MINUTES OF THE MEETING OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK
HELD
SEPTEMBER 23, 2002
AT THE BOARD HEADQUARTERS BUILDING
535 EAST 80TH STREET – BOROUGH OF MANHATTAN

The Vice Chairperson called the meeting to order at 4:36 P.M.

There were present:

Benno C. Schmidt, Jr., Vice Chairman
Valerie Lancaster Beal
Wellington Z. Chen
Kenneth E. Cook
Joseph J. Lhota
Randy M. Mastro
Hugo M. Morales

Kathleen M. Pesile
Carol A. Robles-Roman
Nilda Soto Ruiz
Marc V. Shaw
Jeffrey S. Wiesenfeld

Patricia Fraticelli, ex officio
Susan O’Malley, ex officio

Secretary Genevieve Mullin
Frederick P. Schaffer, General Counsel and Vice Chancellor for Legal Affairs
Hourig Messerlian, Executive Assistant
Lorrie Christian
Towanda Lewis

Senior Vice Chancellor Allan H. Dobrin
President Fred W. Beaufait
President Dolores Fernandez
President Ricardo Fernandez
Interim President Russell K. Hotzler
President Gerald W. Lynch
President Byron N. McClenny
President Gail O. Mellow
President James L. Muyskens
President Antonio Perez
President Jennifer Raab
President Edward V. Regan

President Marlene Springer
President Carolyn G. Williams
President Gregory H. Williams
Dean Kristin Booth Glen
Dean Stanford A. Roman, Jr.
Vice Chancellor Jay Hershenson
Vice Chancellor Otis O. Hill
Vice Chancellor Emma E. Macari
Interim Vice Chancellor Ernesto Malave
Vice Chancellor Brenda Richardson Malone
University Dean Robert Ptachik

The absence of Trustees John S. Bonnici, John J. Calandra, and Alfred B. Curtis, Jr. was excused.
Vice Chairman Schmidt stated that I would like to call this meeting to order and welcome everyone back to the table after what I hope has been occasionally a relaxing summer.

A. VIDEO TAPING OF BOARD MEETING: Vice Chairman Schmidt announced that as usual CUNY-TV is transmitting our meeting this afternoon live on cable Channel 75. CUNY-TV is continuing to make available this community service that gives the public an opportunity to observe the work of our Board and our University.

B. CONDOLENCES: Vice Chairman Schmidt stated that I'd like to begin the meeting by offering condolences on behalf of the Board to our Executive Vice Chancellor Louise Mirrer, whose father-in-law, Dr. Robert Halle, passed away on Friday, September 20th in London.

I would also like to note that our Chancellor himself is under the weather, taken quite ill last week with the flu. But due to what I am told are sizes of antibiotics usually reserved for horses, he is recovering and resting at home. He wanted to come to this meeting but I exercised the prerogative of the Chair and told him to stay at home and get well.

C. INTRODUCTION OF NEW EX OFFICIO TRUSTEE: Vice Chairman Schmidt stated that it’s my pleasure to welcome to the Board and introduce our new student Trustee, Interim University Student Senate Chairperson Patricia Fraticelli. Ms. Fraticelli was formerly a student at Bronx Community College and is now enrolled at Lehman College. We’re delighted to have you with us.

Student Trustee Fraticelli stated that I am glad to be here. For me it is an honor to represent the highest priority of CUNY, which is the students, and I’m going to try to bring their voice to the table. Also, I want to thank those Trustees who went to our annual Student Leadership Conference. It was really productive. It was a pleasure to see so many future elected officials that are going to represent us in the City and the State. Once again I thank you.

D. INTRODUCTION OF NEW PRESIDENTS: Vice Chairman Schmidt stated that on behalf of my colleagues, I would also like to welcome our Queens College President, James Muyskens, to the table. And we welcome again our good friend, Russell Hotzler, in his new role as Interim President of York College.

At this point, Trustee Kay Pesile joined the meeting.

E. YORK COLLEGE PRESIDENTIAL SEARCH COMMITTEE: Vice Chairman Schmidt stated that I’m pleased to say that the York College Presidential Search Committee has been appointed, and I’m pleased to announce that Trustee Valerie Lancaster Beal has agreed to serve as the chair of that Committee. The other Trustees who have kindly agreed to serve on the Committee are Reverend John Bonnici, Wellington Chen, Kenneth Cook, and Kay Pesile. Faculty and student members will be added to the Committee as soon as they have been selected at their campus.

F. TRUSTEE HONORS: Vice Chairman Schmidt stated that it’s my pleasure to announce that Trustee Hugo Morales will be honored by the National Dominican Roundtable, as well as CUNY’s Dominican Institute, on October 17 at 3:30 p.m. at City College in the faculty dining room. All are welcome to that ceremony. There will be a reception immediately following. Congratulations to you, Doctor Morales.

G. JOHN JAY COLLEGE – PHASE II: On behalf of the Board of Trustees, Vice Chairman Schmidt offered special thanks to Trustee Randy Mastro for his help and support, and congratulations to President Gerald Lynch and the entire John Jay College community for the extraordinary persistence and determination on the part of so many, all of whom, with the help of Governor Pataki, have finally moved Phase II of John Jay off the drawing board. It’s moving forward, and a lot of us have been waiting for a long time for that to happen and President Lynch has been spearheading that effort. So congratulations.

H. HONORS COLLEGE LECTURE: Vice Chairman Schmidt stated that I do want to note that there will be an important Honors College lecture, to which you’re all invited, given by United States Poet Laureate and Lehman College Distinguished Professor Billy Collins, on Tuesday, October 15, at 6 p.m. at the Metropolitan Museum of Art. At the same occasion we will honor a number of CUNY’s most outstanding poets, 67 in all, members of the
faculty, students and staff who are accomplished poets from across all our campuses, who are bringing their love of poetry into our colleges’ classrooms and into the lives of our students.

At this point, Trustee Valerie Lancaster Beal joined the meeting.

I. COLLEGE HONORS: Vice Chairman Schmidt announced that no less an authority than The Princeton Review has ranked Brooklyn College as the most beautiful campus in the United States, and none of us who have enjoyed walking through that beautiful campus would dispute this ranking. But I do want to give congratulations to President Christoph Kimmich and his entire Brooklyn College community, who have shown, among so many other virtues, that they have a green thumb and a knack for gorgeous campus architecture and design, improved upon, by the way, with a beautiful addition to the library.

The University has embarked on a comprehensive effort to work more closely and effectively with all kinds of accrediting agencies, ranking services of one kind and another, and publications, and I think we’re beginning to see signs of progress. Congratulations to City College, Lehman College, and York College, all of which made major moves up in the latest round of U.S. News & World Report rankings. Of course, many of our other campuses have distinguished positions already in those rankings.

J. INTRODUCTION OF NEW TRUSTEE: Vice Chairman Schmidt stated that now I have the pleasure of welcoming for the first time and introducing our new Trustee, Valerie Lancaster Beal. Welcome. We’re delighted to have you with us. We look forward to working with you. Would you like to say a few words?

Trustee Beal stated that I just want to say it’s my pleasure to be here. It has been an extremely interesting three months of transition, and I look very much forward to working with the Board, and to all the presidents who have sent me notes please be mindful that I have read them and I will be sure to get back to you and to visit as many of the campuses as I can. Thank you very much for your welcome and I look forward to working with you.

The calendar items were considered in the following order:

Upon motions duly made, seconded and carried, the following resolution was adopted: (Calendar No. 7)

NO. 7. RESOLUTION OF APPRECIATION – SATISH K. BABBAR:

WHEREAS, The Honorable Satish K. Babbar has served with exemplary dedication as a member of the Board of Trustees of The City University of New York from July 2, 1996 to June 30, 2002; and

WHEREAS, His vast experience in the field of architecture and his distinguished leadership as Vice Chair of the Board’s Committee on Facilities, Planning, and Management, as well as his service as a Trustee of the City University Construction Fund helped to further the capital programs of the University; and

WHEREAS, He conscientiously performed his duties as Chair of the 1997 Ad Hoc Committee that delineated search guidelines for college presidents and the Chancellor; and

WHEREAS, His superb record included service as Chair of the LaGuardia Community College Presidential Search Committee, and as a member of the Board’s Committees on Fiscal Affairs and Academic Policy, Program, and Research, as well as the City College and Queensborough Community College Presidential Search Committees; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York expresses its most sincere thanks and deep appreciation to the Honorable Satish K. Babbar for his devoted and distinguished service to the students, the Board, and the University, and wishes him continued success in all his future endeavors.
K. FACULTY AND PRESIDENTS’ HONORS: Vice Chairman Schmidt called on Trustee Jeffrey Wiesenfeld, who announced the following:

President Marlene Springer of The College of Staten Island, was appointed by Mayor Bloomberg to serve as Vice Chair of the New York City Charter Revision Commission. The Commission was charged with reviewing the entire City Charter to determine whether it required revision. In addition, on September 13th, President Springer was inducted as a board member of the New York Council for the Humanities.

President Fred Beaufait of the New York City College of Technology has been named Chevalier dans l’Ordre des Palmes Academiques by the Government of France. The award recognizes his contributions to international education and his promotion of French language and culture in the United States through the role he played in establishing the City Tech/University of Paris International Student Exchange Program three years ago.

Professor Tracy Smith, of the Department of Languages, Literature and Philosophy at Medgar Evers College, has received a 2002 Cave Canem National Poetry Award, which is given to an African-American poet.

Dr. Rafael Herrera, Assistant Professor of Mathematics at The College of Staten Island, has been named a fellow of the John Simon Guggenheim Memorial Foundation. In the past four years, seven members of the CSI faculty have been awarded Guggenheim Fellowships.

Composer Charles E. Porter, a Professor of Humanities at the New York City College of Technology, has been chosen as the 2002-2003 American Society of Composers, Authors and Publishers (ASCAP) Award recipient. The awards are granted by a panel of distinguished composers, conductors, and academicians, and are based upon the unique prestige value of each writer’s catalog of original compositions as well as recent performances.

L. STUDENT AND ALUMNI HONORS: Vice Chairperson Schmidt called on Trustee Kenneth Cook, who announced the following:

Sharon Harris, a student in the CUNY B.A. program and at Lehman College, and Jessica Hall, a student at Brooklyn College, were recipients of the 2002 Women’s Forum Educational Award on September 5. The Education Fund provides annual awards to encourage mature women in need to fulfill their potential through the pursuit of an undergraduate college education and to enhance their capacities to provide productive and supportive service to their communities.

David Lopez, a May 2002 Queensborough Community College graduate, received a Distinguished Hispanic-American scholarship from the Hispanic Scholarship Fund/Lilly Endowment. He also received an award for the 2002 Model New York State Senate Session Project/Somos El Futuro Orlando Cepeda Scholarship. He was only one of ten students in New York State to receive such a scholarship.

David Miller, a graduating student from City College’s School of Architecture, has been awarded the Charles E. Inniss Memorial Scholarship. This is the seventh year for this one year internship, which is named for the late Charles E. Inniss, former Trustee and Chairman of the City University Construction Fund, and is based on academic achievement. Mr. Miller has already begun his one year assignment with CUNY’s Department of Design, Construction, and Management. I would like to introduce Mr. David Miller, who is present in the audience, for your recognition.

M. GRANTS: Vice Chairman Schmidt presented for inclusion in the record a list of grants of $100,000 or above received by the University subsequent to the June 24, 2002 Board meeting.

THE CENTRAL OFFICE

A. $150,000 STARR FOUNDATION for “Teaching Opportunity Program (TOP).”
B. $102,000 JEWISH FOUNDATION FOR EDUCATION OF WOMEN for “TOP’s mission.”
BOROUGH OF MANHATTAN COMMUNITY COLLEGE

A. $307,511 US DEPARTMENT OF EDUCATION to Akst, G., for “Title III.”
B. $299,998 STATE EDUCATION DEPARTMENT to Kieran, M. and Deagan, D., for “English Literacy/Civics Education.”

