Analysis of Gene Expression

- RNA extractions & Quantification
- cDNA synthesis: Reverse Transcription
- *HBA1* & *HBA2* Expression Analysis by Quantitative PCR
- *HBA1* & *HBA2* Expression Data Analysis

Weeks 10 & 11. November 11th & 18th
Lab Exercise #5: Analysis of DNA Methylation

- Bisulfite conversion of DNA
- *LINE-1* PCR amplification & Gel electrophoresis
- Determining DNA methylation of *LINE-1* by Pyrosequencing & Data Analysis

Week 12. November 25th
LAB EXAM

Week 13 & 14. December 2nd & 9th
Lab Exercise #6: Protein Analysis by Western Blot

- Protein extraction & Quantification
- Protein separation by PAGE and western blot transfer
- Immunoblotting & protein detection

John Jay College of Criminal Justice Action Plan

2025-26 AAC&U Institute for AI, Pedagogy, & the Curriculum

Needs statement

We are in the beginning stages of a global economic and social revolution that may exceed the levels of change catalyzed by the Industrial Revolution. Artificial intelligence and emerging technologies already infuse our daily lives more than most of us realize, and their impact on justice and equity issues demonstrates the vulnerability of our individual and collective lives on accurate information, reasoning, labor, and communications. We are seeing our mission for justice reform and administration challenged. We can learn from the Industrial Revolution's creation of opportunities for equity through social mobility and access to knowledge and resources; we can also learn from this era's creation of injustices through increasing and reinforcing wealth gaps, racist policies and systems, and climate damage. As the widely acknowledged leader in justice higher education, John Jay College of Criminal Justice faces an urgent call to take leadership in ethical, effective, innovative, and sustainable engagement with AI and emerging technologies. If we not listen and respond to this call, we will be abdicating our role in justice and criminal justice spaces.

Currently, John Jay College of Criminal Justice does not have an institutional vision, framework, or plan in place for effective, ethical, innovative, and coordinated pedagogical and curricular engagement with emerging technologies. A related and deeper issue is that the college has not yet committed to the transformation of higher education that is already happening through emerging technologies, climate change, and political crises that impact our entire community in very different ways.

We are calling from grassroots levels for an overall change in our mindset and approaches to higher education. While administrative responses often focus on adapting traditions and reacting to immediate political and economic pressures, these frequently miss the deeper societal transformations underway. As instructional and administrative members of our college community, we hope that John Jay and the City University of New York (CUNY) will not only acknowledge but actively commit to systemic educational change. At the same time, through this institute we anticipate achieving small shifts that sustain the institution and prepare us for larger changes when and if these are supported, even if these small shifts fall short of the long - term stability and resilience we need.

Goal and objectives

Our overall goal is to partner with our college in creating a framework to support effective, ethical, and innovative pedagogical and curricular engagement with emerging technologies over the next three years. Our specific goals address the development of our students' learning agency with AI, with increasing faculty resources and training that includes AI with student centered, inclusive, social justice pedagogies, and with improving and expanding communications and advocacy related to AI ethics and curriculum policies.

Over the next 2-3 years, we envision several outcomes. First, we aim to establish regular reviews and updates to our responsible AI guidelines that respond to changes in emerging technologies and higher education. Second, we hope to see that faculty, staff, and student engagement with pedagogy and curriculum related to emerging technologies will align with the college's mission and strategic plan, resulting in coordinated activities across offices, departments, and committees within the framework we have proposed. Third, we hope to see a vibrant community of faculty, students, and staff, with consistent and developing leaders and groups that engage with emerging technologies from multiple perspectives towards the strength and resilience of our institution and public urban higher education. We very much hope that AI literacy and AI ethics will be shared throughout our college community and that access and sustainability will have increased in our practices.

From October 2025-March 2026, we will focus on five projects to develop and begin to implement. We will survey our college community for AI Literacy familiarity and needs and connect our community to AI Literacy training. At the same time, we will involve our Faculty Senate Technology committee in revising our AI ethics guidelines and in designing a pedagogical and curricular framework for the college to engage with emerging technologies over the next three years. Through all these projects, we will be developing and engaging our college community for ethical, effective, innovative, and sustainable use of emerging technologies.