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

A. $250,000 NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH) to Brown, J., for “Learning to Look: Visual Evidence and the U.S. Past in the New Media Classroom.”
B. $207,000 NATIONAL SCIENCE FOUNDATION (NSF) to Sullivan, D., for “Algebraic Topology and Quantum Field Theory.”
C. $166,000 ANDREW W. MELLON FOUNDATION to Brier, S., for “The Digital Dance Library.”
D. $150,000 NEW YORK CITY TRANSIT AUTHORITY to DiBello, L., for “Conceptual Training for RSMIS (S2K) Pilot and Rollout.”
E. $100,000 FORUM OF REGIONAL ASSOCIATIONS OF GRANTMAKERS to McCarthy, K., for “Coalition for New Philanthropy in New York/New Ventures.”
F. $100,000 FORD FOUNDATION to Wallace, M., for “The Future of the City of New York.”

NEW YORK CITY COLLEGE OF TECHNOLOGY

A. $477,317 US DEPARTMENT OF EDUCATION (FIPSE) to Hudesman, J., for “Comprehensive Freshman Year Program.”

QUEENS COLLEGE

A. $353,054 NEW YORK CITY BOARD OF EDUCATION to Truesdell, L. A., The Division of Education, for “Teaching Fellows Program.”
B. $308,000 NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Michels, C., The Biology Department, for “Maltose Sensing/Signaling Mechanisms in Saccharomyces.”
C. $265,248 NEW YORK CITY BOARD OF EDUCATION to Schwartz, S., The Elementary Education Department, for “The CUNY Literacy Enhancement Project.”
E. $109,048 DEPARTMENT OF DEFENSE/AIR FORCE OFFICE OF SCIENTIFIC RESEARCH to Deych, L., The Physics Department, for “Bragg Multiple Quantum Wells: Tunable Cavities for Optoelectronic Applications.”

THE COLLEGE OF STATEN ISLAND

A. $244,189 NSF to Sekerina, I., for “Bilingual Processing and Acquisition in Multidisciplinary Environment.”
B. $226,948 NYC/BoE to Podell, D., for “Teaching Fellows (Spring ’02).”
C. $172,500 BARD to Stark, R., for “Understanding the Hardening Syndrome of Potato Tuber Tissue.”

N. THE CITY UNIVERSITY OF NEW YORK 9/11 MEMORIAL COMPETITION: Vice Chairman Schmidt stated that you may recall that one year ago on behalf of the Board I asked Chancellor Goldstein to develop appropriate plans for a memorial or memorials at CUNY to remember the tragic events of September 11, 2001. In Chancellor
Goldstein’s absence, I’d like to call on University Dean Robert Ptachik to report on that.

Dean Ptachik reported that one year ago the Trustees asked Chancellor Goldstein to create an appropriate memorial to honor the members of our academic community who lost their lives on the darkest day for their university or any university in the history of our country. This memorial would be expected to complement efforts underway at all of our colleges. The Chancellor asked Executive Vice Chancellor Louise Mirrer to chair a special advisory committee to determine the best way to create a unique and lasting tribute to those who were lost and to the spirit of renewal that sustains those who survived. To that end, the City University of New York 9/11 Memorial Competition was established.

The competition invited members of the CUNY community - students, faculty and staff - to submit designs for a website that will memorialize our losses and recognize the University’s efforts to respond to the tragedy. The principal component of the website was to be an original graphic image or logo that expresses the contest theme and is adaptable to other media, including print and physical memorials. The site must include links to CUNY and non-CUNY websites devoted to 9/11. It must also be able to accept additional photographs, writings and other materials from the CUNY community.

To judge the entries, CUNY enlisted the support of a panel of judges made up of prominent artists, web designers and developers, civic leaders, and members of the CUNY community who suffered losses in the tragedy. The panel considered close to 50 entries submitted by individuals or groups within the University. The judging criteria were four: One, success of the website’s contents, graphics and architecture in communicating to viewers the contest’s theme. Two, ease of adapting the website’s thematic logo to other media, including print and physical memorials. Three, creativity and originality. And four, functionality and ease of viewing by the greatest number of web viewers who may not have access to the latest technology. From those dozens of entries, three were chosen by the panel as finalists. The first place winner will be chosen by the panel of judges prior to the end of this year.

I believe that two of the designers are here with us today and I would ask that they please stand when they are introduced. The first design is by Lisa Amowitz, an Assistant Professor at Bronx Community College. She is a faculty member in the Department of Music and Arts, Advertising Art and Computer Graphics program. Harlan Cayetano, the Webmaster at the Reading and Writing Center at Hunter College, designed the second website, and he’s here as well. I believe the photographs are all originals that Mr. Cayetano took. Paul T. Gullas, who I don’t believe is here today, is the designer of the third website, and is what we at CUNY call a twofer and is on his way to becoming a three-fer. Exemplifying the integrated university, he is a graduate of Hunter College High School and Borough of Manhattan Community College and is now completing his undergraduate studies in computer science at Hunter College.

O. ORAL REPORT OF THE SENIOR VICE CHANCELLOR: In the absence of Chancellor Goldstein, Senior Vice Chancellor Allan Dobrin presented the following report:

1. Today is the first day of autumn and I’m very pleased to report that CUNY has increased its enrollment by 5.4 percent from last year at this time. This is the largest increase since 1978, a quarter of a century ago. We now have 208,047 degree-seeking students, which is the highest since 1994.

At this point, Trustee Randy Mastro joined the meeting.

This is not an accident but is really part of the strategy that the Board laid out which we’re now seeing bearing fruit. Number one is having increased standards, and with increased standards improving the reputation of the University. People certainly want to come to a university that has good standards and a good reputation. And secondly, through the great work of Vice Chancellor Jay Hershenson and his staff advertising the good work that is going on in the University. It’s those two things that led to the success.

New freshman enrollments are up 5.6 percent at the senior colleges and 5.9 percent at the community colleges, while total transfer admissions went up by 7.9 percent. Total freshman enrollment reached 26,844 this fall, the largest freshman class since 1996. Students admitted to CUNY’s baccalaureate programs reported the highest average
SAT scores since we began measuring. The average SAT score in those four-year programs this year was 1095. This compares to 1020 for entering freshmen throughout the United States. The entering transfer class of 16,508 is an all time record this fall, and the current graduate enrollment of 29,203 is the highest since 1974.

I’d like to give you just some examples of where the increases occurred, and this is to the great credit of those presidents. First-time freshman increases at Brooklyn College were up 16.9 percent, City College up 29.6 percent, John Jay College up 29.6 percent, Lehman College up 11.9 percent, Medgar Evers College up 9.4 percent, The College of Staten Island up 4.9 percent, and York College up 24.1 percent.

At the community colleges we see similar first-time freshman increases. Hostos Community College is up 20.8 percent, Bronx Community College up 11 percent, and LaGuardia Community College up 26.5 percent. I want to especially note the progress we made at Borough of Manhattan Community College. I remember a year ago today sitting with representatives of FEMA and having conversations about how enrollment was certainly going to go down and whether or not we could get FEMA reimbursement for the loss in enrollment. That now seems silly because we now have 18,000 students at BMCC, a ten percent increase more than we had last year. And if you think about what happened right by that school, for that increase to happen is a great credit to that institution and to its President, Tony Perez.

2. The Chancellor has been working very closely with our new Schools Chancellor, Joel Klein, and we’ve set up discussions and joint luncheons with their senior staff, because that’s one of our most critical relationships, and we will be there in every way to support them. The first demonstration of ways that we can support them and help ourselves also is, this summer we opened a Queens High School for Sciences at York College; the High School for American Studies at Lehman College, and the High School for Math, Science and Engineering at City College. We had a great reception at the Lotos Club with staff from the Board of Education and CUNY, and that’s a real good way to get started on our new relationship. On behalf of the University I want to especially thank Executive Vice Chancellor Louise Mirrer, University Dean John Mogulescu, Vice Chancellor Emma Mcari, and the presidents of the colleges who opened those campuses, and all of our colleagues at the Board of Education.

3. Governor Pataki signed several pieces of legislation this summer, the most important being, we have a new immigrant student legislation. That was a real thick thing for this University to go through and have it come out so well. I want to on behalf of the University especially thank General Counsel and Vice Chancellor Rick Schaffer who led us into this and led us out of it, and Vice Chancellor Jay Hershenson for his great external work, and also the presidents of all our colleges, who handled this in a very sensitive way through a very difficult thing. We also got a name change at what is now the New York City College of Technology. We got a pay bill for collective bargaining for the State for $160 million, and a bill on the World Trade Center Scholarships, which we were discussing about a year ago today.

4. On the State side, as you all know, the State budget does not look good for the next several years. The condition of the economy is not good, and the Chancellor, at the behest of the Board, is taking some prudent actions to give us the best chance of not having to do anything terrible, at least this year. We’ve set aside a two percent accrual. One percent is against the Early Retirement Incentive program that the Board approved, and the other one percent is a contingency against several things. One is the possibility of a mid-term cut. The second is unless we have a winter like last winter, which is unlikely, we could have fuel expenses that are not budgeted. And the third being the general increase in our society in the cost of medical benefits. So we think it’s prudent to put that two percent aside as a reserve and we’ll keep analyzing the appropriateness as we go through the year.

At this point, Trustee Joseph Lhota left the meeting.

5. On the City side, the budget also is very problematic and we’ve been asked to set up a $11.5 million. We’ve asked each community college for an impact of that, which we now have, and we’re working with the City on that. There will be a hearing on September 26 at 10 o’clock in the morning on the Peter Vallone scholarships, and we’ll be having several of our students testifying there to talk about how important these scholarships were to their being able to continue their education.
6. You may have seen in Crain’s this week that CUNY is taking over a program called ReSTART that had been run by the New York City Partnership, where we’ll be helping small businesses survive and prosper after 9/11. Executive Vice Chancellor Mirrer went out and got private funding for this effort, and for the Economic Development Corporation, which oversees it, she was able to raise $1.4 million from four sources: The Sloan Foundation, the September 11 Fund, the Empire State Development Corporation, and the Ernst & Young Foundation.

At this point, Trustee Joseph Lhota rejoined the meeting.

7. Fundraising is going to be one of the major ways that this University gets through these very difficult next few years. And in that regard the report from the Community Counseling Services will be available shortly and we’ll be working with Vice Chairman Schmidt on a presentation for the Board on what we’ve done in fund raising at either the October or November meeting. This will be one of the key foci at the presidential retreat, which we’ll be having in November.

8. I’d like to note that October 6 through 12 is CUNY Week, which primarily will consist of open houses at all 20 colleges, and special events and seminars on the campuses. Flyers and postcards are being sent to New York City and State municipal employees, and postcards are being sent to the homes of high school seniors. We expect to receive a proclamation from Mayor Bloomberg tomorrow and Governor Pataki next week. There will be a distribution of materials at bank branches such as J.P. Morgan Chase, and to employers associated with CUNY’s job fair. Special programming is planned on CUNY-TV. Vice Chancellor Hershenson is coordinating this first ever program. Also, you may have noticed outside we’re beginning a new program called “Never Too Early, Never Too Late,” which is a new outreach program in the subways and buses, and it will feature students and their stories.

9. And last, I just want to say I got to look at data from three mayors and I got to do the Mayor’s management report and think about questions of how you manage performance. If I had to think of one indicator that would measure the distance this University has come recently at the behest of this Board, it would be students coming, students staying, students transferring, and we’re at record numbers. So, on behalf of the administration, I would like to thank the Board members and everyone in the administration. Thank you.

Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 1 through 6)

NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for September 23, 2002 (including Addendum Items) be approved:

(a) ERRATA: Revise the following:

P.B002 LAGUARDIA COMMUNITY COLLEGE – LEAVE OF ABSENCE WITH INCREMENT CREDIT WITHOUT PAY FOR SCHOLARLY PURPOSES (TIAA/ERS). The entry for Margaret Johnson is withdrawn.

NO. 2. CHANCELLOR’S REPORT: RESOLVED, That the Chancellor’s Report for September 23, 2002 (including Addendum Items) be approved:

(a) ADDENDUM: Revise the following:

P.13, D.36 BARUCH COLLEGE – APPOINTMENT OF HEO SERIES PERSONNEL WITH NO PRIOR SERVICE (AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH). This item should be renumbered “D 49.”

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meetings and Executive Session of June 24, 2002 be approved.
NO. 4. COMMITTEE ON ACADEMIC POLICY, PROGRAM, AND RESEARCH:

RESOLVED, That the following items be approved:

A. THE GRADUATE SCHOOL AND UNIVERSITY CENTER – LETTER OF INTENT FOR PH.D. IN FORENSIC PSYCHOLOGY:

RESOLVED, That the Letter of Intent for a Ph.D. program in Forensic Psychology be approved and that The Graduate School and University Center be allowed to proceed with the preparation of a program proposal to be presented to the Board of Trustees for approval to offer a Ph.D. program in Forensic Psychology.

NOTE: See Appendix F

EXPLANATION: The purpose of the proposed program is to prepare graduates both to provide professional psychological services and to contribute to the development of knowledge in the field. Graduates of the program will be eligible for New York State licensure.

Broadly defined, forensic psychology is the development and application of psychological principles to the problems and administration of legal, judicial, correctional, and law enforcement systems. Examples of the issues addressed include: risk assessment with respect to the potential for violence; criminal behavior, aggression, and juvenile delinquency; the dimensions and assessment of legal competency and insanity; domestic violence and family law including custody evaluations; and prevention and treatment of antisocial behavior. Forensic psychologists are employed in a variety of settings that include but are not limited to: academic institutions; prisons; the courts; treatment centers for drug abuse, sex offenses, domestic violence, child abuse, and delinquency; and law enforcement agencies including state and local police; the FBI, and other national organizations such as the Federal Judicial Center, the National Center for State Courts, and the National Institute of Justice.

Most of the required courses already exist and are offered on a regularly scheduled basis within the ten existing doctoral programs in psychology at The Graduate School and University Center. In addition, The Graduate School and University Center and John Jay College of Criminal Justice both have existing faculty who are nationally recognized forensic psychology experts to teach the new courses. Thus, the University is ideally positioned to take on this special responsibility to provide a base for research and teaching that would impact directly on the City of New York as well as the next generation of researchers and practitioners in this relatively new specialty field.

B. KINGSBOROUGH COMMUNITY COLLEGE – A.A.S. IN WEBSITE DEVELOPMENT AND ADMINISTRATION:

RESOLVED, That the program in Website Development and Administration leading to the Associate in Applied Science degree to be offered at Kingsborough Community College be approved, effective January 2003, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to provide graduates with a sound foundation in the liberal arts as well as the technological expertise in website technology, website development, and website administration that will qualify them for entry-level employment as website specialists. The growth of the Internet and expansion of the World Wide Web have generated a variety of occupations related to the design, development, and maintenance of websites and their servers.

The proposed program builds upon existing courses and programs already offered at the College. Only three new courses are needed to offer the program. Thus, the program is cost effective and will strengthen the College’s offerings as well as provide preparation in a career that is developing rapidly and is in great demand.
C. CITY COLLEGE – ABOLISHMENT AND CREATION OF ACADEMIC DEPARTMENTS IN THE SCHOOL OF EDUCATION:

RESOLVED, That the Department of Education be abolished and that three new departments: 1. Childhood and Early Childhood Education; 2. Educational Leadership, Foundations and Special Education; and, 3. Secondary Education, be established in the School of Education at City College effective October 1, 2002. The School of Education shall continue as one of the seven academic units (schools/divisions) of the City College of New York, but shall no longer be within the College of Liberal Arts and Sciences.

EXPLANATION: The School of Education currently has only one department called the Department of Education, which will be abolished by this resolution. By creating the three new departments in its School of Education, City College is following established models for schools of education. The proposed reorganization will allow faculty who teach in the specific programs in Childhood and Early Childhood Education, Secondary Education, and Educational Leadership, Foundations and Special Education, to be organized in separate departments to promote faculty collaboration and achieve the academic goals necessary to enhance the preparation of school teachers. In addition, the reorganization follows the pattern of teacher certification recognized by the New York State Education Department, thus facilitating renewal and change of curricula. It also allows for systematic evaluation of teacher preparation programs for the accreditation process and follow-up expeditious adjustments based upon these evaluations. The School of Education will continue its close interaction with the College of Liberal Arts and Sciences.

The establishment of these new departments within an independent School of Education is recommended by the College President and has been approved by the Faculty of the School of Education, and the City College Faculty Senate.

Separate resolutions have been submitted to the Board of Trustees via the University Report Addendum regarding the transfer of personnel. Contingent upon the approval of the Board of Trustees, designated faculty members from the Department of Education will be transferred to the new Departments of Childhood and Faculty Childhood Education; Educational Leadership, Foundations and Special Education; and Secondary Education effective October 1, 2002.

NO. 5. COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION: RESOLVED, That the following item be approved:

A. BYLAW AMENDMENT: Notice is served of the introduction of an amendment to the Board Bylaws to include the title of Distinguished Lecturer effective November 1, 2002:

RESOLVED, That Section 6.1 of the Bylaws be amended to read:

Section 6.1. INSTRUCTIONAL STAFF. The instructional staff shall consist of the persons employed in the following titles:

- Chancellor
- Medical professor (basic sciences)
- Executive vice chancellor
- Associate medical professor
- Chief operating officer
- (basic sciences)
- Senior vice chancellor
- Assistant medical professor (basic sciences)
- Vice chancellor
- Medical lecturer
- University administrator
- Adjunct medical professor (basic sciences)
- University associate administrator
- Adjunct associate medical professor
- University assistant administrator
- (basic sciences)
- President
- Adjunct assistant medical professor
- Vice president
- (basic sciences)
- Assistant vice president
- Adjunct medical lecturer
- University dean
- Medical professor (clinical)
- University associate dean
- Associate medical professor (clinical)
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<td>RESOLVED, That Section 6.5. of the Bylaws be amended to read:</td>
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<td>Section 6.5. APPPOINTMENTS WITHOUT TENURE.</td>
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<td>Nothing contained in this article shall be construed as conferring or permitting tenure, or service credit towards the achievement of tenure in the positions of chancellor, executive vice chancellor, chief operating officer, senior vice chancellor, vice chancellor, university administrator, university associate administrator, university assistant administrator, president, vice president, assistant vice president, university dean, university associate dean, university assistant dean, dean, associate dean, assistant dean, administrator, associate administrator, assistant administrator, director of campus schools, department chairperson, chief librarian, principal, supervisor, distinguished professor, distinguished lecturer, medical lecturer, adjunct medical professor (basic sciences), adjunct associate medical professor (basic sciences), adjunct assistant medical professor (basic sciences), adjunct medical professor (clinical),</td>
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adjunct associate medical professor (clinical), adjunct assistant medical professor (clinical), adjunct medical lecturer, visiting professor, visiting associate professor, visiting assistant professor, adjunct professor, adjunct associate professor, adjunct assistant professor, adjunct lecturer, higher education officer, higher education associate, higher education assistant, assistant to higher education officer, higher education intern, research associate, research assistant, clinical assistant, lecturer (full-time), lecturer (part-time), instructor appointed after October 1, 1968, business manager, assistant business manager, assistant to business manager, continuing education teacher, all positions in the early childhood centers programs, or any other instructional positions not included on the permanent instructional staff, except that prior service as a full-time lecturer or lecturer (full-time) may be considered toward the award of tenure to persons in a title on the permanent instructional staff. Appointment to any such non-tenure-bearing position, or removal therefrom, however, shall not deprive the person so appointed or removed of tenure in the highest position on the staff held with tenure prior to his/her appointment to such office, or conjointly with such office, nor shall such appointment or removal deprive any person of service credit toward the achievement of tenure under the provisions of this article.

and be it further

RESOLVED, That the following sections be added to Article 11:

Section 11.44. DISTINGUISHED LECTURER.

1. **Position Definition:**

Individuals appointed as distinguished lecturers are experienced practitioners or teachers in their professions or fields of expertise. It shall be their responsibility to teach in their areas of expertise. As a general rule, they are not required to perform research, unless the appointment letter specifies a research commitment. Distinguished lecturers are full-time, non-tenure track positions. A distinguished lecturer may serve in the title for no more than a total of five years, subject to annual reappointment.

2. **Qualifications:**

For appointment as a distinguished lecturer, the candidate must have demonstrated satisfactory qualities of personality and character, a record of achievements in his/her profession or field of expertise, and a willingness to cooperate with others for the good of the institution. He/she must also have a baccalaureate degree.

**EXPLANATION:** Recruitment of experienced practitioners or teachers who are in the forefront of their professions or fields would be beneficial to the mission of the University. These practitioners would bring a wealth of practical as well as theoretical knowledge to the University and its students. The intent in creating these titles is to supplement, not replace, the permanent instructional staff. These are not tenure-bearing titles. Individuals would be appointed to these titles for a period of years, not to exceed five years, and would be subject to annual reappointment. No one may serve in these titles for more than an aggregate of five years. The terms and conditions of employment for persons in this title were approved by the Board of Trustees in the Memorandum of Agreement settling the 2000-2002 PSC/CUNY collective bargaining agreement.

**NO. 6. COMMITTEE ON FACILITIES, PLANNING, AND MANAGEMENT:** RESOLVED, That the following items be approved:

A. **BOROUGH OF MANHATTAN COMMUNITY COLLEGE – ST. JOHN'S LEASE:**

RESOLVED, That the Board of Trustees of The City University of New York authorize the leasing of thirteen classrooms at St. John’s University's Manhattan campus building located at 101 Murray Street, New York, New York, on behalf of Borough of Manhattan Community College, for a period of ten months. The Board authorizes the Secretary of the Board to execute any and all documents necessary to effect the leasing of this space. All documents relating to this rental are subject to approval as to form by the University Office of General Counsel.
EXPLANATION: The proposed rental agreement will allow Borough of Manhattan Community College the use of thirteen classrooms and ancillary space at 101 Murray Street, St. John's University's Manhattan campus building for the fall and spring 2002/2003 semesters. These classrooms will help ease the serious space problems that the College has endured at its main building since Fiterman Hall was vacated after September 11, 2001. The rent for the entire ten-month period will be $681,466. St. John's University will provide cleaning and other routine maintenance for the space.

B. MEDGAR EVERS COLLEGE – BEDFORD AVENUE LEASE:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a new five-year lease, on behalf of Medgar Evers College, for approximately 7,000 square feet of space at 1665 Bedford Avenue, Brooklyn, New York. The lease shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: On June 24, 2002, Cal. No. 7.C., the Board approved a resolution for a rental of 3,500 square feet of office space at this location. The space will be used for administrative offices, student admissions counseling and other College purposes. This resolution will allow for the additional rental of 3,500 square feet of basement space at this facility to be used primarily for storage and mechanical equipment space. The initial lease has not been finalized. Accordingly, a new lease for the entire 7,000 square feet of space will be entered into with a total base rent $97,125.00 per annum ($13.88/SF). The new lease will help relieve the severe space storage at the College. The landlord will maintain building systems and be responsible for exterior and structural repairs. The University will also reimburse the landlord for its share of increases in real estate taxes and operating escalations.