Approach and Ethos

We believe that through strategic partnerships and broadening communications, our approach will start to move our college from acting and reporting in "silos" toward collaborations that respect individual department and program objectives while making more effective and innovative uses of

our community members and resources. Our approach is systemic, both system-wide and methodical, as we identify the areas in which we can best impact our AI and emerging technologies needs now through taking scaffolded steps towards expansion.

Infused throughout our work are our ethical goals towards building a resilient culture of care toward the whole academic person, entities, and actions, Our ethical and social framework is based on Dr. Foster's Resiliency Principles (2009) of stability, capacity, flexibility, and community and on the college's 7 Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum, which guide our assessments of the AI and emerging technologies efforts that already exist in our college and those we want to catalyze and create. By emphasizing such features as consistency and reliability, growth within limits that can be exceeded through focused development, adaptability and defined boundaries, and common goals, resources, and processes, we are investing in our commitments to education and justice.

Projects & Plan

Our process goals focus on these areas:

- **Developing student, faculty, and staff AI literacy t**hrough curricular and co-curicular pilot projects that introduce the college community to AI ethics and intentional use of GenAI tools. We are working on these dual literacy goals through
    - adapting a recently introduced AI module in our summer bridge program for entering students
    - engaging faculty in a self-paced Brightspace workshop.
    - polling our students, faculty, and staff for their AI familiarity and needs.
- **Creating a map for pedagogical and curricular faculty development** that incorporates AI competencies with GenAI skills and tools into the student-centered, inclusive pedagogical faculty development already in place at the college.
    - We are beginning to identify the key areas of this map through our institute kickoff learning, research and institutional resources, and discussions with our faculty senate, curriculum committees, faculty development offices, and Academic Affairs. We are also looking at models from other institutions to guide our design.
- **Increasing the voice of our Faculty Senate Technology subcommittee** in college discussions of curriculum policies and design.
    - This committee is the logical and obvious locus of faculty input into emerging technologies discussions and policies related to pedagogy and curriculum at the college. We are supporting and encouraging increased visibility of the committee members in Faculty Senate communications and recommending their inclusion in larger discussions of our institute projects and college strategic plan development.
- **Revising the current college AI guidelines** to reflect recent research and data that influence AI use and AI impact across the college.
    - Our Provost and faculty have expressed interest in updating these guidelines; with partnerships that include the Faculty Senate Technology subcommittee, the office of Academic Integrity, our writing programs, and individual faculty, we are identifying the areas that need attention and learning from other institutional examples.
- **Creating a network of faculty and staff members** well-versed in different approaches to teaching, learning, and mentoring with AI who will guide and lead professional development

and conversations related to AI in and across college departments, programs, and offices. In this project we have 3 primary activities:

- We are reaching out to committees, departments, programs, offices, and individuals to include them in our plans (see the partner table below.
- We are planning a core community brainstorming event in mid-January for 60 or more members of our college to come together and co-design our pedagogical and curricular framework and ethical guidelines revision.
- We are designing digital AI resource hubs for faculty, staff, and students to be central asynchronous meeting spaces with AI and emerging technologies event information, teaching resources, literacy opportunities, and accommodations and social justice support.

Our equity goals include

- **increasing student capacity and access** to emerging technologies
- **increasing faculty and staff capacity and awareness** of emerging technologies
- **increasing college wide understanding of the ethical implications** of emerging technologies in terms of their foundations, design, and applications
- **maintaining awareness of the environmental and systemic impacts** of engaging in and developing emerging technologies.

Proposed Timeline

This table shows our progress check dates through March 6, 2026. We anticipate spending a month this spring reviewing our work and preparing our April Capstone Institute presentation. The dates do not coincide with actual activity dates and serve as moments for sharing information for the full team to review.