Upon motions duly made, seconded and carried, the meeting was adjourned at 5:23 P.M.

SECRETARY GENEVIEVE MULLIN

(This is a detailed summary of the Board of Trustees' meeting. The tapes of the meeting are available in the Office of the Secretary of the Board for a period of three years.)
LETTER OF INTENT

PROPOSAL TO ESTABLISH A
FORENSIC PSYCHOLOGY PH.D. PROGRAM

PROGRAM IDENTIFICATION

Administrative Unit: Psychology, Graduate Center
Program Titles: Forensic Psychology
Degree: Ph.D.
Contact Person: Barbara Stanley, Ph.D.
Department of Forensic Psychology
John Jay College of Criminal Justice
212-237-8792

Date of Graduate Council Approval: May 16, 2002
Proposed Initiation Date: September, 2003
TABLE OF CONTENTS

Purpose and Goals
   A. Overall Purpose  3
   B. Educational Goals  3
   C. Rationale for the Proposed Program  4
   D. Program Orientation and Location  7

2. The Need for the Program
   A. Development of Forensic Psychology as a Specialty  8
   B. Identified Need for a Forensic Psychology Doctorate  9
   C. Current Programs  9
   D. Potential Overlap with Other CUNY Programs  10
   E. The Need for Specialists in Forensic Psychology  11
   F. The Need in Forensic Settings  11
   G. Settings for Employment  12
   H. Unique Characteristics of CUNY  13
   I. Serving the Needs of CUNY and the City  14

3. The Prospective Students
   A. Pool of Applicants  14
   B. Likely Quality of Applicants  15
   C. Career Opportunities  15
   D. Interest of Students  15
   E. Projected Enrollment  16

4. Curriculum
   A. Overview  16
   B. Consortium Model  17
   C. Course Requirements  17
   D. Transfer Credits  17
   E. Proposed Curriculum  18
   F. Practica and Internships  19
   G. Examinations  19
   H. Accreditation  19

5. Faculty  20

6. Cost Assessment
   A. Budget  21
   B. Resources, Facilities, and Equipment  22
   C. Outcome Assessment  22

7. References  23

Appendices  24
PURPOSE AND GOALS

A. Overall Purpose

This proposal describes the establishment of a Forensic Psychology Program within the Psychology Doctoral Program in the Graduate School and University Center of The City University of New York (The Graduate Center) leading to doctoral degree (Ph.D.). Students graduating from the proposed program will be eligible to obtain licensing as a psychologist in the State of New York and most other states. The program will be based on a consortial model and the faculty will be drawn from across the City University of New York. The proposed program will draw on the strength of psychology doctoral faculty CUNY-wide and the rich resources of the Graduate Center and John Jay College of Criminal Justice, with its primary forensic focus.

CUNY is uniquely situated to offer an outstanding program in Forensic Psychology and is likely to be the premier program in the country. Several national experts in forensic psychology are members of the doctoral faculty in existing programs. These faculty members based at the GC, John Jay College of Criminal Justice and other campuses will join together in their expertise and interest in forensic psychology. No university in this country has more expertise in this discipline. The proposed program will be complemented by the breadth of knowledge and experience offered by the ten other programs in Psychology offered at CUNY. The basic education common to all psychologists will be provided from the existing expertise of the faculty in other psychology programs and their current course offerings at the GC.

John Jay College has developed a national reputation as a leading institution in the field of criminal justice and currently runs an extremely successful M.A. program in Forensic Psychology that attracts students from across the United States and from many other countries. In addition, faculty members at other CUNY senior college campuses and at the Graduate Center with expertise in forensic psychology will be integral members of the doctoral faculty. The Forensic Psychology doctoral program is being developed with the enthusiasm and financial support of the administration and faculty of John Jay College. The steering committee membership is included in Appendix A.

B. Educational Goals

The proposed program endorses the scientist/practitioner model of doctoral education in psychology. This model has been adopted widely by Ph.D. programs in Clinical Psychology. This model maintains the primacy of research training while also providing the necessary clinical preparation. The program will educate students both to provide professional psychological services to and within the law enforcement field and the criminal and civil justice systems and to contribute to the development of knowledge in the field. Upon completion, students will be eligible to apply for state licensure as psychologists.

The educational goals are derived from the scientist-practitioner model and are as follows:
1. To prepare students to develop and conduct independent research in the field of forensic
psychology;
2. To prepare students to assume academic positions and leading roles in forensic psychology as it develops as an emerging field;
3. To prepare students to practice forensic psychology within and in response to the needs of the legal system, including conducting psychosocial interventions in forensic settings, performing forensic psychological assessments, and serving as consultants and experts to the courts, law enforcement, correctional agencies, and the legal system generally;
4. To help students develop a critical perspective on the legal system and to enable them to develop and analyze psychologically-informed public policy relevant to legal settings.

C. Rationale for the Proposed Program

1. What is Forensic Psychology? There are varying points of view regarding the definition of forensic psychology that range from narrowly to broadly defined and, as with most emerging fields, there is continuing debate and discussion as to whether to define the field broadly or narrowly. A narrow perspective focuses on clinical forensic assessment and intervention. The narrow definition was adopted by the Executive Council of the American Psychology-Law Society (AP-LS), Division 41 of the American Psychological Association (APA), in its petition to the APA for the recognition of forensic psychology as a subspecialty (APLS, 2000). For purposes of their petition, forensic psychology is defined as "the professional practice by psychologists within the areas of clinical psychology, counseling psychology, neuropsychology, and school psychology, when they are engaged regularly as experts and represent themselves as such, in an activity primarily intended to provide professional psychological expertise to the judicial system" (p. 6).

A broader perspective includes a social/experimental orientation as well as a clinical perspective. The broader definition has been drawn from recent discussions in the literature of the terrain of forensic psychology (Bersoff et al., 1997; Brightman, 1999; Ogloff et al., 1999). Broadly defined, forensic psychology is the development and application of psychological principles to the problems and administration of legal/judicial/correctional and law enforcement systems. Forensic psychology is clearly rooted in the discipline of psychology and draws on other areas of the field including clinical, developmental, social, and experimental psychology. At the same time, it is interdisciplinary in nature, drawing on diverse disciplines such as the law, sociology, political science, anthropology, philosophy, medicine and linguistics. In this way, it is similar to organizational psychology which draws upon more traditional areas of psychology, such as social psychology, but is interdisciplinary in nature drawing on, business and management principles and has an applied orientation.

While forensic psychology draws on other disciplines, it has its own unique body of research and addresses questions and issues that no other discipline in psychology explores with an integrative approach. Examples of issues addressed include: risk assessment with respect to the potential for violence and dangerousness; criminal behavior, aggression and juvenile delinquency; jury behavior and selection; the accuracy of eyewitness testimony; the psychology of
confessions and false confessions; the dimensions and assessment of legal competency (e.g. to stand trial) and insanity; domestic violence and family law including custody evaluations; and prevention and treatment of antisocial behavior.

2. Overview: Only two doctoral programs in Forensic Psychology (Sam Houston State University and the California School of Professional Psychology) exist in the United States, both have been developed recently. In addition, there are four Psychology and Law Joint Ph.D./J.D. programs (University of Nebraska, the University of Arizona and Villanova Law School/Allegheny U and Widener U.) in the country but these programs differ from Forensic Psychology programs in that they grant both a Ph.D. and J.D. Only two of the four specialize in educating forensic clinicians.

At the same time, there is a growing demand for specific expertise in forensic psychology and an increase in employment opportunities with this specialty. The Graduate Center and the Psychology Department at John Jay College of Criminal Justice are uniquely suited to the development of a doctoral program in Forensic Psychology. CUNY, with its breadth of social science doctoral programs and the range of programs in psychology, is an ideal setting for doctoral education in forensic psychology. For example, Steven Penrod, J.D., Ph.D. was the President of the American Psychology-Law Society for 2000-2001 and co-editor of Psychology, Crime and Law, the official journal of the European Association of Psychology and Law.

Because forensic psychology has both an interdisciplinary perspective and has its roots in the basic disciplines of psychology, such as social, developmental, clinical and experimental psychology, it lends itself naturally to a consortial model of education which is reflected in the array of programs and cross-fertilization at the Graduate Center. The proposed program would not only fit into a consortium model but add to its breadth by providing specialized and unique education that is not available elsewhere in the Psychology Doctoral Program.

With respect to John Jay College, it is one of the preeminent academic institutions in the United States in the field of criminal justice. The College is the base for the Criminal Justice Ph.D. program which will serve as a complement to the Forensic Psychology Ph.D. program. Students in these programs would be able to avail themselves of doctoral faculty, courses and colloquia in both programs.

The Psychology Department at the College runs an extremely successful Master of Arts program in Forensic Psychology. Three years ago, the M.A. program was reviewed externally by two nationally recognized experts in Forensic Psychology, Bruce Sales, Ph.D. and Norman Finkel, Ph.D. Dr. Sales is the creator of two of the four existing programs in Psychology and the Law. The review was extremely positive; the quality of the teaching and broad range of expertise were particularly praised. The reviewers noted that the College was an ideal setting for a doctoral program in Forensic Psychology and urged its creation.

The M.A. program currently has more than 400 registered students. This program has a national reputation with students coming from across the country as well as locally to attend the
program. Application for admission is competitive with more than a third of the applicants denied admission. Interest in the program has steadily increased over the past decade and the current proposal has developed from a groundswell of student demand, faculty interest and the needs of forensic institutions to have trained psychologists familiar with the unique psychological and legal issues of forensic settings. In a similar vein, the Forensic Psychology undergraduate major at John Jay is extremely popular. Only Criminal Justice and Legal Studies have more students enrolled. Furthermore, many students in the Forensic Psychology major are interested in graduate level education. In a 1998 survey of graduates in the major, over a third had gone on to graduate work. It is an opportune time to develop a premiere program that capitalizes on the strengths of John Jay College generally and, more specifically, the Forensic Psychology Master's program especially because the College is about to begin construction on a new building that will eventually house most of the classrooms, faculty offices, student services, psychology labs, and the proposed program.

3. Consortial Orientation of the Program: This program has several aspects that reflect the consortial orientation:

a. Faculty are drawn CUNY-wide from several programs in Psychology including Social/Personality and Developmental as well as other doctoral programs (i.e. Criminal Justice). They include Graduate Center faculty and several at campuses including John Jay and Baruch.

b. The curriculum is developed with the intent that students in the Forensic Psychology program will take several courses, many of which already exist, at the Graduate Center or campuses other than John Jay even though the program will be physically based at John Jay. Only those courses which are unique to Forensic Psychology or are required for state licensure or APA approval and not currently offered, will be developed for this program. Other requirements such as but not limited to Statistics, Social Psychology and Personality will be met by taking courses that currently exist. In this way, forensic psychology students will have the opportunity to interact with faculty and students from other psychology programs.

c. Forensic psychology students will have the opportunity to take courses and conduct research with Criminal Justice doctoral faculty. Professor Mary Gibson, as the former Executive Officer of the Criminal Justice Ph.D. program, supported the collaboration on course offerings for the Criminal Justice and Forensic Psychology program and expressed a willingness to develop an articulation agreement between the two programs. This collaborative arrangement will continue to be pursued with the current CJ Executive Office, Professor Todd Clear.

d. Students in the Forensic Psychology program will be encouraged to do research apprenticeships including their dissertations with doctoral faculty across Psychology programs. For example, a student interested in studying the issue of children being placed on trial as adults may work with a faculty member in Cognitive Psychology or Developmental Psychology. A student interested in jury behavior may choose to have a social or experimental psychologist as a mentor.
e. A colloquium series in Forensic Psychology Research will be organized and sponsored by the program. Speakers will represent a broad range of perspectives in forensic psychology and will be chosen so that they will be of interest to forensic psychology students and faculty, students and faculty in other psychology programs and students and faculty in related disciplines, such as law, criminal justice, political science and sociology. Suggested research colloquia topics include: social justice; prison reform; death penalty; and sexual harassment.