Date/ Project	**SCALE (AI Literacy)**	**FACTECH committee**	**AI Responsible Guidelines**	**Teaching Framework**	**AI Community**
10/3/25	*Action plan submitted *Team next steps & communications scheduled	*Action plan submitted *Team next steps & communications scheduled	*Action plan submitted *Team next steps & communications scheduled	*Action plan submitted *Team next steps & communications scheduled	*Action plan submitted *Team next steps & communications scheduled

10/24/25	*AI literacy poll revised/ready to share	*Responsible guidelines revisions invitation to committee	*Responsible guidelines revisions invitation to FACTECH committee	*College AI hub launched *Hearst Foundation proposal submitted *January 22 FDD theme/tracks proposed	*Community partners invited & informed *College AI hub launched *January community event date identified (Friday, 1/16/25) *January 22 FDD theme/tracks proposed
11/21/25	*AI literacy polls launched & near deadline	*Responsible guidelines revision recommend-ations prepped for Senate & stakeholders	*Responsible guidelines revision recommend-ations prepped for Senate &	*College AI hub refined with sustainability plan *January 22 FDD content discussion/ outreach	*College AI hub refined with sustainability plan *January 22 FDD content

		*Framework nodes identified & 3 month development planning	stakeholders	*Framework nodes identified & 3 month development planning	discussion/ outreach

12/19/25	*Fall goals updates *Fall projects assessment *AI literacy poll result analysis	*Fall goals updates *Fall projects assessment *January brainstorming community event plans drafted *January brainstorming community invitations sent *Framework node updates & requests	*Fall goals updates *Fall projects assessment	*Fall goals updates *Fall projects assessment	*Fall goals updates *Fall projects assessment *January brainstorming community event plans drafted *January brainstorming community invitations sent *Framework node updates & requests
1/26/26	*Spring plans & recoup as needed *AI literacy poll follow up re student modules, faculty Brightspace workshop	*Spring plans & recoup as needed *February brainstorming community event plans *Framework resource & recommend-ation additions *Responsible guideline revision outreach	*Spring plans & recoup as needed *Responsible guideline revision outreach	*Spring plans & recoup as needed *FDD plans *Framework resource & recommend-ation additions	*Spring plans & recoup as needed *FDD plans *January 16 community brainstorming event plans

3/6/26	*projects ready to assess & report for April 6-7 institute	*projects ready to assess & report for April 6-7 institute *Framework drafted *Responsible guideline revision status	*projects ready to assess & report for April 6-7 institute *Responsible guideline revision status	*projects ready to assess & report for *April 6-7 institute framework drafted	*projects ready to assess & report for April 6-7 institute *Core community roles identified; core community database in place

*FDD=Faculty Development Day, our semiannual faculty conference planned and presented by the Teaching & Learning Center.

iAIPC Team

As we implement our action plan, our iAIPC team is practicing shared leadership and overlapping teamwork through assigning small working groups to each of this year's projects and consulting on those we are not directly managing. This table shows our team roles at John Jay, our areas of expertise, and our networks. Together and in smaller partnerships, our iAIPC team has connections across most of the college that we trust to help us encourage an AI and emerging technologies community to form.

Name/ Affiliations	Department/ Office	Title	Relevant Areas of Expertise	College Networks
Jacob Adler	Library	Assistant Professor	AI, Information Science, library instruction	Faculty Senate Technology Committee, Library, Immigrant Solidarity Working Group
Kayla Bassknight	Student Transition Programs	Associate Director	Student orientations, student leadership, commencement planning and implementation, assessment, mentoring	Assessment committee, faculty-student disciplinary hearings council, NISS committee, strategic planning committee, Undergraduate Foundations planning group, CUNY LGBTQI+ Council

Gina Rae Foster (lead)	Teaching & Learning Center	Director	Pedagogy, educational technologies, curriculum, trauma & resilience, project management, mentoring, student academic support, social justice advocacy & interventions, DEI, qualitative and humanities research	CUNY Centers for Teaching & Learning Advisory Council (inaugural chair), CUNY CTL Disciplinary Council, President's Leadership Council, Digital Advisory Council, Accessibility Services, Compliance & Diversity, IT, Academic Programs, CUNY Graduate Center, Honors Program, Career Learning Lab, Academic Advising, Human Resources, Research, Office for Student Research & Creativity
Penny Geyer	Law, Police Science, & Criminal Justice Administration	Doctoral Lecturer	Pedagogy, online instruction	Faculty Senate Technology Committee, Undergraduate Curriculum & Standards Committee, Community fo Online Practice, Writing in the Disciplines (WID), Criminal Justice BS Online Program, Lecturers' Consortium
Raymond Rosas	English Writing across the Curriculum (WAC)	Assistant Professor, Co Director	Digital literacy, pedagogy, curriculum, composition, technical writing	General Education Advisory Committee, CSIS curriculum writing team, Student Research & Creativity office

Katherine Stavrianopoulos	Counseling & Human Services	Associate Professor	Pedagogy, curriculum, assessment, faculty leadership	CUNY AI faculty fellows, Western Governors' University online faculty development alumni, Distinguished Teaching Academy (former winner), department chairs (former chair)

Nancy Yang	Undergraduate Foundations, Counseling & Human Services, Psychology	Director, Adjunct Instructor	Pedagogy, digital literacy, project management, student academic support	Student Academic Success Program, NISS, CREAR Futuros Program

Challenges

Learning and higher education share a common commitment to identifying and solving problems. As a community, we also share the challenges that make problem-solving both more interesting and motivating as well as more frustrating.

The challenges we believe we will need to address include

- A substantial level of resistance to incorporating generative AI in curriculum and instruction as well as a lack of acknowledgment regarding how AI is transforming higher education..
- workloads for faculty and staff typically exceed our capacities.
- ongoing challenges to maintaining focus and energy due to ICE, federal funding changes, federal law changes, frequent illness, and frequent demands to engage in large, short-term projects.
- our new partnership as a team, our development of shared visions, and our shared understanding of what we bring to these initiatives.
- simultaneous, siloed projects that may overlap, interfere, or take support from our work (and vice versa)

In addressing these issues, we will focus on

- cultivating and maintaining respect and appreciation for our community

- ongoing and improved communications throughout our professional activities and relationships
- pacing and compartmentalizing our work
- establishing and maintaining roles and responsibilities for our projects
- validating each other, active listening, and learning with and from each other • creative problem-solving and flexibility

We understand that If we avoid these barriers, the barriers will continue to pose issues beyond our projects. If we acknowledge these barriers and work with and through the opportunities that reframing, shifting, and disrupting create, we can make progress towards the transformations we believe are necessary and inevitable.

Partners

This project is ambitious and calls for many partners. We will need the support and advocacy of senior management, including the President, Provost, and Vice President for Institutional Effectiveness. We need the partnership of Academic Programs staff and our writing program directors. We need partnership with the VP of Enrollment Management and Student Affairs (EMSA), Dean of Students, and EMSA division. We need the partnership of our Chief Information Officer. We need the college to recognize us as the team leading to response to our shared AI/emerging technology needs in teaching and learning and to refer others working on these issues to us for effective coordination of efforts. We need mentoring, time to meet and work together, and time in our schedules to implement our plans.
This table shows our projects with team leadership and anticipated partners. Many of these partnerships are already forming or in place.

Activities	**Programs/ Departments/ Committees**	**AAC&U Team Leads**
Student Co-curricular AI Literacy Education (SCALE) & Faculty Gen AI & Innovative Pedagogy Brightspace workshop	SASP, 1st year, Transfer, LMS, Enrollment Management and Student Affairs (EMSA), student leaders, Digital Creation Lab	Nancy Yang Kayla Bassknight Katherine Stavrianopoulos
Developing a Framework for Pedagogy/Curriculum	USCASC, GEAC, FACTECH, TLC, Academic Programs, Writing Programs	Raymond Rosas Penny Geyer Gina Rae Foster
Amplifying the Role of Faculty Senate Technology SubCommittee	Faculty Senate Technology Committee, UCASC, Faculty Senate	Jacob Adler Penny Geyer