4. Institutional Support for the Proposed Program: While the program is intended to be a CUNY-wide program, it is important to have a committed source of financial and intellectual support for this program in order to provide the required resources. The faculty and administration of the GCUC and John Jay College has made an enthusiastic, unequivocal commitment to the establishment of a Forensic Psychology Ph.D. Program.

5. Program Organization and Facilities:
   a. The Consortial Model of the Program: With respect to the relationship with other psychology programs, the orientation of this program is to operate within the framework of a consortium model. This collaborative orientation recognizes that the proposed program will occur in the context of a doctoral program in psychology with ten well-established programs. The faculty of these programs have a depth of expertise from which the forensic psychology program hopes to draw. Likewise, the proposed program will be able to provide specialized course work from which students in other programs may enroll and derive benefit.
   
   b. Facilities: Students in the Forensic Psychology program will take classes primarily at the GC and John Jay College with laboratory facilities and offices on the John Jay College campus. The College currently houses the Criminal Justice Ph.D. program, and, therefore, students in the Forensic Psychology program will have the opportunity to interact, on a regular basis, with Criminal Justice doctoral students and to attend Criminal Justice doctoral colloquia.

2. THE NEED FOR THE PROGRAM

This section outlines: the rationale for development of a specialized doctoral program in forensic psychology; the gap in currently available educational programs in the U.S.; the need of forensic settings for specialists; and the suitability of the Graduate Center and John Jay College for the development of a forensic psychology program.

A. Development of Forensic Psychology as a Specialty

Over the past two decades, there has been a burgeoning of knowledge in forensic psychology. Evidence of this growth is seen in the development of professional journals in forensic psychology, such as Law and Human Behavior, Behavioral Sciences and the Law, Criminal Justice and Behavior, Psychology, Public Policy and the Law, Psychology, Crime, Law
and Criminological Psychology, the development and rapid growth of a division devoted to psychology and law within the American Psychological Association (Division 41 American Psychology-Law Society) which has over 3,000 members, and the growth of organizations with specific interest in forensic psychology, such as the European Association of Psychology and Law and the Law and Society Association as well as board certification in forensic psychology by the American Academy of Forensic Psychology. Recent articles in leading journals (Bersoff et al., 1997; Brigham, 1999; Ogloff et al., 1999) have addressed the growing need for forensic specialists, the need for increased preparation, and the importance of developing training models.

The growing interest in forensic psychology coincides with an increasing societal need for specialists educated in both psychology and the law. In the year 2001, there were over 2 million people in U.S. prisons and over three times that number under the supervision of the criminal justice system (i.e., on parole or probation or in diversion programs). Furthermore, the legal systems increasingly touch and exert an influence on the lives of Americans on a daily basis. Much of this influence has psychological implications and poses dilemmas and policy questions that can be informed by psychological understanding. This includes development of appropriate treatment programs for violent offenders, development of psychologically-informed programs geared towards reduction of drug and alcohol use, and appraisal of the pros and cons of juveniles standing trial as adults. Forensic psychology has much to offer the legal system in other areas: family law including custody evaluations, workplace regulations including sexual harassment policies, and mental health law, such as competency to make a will. Furthermore, law enforcement and public service agencies require assistance in an array of areas in which psychology has particular expertise to offer. These areas include: hostage negotiation; terrorism; prevention of violence; intervention programs for juveniles, sex offenders and mentally ill offenders; the psychological evaluation of police officers and candidates and police behavior; and the evaluation of legal competencies. But this contribution can only be fully effective if psychologists are properly educated to understand and to operate within the context of a legal environment.

B. The Identified Need for a Forensic Psychology Doctoral Program

As noted, there is a growing societal need for researchers and experts who can practice at the intersection of psychology and the criminal justice system. Psychologists who conduct research on and practice within the legal system require specific education in the law and legal proceedings, such as the procedures of arraignment, the rules of evidence (e.g., admissibility of scientific evidence), and the mechanics of jury selection (e.g., voir dire). The potential conflict between ethical requirements for psychologists, ethical codes for lawyers and legal mandates need to be fully understood by psychologists operating in that legal system. Psychologists who possess specialized expertise in diagnosis, consultation, crisis intervention, treatment, policy and organizational analysis are needed in all components of the legal system including law enforcement agencies, prosecutors, defense attorneys, correctional facilities, and forensic units of mental health facilities.

Forensic psychology has developed a specialized body of knowledge in which
psychological principles and practices are informed and, sometimes dictated by, the law. For example, evaluating an individual's competency to stand trial requires: 1. an understanding of intellectual, cognitive and emotional capacities. This understanding can be achieved in generalized psychological education. 2. a specific understanding of the legal standard of competency to stand trial, what the relevant capacities are and what the most valid and effective means of assessment is. 3. an expertise is the assessment of malingering. 4. an appreciation of the difference between conducting an evaluation in a clinical setting solely for diagnostic and treatment planning purposes versus for a legal proceeding, including the protections afforded to the individual being assessed and the limitations on confidentiality and the ethical boundaries that govern such practice. This requires distinct skills, background knowledge and forms of practice and does not simply involve the application of clinical or other areas of psychology in a forensic setting. For example, conducting a psychological evaluation of an adolescent in a clinical psychology setting designed to aid a psychotherapist in developing appropriate treatment plans for an individual is vastly different from conducting an assessment of adolescent who has been arrested for murder of his parents and the issues of insanity and competency to stand trial as an adult are the primary focus.

Another example is the assessment of dangerousness. To assess dangerousness properly, psychologists need to know special interviewing techniques for assessing dangerousness and to be knowledgeable about the specialized instruments for assessing dangerousness that are being developed at a rapid pace. Equally importantly, psychologists need to understand the limitations of these techniques and tools. Yet, specialized education in dangerousness assessment is rarely offered in psychology doctoral programs that are not forensically oriented.

C. Current Forensic Psychology Doctoral Programs

There is a shortage of doctoral programs in the United States to educate forensic psychologists. Only two forensic psychology programs currently exist, one at Sam Houston State University and one at the California School of Professional Psychology-Fresno. Both programs differ substantially from what our program would offer and are geographically remote from our campus. Furthermore, we believe that we have strengths and expertise that neither of these programs have. In addition to these programs, there are four programs in Psychology and the Law which focus on dual education and the attainment of degrees in both psychology and the law. These are: the University of Nebraska, the University of Arizona and Villanova Law School/Allegheny U and Widener U. The CUNY program proposes a different approach than these joint degree programs in that it will incorporate the required legal expertise within the psychological education. This is facilitated by the presence of several faculty members who possess J.D.'s and Ph.D.'s.

The two current forensic psychology programs, Sam Houston State University and CSPP, Fresno, can only serve a small proportion of the need. Both programs have been developed within the past three years. Sam Houston offers a Ph.D., has 12 full-time departmental faculty, admits eight doctoral students annually and has a forensic/clinical orientation with a 126 credit
hour requirement. CSPP-Fresno offers a Psy.D., has 20 full time members of the psychology department, admits up to 30 students per year and has a 130 semester hour requirement. This program offers three tracks, one of which is a clinical forensic track, the other two are public policy and criminal justice administration. This program is clearly oriented toward educating practitioners as opposed to the scientist-practitioner model of preparation we plan to adopt. The number of applicants for admissions far outstrips the number of acceptances. Thus, these two existing programs cannot serve the needs for this burgeoning field.

D. Potential Overlap with Other CUNY Programs

There are several programs which may have some overlap in content area and student population: 1. The Clinical Psychology program; 2. The Criminal Justice Ph.D. program; and the Forensic Psychology M.A. program at John Jay. Each of these programs has some potential for overlap with the proposed program both in terms of content and the students who are likely to be attracted to the programs. But there are important distinctions from each of these programs. With respect to the Clinical Psychology program, both the Forensic Psychology program and the Clinical Psychology program have clinical orientations in that students are prepared to perform individual assessments and treatments. However, the Forensic program focuses exclusively on the array of forensic populations and staff including prisoners, those standing trial and police personnel. The Clinical program educates students to work more broadly and does not include a forensic orientation nor does it have any forensically oriented courses. It is possible that some students who apply to the Clinical program would prefer the Forensic program. However, given the large number of applicants and high rejection rates, there will be no adverse impact on the Clinical program. Furthermore, Clinical students may accrue some benefit by being able to enroll in Forensic courses and this may enhance their skills and increase their employment opportunities.

Within the Criminal Justice Ph.D. program, there is a Forensic Psychology track which attracts a large number of students. It is, in fact, the most popular track within the Criminal Justice Ph.D. program. Students applying for this track are rejected at a higher rate because there is desire to provide a balance of students interested in the other tracks. This results in higher standards applied to the Forensic Psychology track applicants. It is possible that some of the students, both those accepted as well as rejected from the Criminal Justice Ph.D. program, would be interested in applying for the Forensic Psychology program. But this should not adversely affect the quality of the Criminal Justice student body because the rejection rate of Forensic Psychology applicants is so high. Also, the Criminal Justice Ph.D. students will benefit from the presence of another doctoral program based at John Jay College. There will be opportunities for interaction and cross-fertilization both in and out of class because students in both programs are likely to take classes in the other program.

The M.A. program in Forensic Psychology at John Jay has a high degree of overlap with the assessment and treatment portion but not the research orientation, of the curriculum for the proposed program. However, the M.A. level courses are not taught at the same level as the doctoral courses would be. With respect to the applicant pool, it is anticipated that many M.A.
students will apply to the doctoral program. However, considering the small number of doctoral students to be admitted and the large student body in the M.A. program, there is likely to be little impact on the M.A. by having a Forensic Psychology doctoral program.

E. The Need for Specialists in Forensic Psychology

Currently, most psychologists who work in forensic settings have been educated in other areas of psychology, such as clinical, social or organizational, and have supplemented their education on "as needed" and "as available" basis. There are very few formal opportunities to develop specific expertise in forensic psychology and those that are available are heavily utilized. For example, the American Academy for Forensic Psychology conducts several postgraduate specialized intensive training sessions each year. These sessions are heavily subscribed. While filling a void, this type of training involves always playing "catch-up" and "plugging gaps" as opposed to the thorough-going nature of education provided in a planned doctoral curriculum. Furthermore, the unavailability of formal education can result in a lack of understanding of the special ethical and professional standards of care that apply in forensic settings.

The lack of systematized educational programs in forensic psychology has led to a state of affairs in which there is a proliferation of forensic experts with extremely varying levels of expertise. Recently promulgated guidelines for multicultural awareness in clinical practice have particular importance in forensic settings. To perform at an optimal level, a substantive knowledge of psychology, the law and ethics is required. Professional organizations have begun to notice the importance of specialized education and knowledge of ethics. The American Psychology-Law Society has endorsed specialty guidelines in forensic psychology and the American Psychological Association committee on ethics often tackles ethical concerns in forensic areas.