AI Responsible Guidelines revision	Faculty Senate, Enrollment Management and Student Affairs (EMSA), Academic Integrity Office, Student Council, Council of Chairs, Strategic Planning Committee	Kayla Bassknight Raymond Rosas Gina Rae Foster Jacob Adler

Creating and Cultivating an AI Community	Academic Support, TLC, Office of Digital Learning, LMS, SASP, writing programs	Nancy Yang Katherine Stavrianopoulos Gina Rae Foster

Assessment

In this first year of our AI and emerging technologies efforts, we will prioritize designing measurable outcomes and project frameworks that support assessment over time and across disciplines and participants. By next spring, we will be able to assess our projects in terms of engagement and productivity to the extent that our community has participated in the activities that have been implemented. Satisfaction and effectiveness are assessment outcomes that we anticipate measuring over the following two years.

- **At the student level**, we plan to measure literacy activity engagement, numbers of academic integrity reports/cases, student innovations with Gen AI in creativity and research projects, student success in courses with/without Gen AI use, and self reporting of recent graduate career success with AI responsibilities. We will also identify co-curricular achievements, such as student leadership responsibilities, transferrable skills and student innovations with Gen AI use.
- **At the faculty level**, we will also measure literacy activity engagement and numbers of academic integrity reports/cases. Related to pedagogical development, we plan to identify faculty innovations with Gen AI in course and assignment design, student success in courses with/without Gen AI use, and the increased number of faculty using Gen AI in their courses.
- **At the staff level,** we plan to measure literacy activity engagement, staff innovations with Gen AI related to their roles and offices, and staff-faculty AI collaborations.
- **At the institutional level,** we will identify support for a range of policies within an overall ethical framework, the development of a university-wide emerging technologies framework, recognition for our work and leadership, and recommendations for our work as examples of best practices.

Early Wins

At the time of writing this report, we have much to share in terms of early progress. This list provides an overview of our “wins”:

- **Strategic plan goal and objectives:** Teaching & Learning Center Director Gina Rae Foster and Associate Director for Student Transitions Kayla Bassknight have introduced a strategic plan goal for AI and emerging technologies to the Provost and the college’s strategic planning group. We have met with our Vice President of Institutional Effectiveness to discuss this late and essential entry into the plans.
- **Student AI landscape analysis survey:** Our new Director for Undergraduate Foundations, Nancy Yang, has piloted a student survey on AI familiarity and needs. We will be revising this survey to use with faculty and staff and sharing the survey with the broader student population.
- **Student AI literacy module:** Director Yang has introduced an AI module in our summer bridge program for entering students which she plans to adapt for student workshops this spring.
- **Faculty AI literacy self-paced workshop:** Our Office for Digital Learning team has designed a self-paced AI literacy and pedagogy workshop for faculty on Brightspace, which has been made available and announced to all faculty at the college.
- **AI Ethics brown bag lunches:** Our Teaching & Learning Center has launched a monthly series of AI Ethics brown bag lunches for faculty and staff. These are informal discussion times with themes that range from academic integrity to equity and bias to sustainability and misinformation.
- **AI + critical thinking faculty development seminars:** Gina Rae Foster has designed and taught three sections of the Flipping the Pyramid: Gen AI and Critical Thinking seminar and will be teaching a fourth section this fall. Faculty who participate design assignments for their courses that combine intentional use of AI tools for critical thinking skills development with training their students to use AI as a means of increasing their learning agency. By May 2026, we anticipate that more than 50 faculty will have completed these seminars. A Pressbook of faculty seminar assignments and insights is currently in the works!
- **AI+Positionality learning+practice communities:** We are piloting a learning and practice community initiative, funded by our college president, that makes use of an OER faculty guide, AI + Positionality, written by one of our Psychology faculty as part of CUNY’s Building Bridges of Knowledge project. This year, we anticipate at least 30 faculty reading this guide together, implementing the assignments, and modifying the advice and assignments for disciplinary specific uses.
- **Faculty Senate conversations:** Penny Geyer, Doctoral Lecturer in Law, Police Science, and Criminal Justice Administration, and Jacob Adler, Assistant Professor at our Lloyd Sealy Library, have begun amplifying the voice of our Faculty Senate Technology Committee in conversations with our Faculty Senate.
- **Digital Advisory Council conversations:** Gina Rae Foster has shared an overview of our AAC&U initiative with our Digital Advisory Council and invited them to partner with our iAIPC team.
- **Writing Programs conversations**: Ray Rosas, Assistant Professor of English and Co Director of our Writing Across the Curriculum program, has been active in discussing our projects with his colleagues as well as the Vertical Writing Program and Writing Center directors. Ideas and suggestions are flourishing!

90 Day Quick Win Plans

Katherine Stavrianopoulos, John Jay iAIPC team member, 2012 Distinguished Teaching Prize winner, and former chair of the Department of Counseling & Human Services, has suggested this list of quick wins we plan to achieve in the next 90 days:

1. **AI Literacy Survey**
   Nancy Yang has the results from her pilot survey. We plan to deploy the survey (modified for appropriate audiences) through our Faculty Senate, Council of Chairs and Student Council by the end of October. We anticipate having the first results in our first 45 days. These data can then support our other initiatives and college plans.
2. **Faculty AI Literacy self-paced workshop**
   This is available to faculty now for self-enrollment in Brightspace. We will launch a campaign with department chairs to enroll interested faculty wit a goal of 50 faculty enrolled in 50 days.
3. **AI Ethics Brown Bag Lunches**
   We have shared a calendar with both the full time and part time faculty listservs and are taking notes to share at each session. Reminders are being sent from the TLC for each session. Participants are being added to our community building lists and project partners. We are setting a goal of engaging at least 25 faculty and staff in the first two lunches by October 15.
4. **Design and Launch AI Faculty Resource Hub**
   We have begun designing a hub for AI faculty resources that we plan to launch by the end of this month. The areas include events, AI literacy, AI ethics, AI pedagogy, and AI communities.

Summary

We are both proud and humbled by the energy and commitments of our partners: while we know there will be unexpected challenges and changes in direction over the next months and years, we are confident that these initial projects and connections are indications of long-term success.

In sum, our overall goal is to partner with our college in creating a framework to support effective, ethical, and innovative pedagogical and curricular engagement with emerging technologies over the next three years. Our specific goals address the development of our students' learning agency with AI, with increasing faculty and staff resources and training that includes AI with student-centered, inclusive, social justice pedagogies, and with improving and expanding communications and advocacy related to AI ethics and curriculum policies. By June 30, 2026, we aim to have engaged at least 10% of our students and faculty in AI literacy activities, to have revised our AI responsible use guidelines for review and adoption, to have designed a pedagogical and curricular framework for review, revision, and adoption, and to have a core emerging technologies community of at least 60 faculty, staff, and students involved in discussing and working with effective, ethical, and innovative college emerging technologies activities.

The Clock Is Ticking for Colleges and States to Get Ready for Workforce Pell

By Claire Murphy December 12, 2025

Colleges are excited about Workforce Pell Grants, but getting the money will be no easy feat.

That was made clear this week as Education Department officials, industry advocates, and experts discussed plans to carry out the major policy change, which will allow low-income students to pay for work-force-training programs with Pell Grants.

With a projected rollout date set for July and a plethora of requirements to navigate, institutions face a tight timeline to build the necessary infrastructure.

Education Department officials reached consensus Friday on proposed regulations for Workforce Pell, which was included in the budget-reconciliation law passed by Congress this summer. The change opens up the nation's largest financial-aid program to students enrolled in short-term, career-focused programs, a majority of which are offered at community and technical colleges.

The legislation set broad guidelines and thresholds for completion and employment, but it left many of the details concerning eligibility and accreditation up to the Education Department.

While advocates for these training programs see Workforce Pell Grants as a vital tool to help low-income students gain career skills that don't require a years-long degree, many colleges lack the data-tracking and staffing capacity necessary to meet these requirements quickly. Some policy experts are concerned that institutions' rush to qualify could undercut program quality.