F. The Need in Forensic Settings for Psychologists with Specific Expertise

General education as a psychologist or clinician is not sufficient to function at the highest professional level in forensic settings. Forensic psychology has developed as a discipline in its own right, and professionals need to acquire specific expertise. Many areas of expertise have their grounding in basic psychological principles and research but also have aspects unique to the forensic discipline. For example, the assessment of malingering requires a broad knowledge of psychological testing, an understanding of the psychological and legal definitions of malingering, a knowledge of the special considerations of testing in a legal context, understanding of how to testify as an expert witness and, most important, expertise with the specific forensic techniques for assessment of malingering. Other forms of evaluation, such as assessment of mental state at the time of an offense, competency to stand trial, competency of a juvenile to be place on trial as an adult, the battered women's syndrome, and assessments of dangerousness require both basic psychological evaluation expertise and specific knowledge in forensic psychology relating to legal standards and forensic techniques. Similarly, with respect to treatment, specific treatment interventions have been developed for offenders, such as behavioral treatment of the sex offender,
and unique constraints, such as limitations on confidentiality, are placed when conducting treatment in a forensic setting. In addition, police agencies can utilize the specific expertise of forensic psychology in the selection of personnel and for psychological intervention with police officers (e.g., for substance abuse problems, suicidality, stress responses following use of a weapon).

With respect to forensic research, the educational needs are similar. To conduct research in forensic psychology, general psychological principles and techniques must be placed in the context of knowledge of the relevant legal issues. For example, research on eyewitness identification or the application of attribution theory to blaming the victim is greatly informed by knowledge of the relevant legal constructs and definitions.

There is a great deal of enthusiasm for the proposed program by the forensic institutions with whom we have developed working relationships and at which our M.A. students have completed placements. There is a strong preference to employ psychologists who have specific expertise and experience in forensic psychology. When employing psychologists who have been educated in other subdisciplines a game of "catch-up" must be played and gaps in education must be identified and filled by the employer. Education at the doctoral level ensures a more coherent, ethical, and rational strategy for education and is much preferred by forensic settings.

G. Settings for Employment and Employment Opportunities

Forensic psychologists are employed in a variety of settings that value and require the specific expertise of forensic psychologists. The settings include but are not limited to: academic institutions; prisons; forensic psychiatric facilities, the courts, treatment settings that specialize in treating problems that have legal ramifications, such as drug abuse, sex offenses, domestic violence, child abuse, and delinquency; and law enforcement agencies including state and local police and the FBI (for tasks such as applicant evaluation and police selection and counseling) and other national organizations such as the Federal Judicial Center, the National Center for State Courts, and the National Institute of Justice. Forensic psychologists may also serve as consultants to attorneys in the public and private sectors, as with jury selection, custody and competency evaluations.

Currently, most positions in these institutions are held by individuals who received their education in psychological specializations other than forensic psychology and supplemented it to varying degrees after they began work in forensic settings. In part, this is because there has been no specific training up to this point and because many of the new positions for psychologists are in forensic settings.

According to the U.S. Department of Labor, the profession of psychologist is projected to be among the top ten growth careers by 2005. This growth results in part from the retirement of many psychologists but primarily from the development of new positions, particularly those
addressing “societal problems that require professional intervention, such as alcohol abuse, drug dependency, marital problems and family violence.” In surveying a random sample of the Employment section of the APA Monitor, the newsletter of the American Psychological Association, over the past two years, we found that more than 10% of the advertised positions were in forensic settings. This survey did not include academic positions. Therefore, many job opportunities exist in the field.

H. Unique Characteristics of City University of New York

The Graduate Center represents the administrative entity through which the program will be offered and John Jay College of Criminal Justice represents the subject matter and, therefore, CUNY is uniquely situated to develop a premier doctoral program in forensic psychology. The proposed program fits well into the urban orientation reflected in the mission statement of the Graduate School. The doctoral education at CUNY is enriched by a consortium approach that draws upon GC-based faculty as well as those based at the senior colleges throughout CUNY. This approach is particularly beneficial to the proposed program because its has interdisciplinary roots within psychology and the other social sciences and the law.

John Jay College was established in 1964 to respond to a need to educate the personnel of, and to study, the criminal justice system. The mission of the College is to address, from a multi-disciplinary perspective, the broad range of issues that confronts the criminal justice system. The College has developed an international reputation as being a leader in education, training, and research relating to the criminal justice system.

Internationally, the college has developed an exchange program with the British government in which high-ranking law enforcement officials attend courses at John Jay and faculty from the College teach at Bramshill Police College. The college conducts workshops in Human Dignity for law enforcement agencies and personnel around the world. Nationally, the College has the largest single contingent in attendance at the American Society of Criminology and the Academy of Criminal Justice annual meetings. John Jay faculty often make major presentations and have served in key governance positions, including two past presidents of ACJS. Locally, the college collaborates frequently with the NYPD. Currently, the college is involved in a training program with the NYPD to enhance police sensitivity and respect for the citizenry in interactions.

The faculty of CUNY represent a broad range of expertise in the fields of forensic psychology and criminal justice. Several nationally recognized experts in these fields are CUNY faculty members. In the spirit of a consortium model, the educational underpinnings will be provided by the GC faculty and existing courses in which students from other psychology programs enroll. The specific expertise in forensic psychology will be provided primarily by faculty based at the GC and at John Jay, where the vast majority of psychology faculty members having specific academic interests and experience in forensic psychology. For example, five full-time faculty members have J.D.- Ph.D.'s, four of whom are proposed as member of the forensic
psychology program faculty, and several members are nationally recognized experts in the field of forensic psychology. In addition, to the expertise at John Jay College, there are nationally-recognized forensic psychology experts at the GC in Developmental Psychology, Experimental Psychology, and Social Personality. Proposed faculty from other programs have expertise in prison education; children's rights, jury decision-making and violence. Furthermore, faculty from other campus-based programs will be involved based on their expertise. The depth and breath of forensic expertise of CUNY psychology faculty coupled with the quality of the faculty who provide the basic education common to all doctoral students in psychology bring strength to the proposed program in a way in which no other university in the country can harness.

I. Serving the Needs of the CUNY Community and New York City

This program will provide a public service function both within City University and for New York City generally. With respect to City University, we will provide the opportunity for students in other psychology programs to take courses in forensic psychology that will enhance their professional development and job opportunities. Furthermore, because the field has interdisciplinary roots, we expect that student in related doctoral programs, such as criminal justice, sociology and political science will be interested in taking courses in the program.

Crime is one of the leading problems of urban life, and New York City is no exception. This program will provide highly skilled experts who can make a direct contribution to the improvement of criminal justice problems in the city. NYPD utilizes the services of psychologists in diverse areas such as hostage negotiation, selection of police officers, handling of the violent emotionally disturbed and police counseling and suicide. In addition, the program will be of interest to the business community by examining relevant areas such as sexual harassment and white collar criminal behavior.

3. THE PROSPECTIVE STUDENTS

A. The Pool of Applicants

There are several sources for potential applicants for the proposed program: John Jay M.A. and B.A. graduates; graduates of other City University colleges; and students throughout the country with undergraduate or M.A. education in psychology. It is anticipated that most successful applicants will have the equivalent of an undergraduate major in psychology. As with the M.A. program in forensic psychology, it is anticipated that there will be great interest in the doctoral program. In the M.A. program, standards for admission have been consistently shifted upward and the rejection rate has increased with over a third of applicants not gaining admission. It is expected that the doctoral program will attract an ethnically diverse student body. The ethnic composition of the students in the M.A. program is: 74.6% Caucasian; 8.4% African American; 8.1% Hispanic; 4.5% Asian; and 4.0% Other.
B. The Likely Quality of Applicants

Students admitted to the program are likely to be on the caliber of those admitted to clinical psychology programs which are highly competitive. Psychology, as a discipline, is extremely popular and remains the most popular undergraduate major in the country. Many more undergraduates wish to enter doctoral education in psychology than there are places available. The admission process is extremely competitive. For example, the CUNY Clinical program accepts approximately 4% of its applicants; the rates for the forensic program at Sam Houston and CSPP are 7-10% and 26% respectively. Both programs have had approximately 100 applicants over the past three years and have reported a high quality of applicants which is expected to increase after they can achieve APA accreditation.

C. Career Opportunities

Students graduating with a Ph.D. from the Forensic Psychology program will have several career directions open to them: the academic setting; clinical forensic positions that involve direct service; and administrative forensic positions. Job opportunities within psychology are projected to grow over the next several years with particular growth in forensic areas, especially drug and alcohol abuse counseling, working with the mentally ill in forensic settings, juveniles at risk and correctional psychology.

D. The Interest of Students

There is high degree of interest from the M.A. students in Forensic Psychology at John Jay College. A student survey during the Spring 1999 semester to assess student interest found that an overwhelming percentage of students would apply to the doctoral program if a specialty in Forensic Psychology were available. (See Appendix E for summary of results.) Most of these students were specifically interested in forensic psychology and working in forensic settings. Some are interested in attending law school and others in gaining admission to psychology programs in areas other than forensic psychology.

Another indicator of the potential interest and high quality of applicants can be gauged by the success of the M.A. Program in Forensic Psychology. This program has over 400 current students, a large number from the major metropolitan area including graduates of John Jay College. In addition, of those students enrolled in Fall 1999, 28% (112/405) were out-of-state residents. Many have relocated from across the country and there are 35 states represented in the student body including California, Florida, Minnesota, and Ohio. There are also students who have come from abroad to attend this M.A. program.

At the doctoral level within City University, we also have some indication of interest in forensic psychology. In the Criminal Justice doctoral program, the highest caliber of applicants is in students who have undergraduate degrees in psychology and who select the forensic
psychology track in the Criminal Justice Ph.D. program. The Criminal Justice Ph.D. program also has found that these students complete their doctoral education with the most ease. This level of interest within CUNY parallels the interest in the two established forensic psychology doctoral programs which report many more applicants than openings for admission.

E. Projected Enrollment

Enrollment in the John Jay M.A. and B.A. programs in Forensic Psychology has steadily risen over the past several years (Appendix C), and it is anticipated that interest in the doctoral program will be similarly high. A conservative projection of the number of applicants is 100. (Note: The Clinical Psychology Program typically has over 200 applicants per year. The proposed program is likely to attract a similar number of applicants.) An acceptance rate of approximately 8% is anticipated. It is recognized that because the education and training is much more intensive, admissions will be restricted to a small number of students. Thus, projected enrollment over the first year of the program’s existence is eight students in the first year. Admissions will be increased progressively to 15 in three years, with 10 students accepted in Year 2, and 15 in Years 3 and 4. Course work is projected to take four years to complete. Therefore, by Year 4 there will have been 48 students admitted. Attrition in this type of program with the high quality of students is quite low. One-two students per year can be expected to leave on their own or because of inadequate performance (Appendix D). Projected admission is 15 students per year after the program has been in existence for two years.

4. THE CURRICULUM

A. Overview of the Curriculum

The overall orientation of the program is to develop forensic psychologists who have the capability to conduct independent research in the field, to serve as research and teaching faculty in universities and colleges, and to function as practitioners in a broad range of forensic settings and for a broad range of tasks including forensic evaluation and treatment, forensic program development and administration, and forensic policy development and analysis. All psychologists are educated both as general psychologists and with a specific expertise in a subspecialty of psychology. Therefore, there are many course areas in common for all psychology doctoral students with specific subspecialty courses.

The following goals developed from the orientation and guided the structure of the proposed curriculum:

a. To provide a general and broad education as a psychologist. This preparation includes broad education in the theoretical and scientific foundations of psychology in general;

b. To provide a focused and in-depth education in the subspecialty of forensic psychology;
c. To provide an integration of science and practice. This orientation is two-pronged: it emphasizes the importance of scientific knowledge in informing professional practice and it underscores the importance of educating professionals to contribute to generalizable knowledge by conducting research;

d. To meet the requirements of the American Psychological Association for accreditation in clinical psychology and the standards for obtaining licensure as a psychologist in the state of New York. (Note: These licensing requirements are similar from state to state, and, therefore meeting the state course work requirements in New York may enable students to gain licensure in other states.)

e. To develop an intellectual and philosophical perspective in which students can think critically about and appraise the judicial system rather than simply accepting it as is.