“This is a game changer for those ready to take charge of their futures and enter the work force equipped with the skills that they need to succeed,” said Nicholas Kent, the Trump administration’s top higher-education official, on Monday. “This is not about creating a dual-track system in higher education. Rather, this work is about demonstrating that short-term and traditional programs are not mutually exclusive.”

What’s in the Rules?

Thousands of institutions already offer these types of short-term programs, but per the department’s newly proposed regulations, not all will make the grade.

Programs must be a minimum of eight weeks but less than 15 weeks of instruction, or 600 “clock hours.” The department said this week it expects most Workforce Pell Grant qualifiers to fall into the following categories: health-care programs (nursing aides, technicians, EMTs, paramedics); programs for earning commercial driver’s licenses and vehicle-operation certifications; technical programs (welding technology, automotive mechanics, computer and information services); and child-care-related programs.

Governors, in consultation with state advisory boards, will determine eligibility. The programs need to provide instruction that aligns with “high-skill, high-wage” or “in-demand industry sectors,” as determined by individual states’ needs. Completion of the program must result in a recognized postsecondary credential that is “stackable and portable,” and an award of academic credit toward a degree or certificate program that can be accepted at one or more institutions.

States will establish their own process for institutions to request approval for work-force programs, but colleges must provide data that allow states to calculate program outcomes using wage records and other administrative data. Pell Grant funding is contingent upon programs meeting at least a 70-percent completion and placement rate — in the program’s industry or a comparable in-demand occupation — within 180 days. Using this

information, the secretary of education will issue the final approval for funding.

Some policy experts caution that persistent data gaps will affect a timely rollout, both for states and the institutions eager to comply.

“If there isn’t enough data at the institutional level that can be rolled up to the state level to inform these decisions, then we’re really looking at a lot of potential harm to current and future students who wish to take advantage of Workforce Pell,” said Tanya I. Garcia, vice president at the Institute for College Access & Success.

Garcia said only about 5 percent of all short-term credentials are currently “stackable” or build toward a larger degree or certification — meaning the vast majority of existing programs will have to make adjustments to be eligible under the new rules.

“There’s already a lot of chaos and confusion, and state budgets, especially the higher-ed budgets, are really contracting right now,” Garcia said. “The states that do go forward in a quick fashion are basically putting their students and future workers at risk of enrolling them in programs that do not benefit the student or their communities.”

To try to safeguard integrity, the Education Department’s proposed rules say a program must operate through an accredited higher-education institution and meet the eligibility standards for at least one year before receiving state approval. Colleges will be restricted from outsourcing more than 25 percent of any work-force program to third-party vendors.

A program’s total cost of tuition and fees must be less than the median earnings of graduates three years post-completion, after adjusting for local cost of living and 150 percent of the federal poverty line.

And if a program fails to meet completion or placement rates, it’ll have to wait two years to reapply.

Carolyn Fast, director of higher-education policy and a senior fellow at the Century Foundation, a left-leaning think tank, said she was pleased to see the stringent accountability language.

"The standards are going to make it complicated and somewhat challenging for states and higher-ed institutions to navigate the process to qualify for this money, but I think that the guardrails in place are actually really helpful," Fast said.

Even if colleges can navigate these hurdles, deeper financial problems loom.

Congress allocated $10.5 billion to the Pell Grant program in July to avoid a complete depletion of the program's reserves. But a recent report from the Committee for a Responsible Federal Budget, a think tank that supports decreasing government spending, projects it will still face a budget shortfall of at least $61 billion over the next 10 years, and Workforce Pell Grants could add $2 billion to $6 billion in added costs.

These challenges have fueled skepticism about Workforce Pell Grants' real-world feasibility and the readiness of state systems to meet its demands soon.

"I really worry about what role employers need to continue to play in many states where there has been funding set aside for short-term credentials," said Garcia. Workforce Pell Grants, she said, are "going to require a lot of great data, a seamless articulation and transfer system, and an assurance to students that we're going to do right by them."