B. The Consortium Model

The curriculum of this program is designed as a consortium model with respect to the ten established Psychology programs. There are certain basic courses and training that are common across subdisciplines, and therefore it is our intent to avoid duplication of courses where possible and to open courses in the Forensic Psychology program to students from other programs. It is understood that other programs must first serve the needs of their students, and therefore courses may not be open to forensic psychology students.

C. Course Requirements

The overall proposed course credits requirements is 90 credit hours. This requirement is the same as the Clinical Psychology program. While this number of credits is high, it is necessary because students are educated to function as both scientists and practitioners. Furthermore, accreditation and licensing agencies require a broad range of expertise and necessitates the number of credits. The requirements described here include the requirements of all doctoral students at City University. Thus, this curriculum is designed with four purposes in mind: 1. To provide the basic education required to function as a forensic psychologist; 2. To fulfill the New York State requirements for licensure; 3. To fulfill the requirements for American Psychological Association accreditation; and 4. To meet the requirements for all doctoral students in the Psychology program at the GC.

D. Transfer Credits

Up to 30 credits may be accepted as transfer credits from graduate level courses in which students have received a grade of B or higher. Additional criteria for transfer as outlined in the Graduate Center Bulletin will be followed.

E. Proposed Curriculum
c. To provide an integration of science and practice. This orientation is two-pronged: it emphasizes the importance of scientific knowledge in informing professional practice and it underscores the importance of educating professionals to contribute to generalizable knowledge by conducting research;

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Up to 30 credits may be accepted as transfer credits from graduate level courses in which students have received a grade of B or higher. Additional criteria for transfer as outlined in the Graduate Center Bulletin will be followed.

E. Proposed Curriculum
The following curriculum and course requirements are proposed for the program. (New course descriptions are included in Appendix F. These course names and descriptions are intended to describe general course content and are not meant as the actual titles and descriptions. There may already be courses within CUNY that exist to cover the content area).

Note: * denotes new course; ** denotes requirement can be met by taking one of several existing courses.

General Psychology Requirements (Note: All courses in this section except Ethical, Legal, and Cultural Issues in Forensic Psychology, are currently offered in the Psychology Doctoral Program.):
- Statistical Methods in Psychology I and II (Psych 70500 & 70600)
- Research Methods and Design I (Psych 70300)
- One additional course in Research Methods**
- Ethical, Legal and Cultural Issues in Forensic Psychology* (including child abuse reporting requirements)
- History of Psychology (Psych 70000)
- One course in Psychopathology and Individual Differences**
- One course in Human Development**
- One course in Biological Basis of Human Behavior**
- One course in Cognitive and Affective Basis of Behavior**
- One course in Social Basis of Behavior**
- One course in Psychometrics**
- 12 courses @ 3 credits=36 credits

Forensic Subspecialty Requirements:
a. Basic Forensic Assessment and Treatment Techniques
- Forensic Interviewing*
- Forensic Psychological Assessment I and II*
- Treatment, Consultation and Treatment Evaluation in Forensic Psychology*
- Forensic Practicum I and II*
- 6 courses @ 3 credits=18 credits

b. Forensic Psychology: Theoretical, Legal and Empirical Foundations
- Introduction to Forensic Psychology*
- Experimental Psychology and Law*
- Psychology of Criminal Behavior*
- Ethnic, Gender and Diversity Issues in Forensic Psychology*
- Research Practicum I and II**
- 6 courses @ 3 credits=18 credits

Electives: Electives can be taken in Psychology or related fields, such as Criminal Justice and Sociology and Law where permitted and appropriate. Examples may include but are not
limited to courses such as: CRJ U714 Psychopathology and Crime; CRJ U708 Conceptual Foundations of Criminal Procedure; Psych. 80103 Social Psychology; Psych. 73000 Learning or Psych. 80100 Independent Psychological Research.
6 courses @ 3 credits=18 credits

Summary of Requirements:
Core Requirements: 24 courses @ 3 credits=72 credits
Elective Requirements: 6 courses @ 3 credits=18 credits
Dissertation: No credit
Total Requirements: 30 courses @ 3 credits=90 credits and Dissertation

F. The Practicum and Internship Experiences

Students will complete a two semester Forensic Practicum in various forensic settings in the metropolitan area. The M.A. Program in Forensic Psychology currently has established relationships with a variety of forensic settings in the area including Kirby Psychiatric Center, Bellevue Hospital Forensic Unit, and Smithers Treatment Center. Therefore, we anticipate no difficulty in providing practica experiences for Forensic Psychology doctoral students. In addition, several courses such as Forensic Assessment and Interviewing will have practice components. The students will also be required to complete a year long internship in authorized clinical facilities.

G. Examinations

All students in the Psychology Ph.D. program are required to complete the following: 1. First Examination must be passed and is taken before 45 credits are completed; 2. Research Techniques competence demonstrated by achieving grades of B- or better in two statistics courses; 3. Ethics competence must be demonstrated by a grade of B- or better in Ethical and Legal Issues for Psychologists; 4. Second Examination must be passed in the student's area of specialization; 5. Dissertation must be approved by a sponsoring committee of three members and must be successfully defended by the student in an oral examination; and 6. Applied experience which includes college teaching, field experience, and laboratory experience, fulfilled by a minimum of two semesters' experience.

H. Accreditation

After the program has been active for several years, accreditation from the American Psychological Association(APA) will be sought. According to the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology and Accreditation Operating Procedures, the program must have students at varying levels of matriculation and must demonstrate that it can meet its objectives prior to applying for accreditation.

With regard, to state licensing, the program will provide students with the required courses to meet requirements for licensing in the State of New York. New York's curriculum
requirements are similar to those in most other states and, therefore, students graduating from the program should be able to apply for licensure even before the program is able to become accredited by APA.

5. FACULTY

Nationally recognized faculty in the field of Forensic Psychology exist at both the GC and John Jay College. The faculty will be drawn from current faculty at CUNY, most of whom are on staff either at the GC or at John Jay College. In addition, faculty in other campus-based programs with specific forensic expertise will have the opportunity to teach in the forensic psychology program. It is anticipated that no additional full-time teaching faculty will be required. A current member of the doctoral faculty will assume the role of program head.

The administration of John Jay College has demonstrated its commitment to this program in its recent hiring of a Distinguished Professor in Psychology, Steven Penrod, Ph.D., an internationally known expert in psychology and law, has expertise in experimental/social psychology and law and who is well-suited to serve on the faculty of this proposed program. In addition, the Psychology Department has three replacement lines from retirees available and has made a commitment to making the needs of the proposed program a priority in hiring new faculty.

Many faculty members in other Psychology programs have expertise in forensic psychology and several Psychology program heads have expressed strong support for the development of this program and have indicated a willingness to become faculty members for this program. The proposed faculty has met several times to discuss their interest and provide direction for the program. They have reviewed, revised and approved this Letter of Intent.

Within CUNY, there are several leading forensic experts on the faculty. They have positions of authority in national forensic organizations and committees, are frequently called upon as expert witnesses and consultants in the legal system and have authored many forensic books and articles. The proposed faculty are as follows.

<table>
<thead>
<tr>
<th>Name</th>
<th>Area of Interest</th>
<th>Campus</th>
<th>Ph.D Program</th>
</tr>
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<tbody>
<tr>
<td>David Bearison, Ph.D.</td>
<td>Child welfare</td>
<td>GC</td>
<td>Psychology</td>
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<tr>
<td>Kay Deaux, Ph.D.</td>
<td>Sexual harassment</td>
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<tr>
<td>Michelle Fine, Ph.D.</td>
<td>Discrimination; Prison education</td>
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<tr>
<td>Gwendolyn Gerber, Ph.D.</td>
<td>Police psychology; Gender issues in forensic psychology; Personality issues in forensic psychology</td>
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<td>Criminal Justice</td>
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<tr>
<td>Matthew Johnson, Ph.D.</td>
<td>Parental rights termination</td>
<td>JJC</td>
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APPENDIX F

Minutes of Proceedings, September 23, 2002

Examining of confession evidence
Joel Lefkowitz, Ph.D.  GC  Psychology
Police selection
Thomas Litwack, J.D., Ph.D.  JJC  Criminal Justice
Mental health law; Assessments of dangerousness
Maureen O'Connor, J.D., Ph.D.  JJC  Psychology
Social psychology and the law; Gender; Use of scientific evidence in the court
Steven Penrod, J.D., Ph.D.  JJC  Criminal Justice
Legality decision-making; Jury behavior; Eyewitness reliability; Media and the law; Death penalty; Scientific evidence
Children's perception of rights; School discipline; Youthful offenders' view of the criminal justice system
Martin Ruck, Ph.D.  GC  Psychology
Louis Schlesinger, Ph.D.  JJC  Criminal Justice
Criminal behavior; Sexual homicide; Criminal psychopathology
Barbara Stanley, Ph.D.  JJC  Criminal Justice
Civil Competency; Aggression; Suicide; Research ethics
James Wulach, J.D., Ph.D.  JJC  Criminal Justice
Mental health law; Psychopathology of criminal behavior
Patricia Zapf, Ph.D.  JJC  Criminal Justice
Legal competency, Criminal responsibility

6. COST ASSESSMENT

A. Budget

The costs of this program will be met primarily through reallocation of current resources. The intent of this program is to fund itself and not utilize resources from other programs. Furthermore, this program will help to support other programs at the GC. Students in the Forensic Psychology program will be registrants in existing courses in Psychology and related disciplines.

Funding for this program will be addressed in the following manner: 1. Faculty release time will be provided in the usual manner through the allocation system. 2. Administrative staff will be supported by the administration of John Jay College. A program assistant will be supported by the college. OTPS and office and classroom space for the program will be provided by the college. 3. Student support will be provided in two ways: adjunct teaching positions in the Department of Psychology and graduate assistantships funded by the Forensic Psychology Research fund of John Jay College of Criminal Justice. This is funded by a private donations and its purpose is to promote research in forensic psychology. The Promotions &
Budget Committee in the Department of Psychology at John Jay College has agreed to hire students in the forensic psychology program to teach appropriate undergraduate psychology courses. In addition, the forensic psychology research fund advisory committee has agreed to include the funding of two graduate fellowships per year. The intent is to use these fellowships to fund two first year students and to fund second, third, and fourth year students through adjunct teaching positions at the College. In addition, expanded funding will be pursued by exploring the possibility of training grants from NIMH and NSF.

B. Resources, Facilities and Equipment

1. Basic Resources and Facilities: The basic resources required are additional library reference materials, psychological assessment materials and computers and associated software. The college administration has made a commitment to provide the requisite office and laboratory space and to supply associated equipment needed to mount this program. The college has the approval from the State of New York to construct a new building which will increase the size of the existing plant. In the interim, the program will be housed in current space. The space requirements of the proposed program will be incorporated in the construction plans of the new building. Thus, laboratory and office space will be tailored to the program needs. The Lloyd S. Sealy Library of John Jay College will provide the reference material needed for doctoral study in Forensic Psychology. Because there the college offers both a B.A. and M.A. in Forensic Psychology, its holdings in forensic psychology are substantial. In addition, it has an extensive collection in the field of Criminal Justice including electronic access to the World Criminal Justice Library Network and online databases in Psychology and Social Sciences.

2. Forensic Practicum Placements: Practicum placements in forensic settings are vital to the training for a forensic psychologist. Both assessment and treatment techniques must be practiced initially under close supervision. The John Jay Master's program has already forged connections with many forensic settings in and outside the metropolitan area, such as the FBI Behavioral Sciences Unit. These placements have expressed enthusiasm about working with us to provide practicum opportunities for doctoral students.

C. Outcome Assessment

Assessment will be both internal and external. Internally, the program success will be monitored in several ways: 1. The number of students passing the state licensing examination for certification as a psychologist; student retention and years to completion; the positions secured by graduates; the publication records of graduates; course evaluations and student retention and satisfaction feedback; and periodic self-study by the faculty. Externally, the program plans to conduct an external review by experts in forensic psychology three years after the inception of the program and will undergo an extensive review by the American Psychological Association when it applies for accreditation. The program will incur a one time cost for the initial accreditation process. Once accredited, periodic reviews take place.
7. REFERENCES


APPENDICES

A. Forensic Psychology Steering Committee Membership
B. M.A. and B.A. Enrollment
C. Projected Enrollment
D. Student Survey Results
E. Course Descriptions
Appendix A: Forensic Psychology Steering Committee Membership (1999-2001)

Committee Chair: Barbara Stanley, Ph.D. Professor, Psychology Department, JJC

Members:
Jose Arcaya, Ph.D. Associate Professor, Psychology Department, JJC
James Levine, Ph.D. Dean, Graduate Studies and Research, JJC
Maureen O'Connor, J.D., Ph.D. Assistant Professor, Psychology Department, JJC
David Shapiro, Ph.D. Associate Professor, Psychology Department, JJC
Basil Wilson, Ph.D. Provost, JJC
James Wulsch, J.D., Ph.D. Program Director, Forensic Psychology M.A. Program, JJC
Jack Zlotnick, Ph.D. Chairperson, Psychology Department, JJC
Appendix B: M.A. and B.A. Forensic Psychology Enrollment Figures

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<td>382</td>
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Appendix C: Projected Enrollment Figures

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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Steady State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>8</td>
<td>10 (18)</td>
<td>15 (33)</td>
<td>15 (48)</td>
<td>15/year</td>
</tr>
<tr>
<td>Attrition</td>
<td>1</td>
<td>1 (2)</td>
<td>2 (3)</td>
<td>2 (5)</td>
<td>2/year</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>7</td>
<td>16</td>
<td>30</td>
<td>43</td>
<td>52*</td>
</tr>
</tbody>
</table>

* indicates cumulative figures

*indicates the projected number of students in Years 1-4 once the program is up and running. Admissions are projected to stabilize at 15 students per year and attrition is anticipated to be 2 per class of admissions.
Appendix D: Forensic Psychology M.A. Student Interest Survey

To ascertain student interest in a Forensic Psychology doctoral program, all students enrolled in the John Jay College Forensic Psychology M.A. program during the Spring, 1999 semester were asked during the classes to participate in a survey. The survey results can be summarized as follows:

- When asked what they anticipate doing after the master’s, 70% of the respondents intend to either work in Forensic Psychology, continue their education in Psychology, or a combination of the two – so, these are students committed to Forensic Psychology specifically.
- 94% of the students responding to the question “Do your plans include the possibility of obtaining a doctorate in psychology?” responded “YES”
- Of those, 57% responded that receiving a M.A. in Forensic Psychology and a Ph.D. in Forensic Psychology best described their goals; another 28% said M.A. in Forensic Psychology and Ph.D. in Clinical Psychology; and another 8% said M.A. in Forensic Psychology and Ph.D. in Other area of Psychology
- When asked if they would apply to a doctoral program in Forensic Psychology at CUNY, 61% said they would Definitely apply; 13% said they would Probably apply; and, 21% said they would Possibly apply (95%), while only 4% said they would have no interest in applying.
- In terms of the focus of a program, 35% would like to see a scientist/practitioner model and 57% would like to see a practice or clinically-oriented model.
- Nearly half of the students have already contacted other schools about doctoral programs in clinical, forensic, or law/psychology (the largest number, 17, had contacted the California School of Professional Psychology, which has a specific Forensic Psychology track but is very expensive)

Questions:

1. **How many semesters have you completed in John Jay’s Master’s program in Forensic Psychology?**
   
<table>
<thead>
<tr>
<th>n = 244</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 104</td>
</tr>
<tr>
<td>2 - 53</td>
</tr>
<tr>
<td>3 - 43</td>
</tr>
<tr>
<td>4 - 24</td>
</tr>
<tr>
<td>5 - 11</td>
</tr>
<tr>
<td>6 or more</td>
</tr>
</tbody>
</table>

2. **What do you anticipate doing after you complete your masters degree?**
   
<table>
<thead>
<tr>
<th>n = 272</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work in Forensic Psychology</td>
</tr>
<tr>
<td>Work in other field of psychology</td>
</tr>
<tr>
<td>Work outside of psychology</td>
</tr>
<tr>
<td>Work - as yet unknown field/job</td>
</tr>
<tr>
<td>Continue education in psychology</td>
</tr>
<tr>
<td>Continue education in other field</td>
</tr>
</tbody>
</table>
Other Work in Forensic Psych & Continue Ed Other Combinations Checked No Answer Comments provided on project plans for careers:
consult for law enforcement & courts; law enforcement – local or federal (7); jury selection/trial strategy; criminal investigations/profiling (3); post-release programs working w/ juveniles (3); prisons (3); hospital setting; court setting; psychological testing/forensic assessment; research on deviant behavior; social services; risk assessment/dangerousness

Education options other than Ph.D. in Psychology most often mentioned:
Criminal Justice or Criminology Ph.D. Law School (3) J.D./Ph.D. (2)

3. Do your plans include the possibility of obtaining a doctorate in psychology?

\[
\begin{align*}
\text{Yes} & = 220 \ (94\%) \\
\text{No} & = 15 \ (6\%)
\end{align*}
\]

If you answered "YES," which one of these statements best describes your goals:

| 1. M.A. in Forensic Psychology & Ph.D. in Clinical Psychology | 63 \ (28\%) |
| 2. M.A. in Forensic Psychology & Ph.D. in Forensic Psychology | 125 \ (57\%) |
| 3. M.A. in Forensic Psychology and Ph.D. in Other Areas | 19 \ (8\%) |
| 4. Other educational goals | 6 \ (3\%) |
| 1&2 | 4 \ (2\%) |
| 2&3 | 2 \ (1\%) |
| Other combinations | 3 \ (1\%) |

40 If a doctoral program in Forensic psychology existed at CUNY, would you:

| Definitely apply | 142 \ (61\%) |
| Probably apply | 50 \ (21\%) |
| Possibly apply | 31 \ (13\%) |
| Have no interest in applying | 10 \ (4\%) |

5. If a doctoral program in Forensic Psychology existed at CUNY, would you like to see it:

| Science or research oriented | 13 \ (5\%) |
| A combination of the two | 85 \ (35\%) |
| Practice or clinically-oriented | 139 \ (57\%) |
| Other (please specify) | 3 \ (1\%) |

6. Have you contacted any schools, or solicited information about other schools which offer doctoral programs in clinical, forensic, or joint degree law/psychology programs.

| Yes | 112 \ (49\%) |
| No | 117 \ (51\%) |

Schools mentioned most frequently: CSPP (17); NYU (8); U. of Nebraska (8); U. of Arizona (7); Columbia
U.: Fordham (6); Sam Houston, TX (6); Simon Fraser (6); U. of Alabama (6); U. of Virginia (6); Allegheny/Villanova (5); LIU (5).

Note: With the exception of the New York City based universities, all other universities mentioned offer specializations in Law and Psychology (J.D./Ph.D. programs) or Forensic Psychology.

Appendix E: Course Descriptions

(Note: These descriptions are intended to describe general course content and may not correspond exactly to course titles because there may be existing courses within the consortium that cover the described content but with different course titles.

Introduction to Forensic Psychology. This course will provide an overview of the field of forensic psychology and the various ways in which psychology interacts with the legal system. This course will acquaint students with the substantive laws that are addressed in forensic evaluations, e.g. legal definitions of competency and criminal responsibility, and the ways in which forensic psychological practice may differ from general clinical practice, e.g. the importance of obtaining and evaluating third party information when conducting forensic assessments. The nature and importance of relevant ethical principles governing the practice of psychology in relation to the legal system will also be discussed. Specific topics include psychological testimony, civil commitment, assessments of dangerousness, the rights of mentally disabled individuals, competency to stand trial, child custody disputes, and assessment of psychological damages in civil litigation. The appropriate scope and limitations of psychological practice and techniques in relation to the legal system will be discussed throughout the course.

Experimental Psychology and Law. This course examines the ways in which experimental psychology informs the law and can be utilized to understand legal processes. Topics include jury behavior and selection, eyewitness testimony, sexual harassment, death penalty and the use of scientific evidence in legal proceedings.

Psychology of Criminal Behavior. This course will discuss psychological theories and empirical data regarding the classification and determinants of criminal behavior. Various categories of offenders, such as sex offenders and psychopathic offenders, will be addressed, as will the relationship of psychiatric diagnostic categories to various types of criminal offending. Current research and case examples will be discussed.

Forensic Interviewing. This course will focus on the principles of clinical interviewing and the clinical interview as a means of gathering data relevant to forensic psychological evaluations and treatment in forensic contexts. In addition to discussing, and providing students with the opportunity to practice through role playing, the course will concentrate on interviewing techniques and skills specifically required for such forensic evaluations as assessing malingering, assessing dangerousness, evaluating relevant mental status at the time of an offense, and
evaluating various legal competencies. Students will learn to conduct a mental status examination. Skills required for interviewing victims of crimes, and for emergency therapeutic interventions, will also be addressed.

**Forensic Psychological Assessment I.** This course will provide students with the basic principles and techniques of cognitive/intellectual assessment as exemplified by the WAIS-III and WISC-III and as applied to forensic issues. Students will be trained in the administration, scoring, and interpretation of those tests and their application to such forensic issues as evaluating various legal competencies, assessing criminal responsibility, and forensic treatment planning. Students will also be introduced to principles of neuropsychological assessment.

**Forensic Psychological Assessment II.** This course will acquaint students with the assessment of personality functioning as it relates to forensic issues. The development, structure, and interpretation of the MMPI, as an example of personality assessment instrument which is widely utilized for a number of forensic assessment tasks, and objective assessment instruments specifically designed for forensic assessment purposes, such as the Psychopathy Checklist - Revised (PCL-R) and various instruments for evaluating competencies and malingering will be discussed. The reliability, validity and other psychometric properties of these instruments, as well as their limitations and potential for misuse, will be considered throughout the course.

**Treatment, Consultation, and Treatment Evaluation in Forensic Psychology.** This course surveys the range of empirically supported psychological interventions in forensic psychology including cognitive and behavioral approaches, social and environmental interventions and psychopharmacologic treatments. Topics also include evaluating the efficacy of interventions, consultation and supervision. The course will discuss psychological intervention for treatment purposes in forensic settings and with individuals in need of treatment because of their interactions with crime or the criminal justice system, such as victims of crime and law enforcement personnel in need of psychological assistance.

**Forensic Practicum I and II.** These courses will provide students with the opportunity to obtain supervised experience in forensic evaluation and psychotherapeutic interventions in forensic settings. Each course requires supervised clinical experience as well as faculty supervision.

**Ethnic, Gender and Diversity Issues in Forensic Psychology.** This course will examine the impact of gender, sex role expectations, ethnicity, culture and religion on psychopathology, assessment, and psychological interventions in forensic psychology. Topics such as bias in diagnosis and treatment, culturally-specific disorders, the role of religion and religious experiences in the diagnosis and treatment of psychological disorders, the effects of gender and sex-roles on behavior, diagnosis and treatment of psychological disorders, and the effects of ethnicity on the diagnosis and treatment of psychological disorders.

**Ethical, Legal and Cultural Issues in Forensic Psychology.** This course will focus on the ethical and legal principles and regulations that govern forensic psychological practice and research including the application of these principles across cultures. The relevant research and