

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

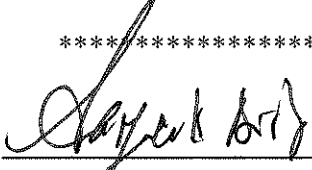

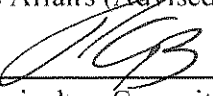
Curriculum Proposal

NEW CURRICULUM

Attach a copy of the new curriculum to this sheet as well as any new course or course revisions required as part of this new curriculum.

1. Name of Department: Department of Social Sciences, Human Services and Criminal Justice
2. Name of new curriculum: PSYCHOLOGY MAJOR
3. Degree to be granted: A. A. IN PSYCHOLOGY
4. Estimated enrollment in curriculum (number of students estimated to begin this curriculum per academic year): Year 1 - 5: 670, 1200, 1800; 2400, 3000
5. Will this curriculum require special materials, equipment or space?
 Yes No If yes, attach an explanation.
6. Are any old curricula being dropped? Yes No. If yes, please list.
7. Date effective: FALL 2016

Signatures

- | | | |
|----|--|-----------------|
| 1. | <u></u> | <u>10/14/15</u> |
| | Department Chairperson or Program Director | Date |
| 2. | <u>Alaw</u> | <u>10/19/15</u> |
| | Scheduling Officer (Advised as to Course Code) | Date |
| 3. | <u></u> | <u>10/20/15</u> |
| | Dean of Academic Affairs (Advised as to format) | Date |
| 4. | <u></u> | <u>11/7/15</u> |
| | Chairperson of Curriculum Committee | Date |

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
PROPOSAL TO ESTABLISH A PROGRAM IN
PSYCHOLOGY
LEADING TO THE ASSOCIATE IN ARTS DEGREE
SPONSORED BY THE DEPARTMENT OF
SOCIAL SCIENCES, HUMAN SERVICES AND CRIMINAL JUSTICE
APPROVED BY
THE BOROUGH OF MANHATTAN COMMUNITY COLLEGE
ACADEMIC SENATE

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Provost's Name: Karrin E. Wilks

Effective Date: Fall 2016

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ABSTRACT

The Social Science, Human Services and Criminal Justice Department of Borough of Manhattan Community College of the City University of New York is proposing a major in Psychology for its students, which will lead to an Associate in Arts degree. The program will support BMCC's Strategic Plan goals of increasing retention and graduation, and enable students to transfer into Psychology programs at senior colleges with no loss of credit. It will also prepare students for a competitive and evolving job market. An Articulation agreement between the proposed Psychology degree at BMCC and the B.A. degree in Forensic Psychology at John Jay College has been finalized.

1. EXECUTIVE SUMMARY

The proposal to establish a Psychology Major (A.A. in Psychology) at the Borough of Manhattan Community College (BMCC) comes at a time when higher education, and the world in general, are becoming increasingly global and pluralistic. The demands of this new order in education require that students acquire the analytical, methodical, scientific, creative and reflexive thinking that psychology engenders in its students. The Psychology major supports the College's mission to offer a quality liberal arts education in a pluralistic urban environment. The major will prepare students to enter into a rich diversity of careers in fields such as patient care, business, education, non-profit organizations and community care facilities, among others (see Appendix K). The proposed program will provide opportunities for students to engage with faculty and other students who share their interest in the field of psychology. This collaboration will increase student interest, motivation, persistence, retention, graduation and transfer into senior colleges.

We have a signed Articulation Agreement with John Jay College of the City University of New York. This agreement, and future ones that we will pursue, will allow students to seamlessly transfer to a senior college of their choice. The proposed major is also cost-effective, as it will require no new faculty or additional facilities at this time.

The proposal for a major in psychology is in keeping with the College's Strategic Plan. It addresses the Strategic Priority 1.4 to "Strengthen curricular offerings to facilitate transition to four-year institutions and address current and future workplace needs." It will also contribute to Strategic Priority 2's goal to "Support a learning environment and culture that encourages student success." The proposed major is also in direct response to the need for the development of both A.A. and A.S. degrees in content areas called for by the College's Title V Grant in Academic Advisement for Liberal Arts Majors. The Psychology major will enable more targeted academic and career advisement, which will help to take full advantage of the academic and career possibilities offered by the major. Experience gained from the BMCC Title V grant has shown that this style of long term focused advisement promotes student engagement, which can lead to better retention, graduation rates and transfer to senior colleges as well as assist students in securing employment in professional fields.

Vincent Tinto's *Dimensions of Institutional Action* clearly state that, "Institutions should commit themselves to a long-term process of program development" as one way of increasing student

retention and persistence. He points out that, “[...] students are more likely to persist when they find themselves in settings that are committed to their success, hold high expectations for their learning, provide needed academic and social support, and frequent feedback about their performance, and actively involve them with other students and faculty in learning.”¹ The proposed psychology major promises to create just such a setting, where psychology students will have frequent and substantive interaction with faculty and with each other. Further, the major serves as a means of addressing George Kuhn’s² high impact learning strategies by providing students with opportunities to increase retention and persistence (2008).

The proposed psychology major fulfills Tinto’s criteria for student success by providing a well-structured academic and career oriented program for the College’s Liberal Arts students. Students will complete the program equipped with communication, interpersonal, analytical, scientific, teamwork and leadership skills as well as multi-cultural sensitivity and understanding. They will be prepared not only for transfer to a four year institution, but also to enter the increasingly global, competitive and evolving job market.

2. PURPOSE

The purpose of the Psychology major falls within the context of the mission of BMCC to offer a quality liberal arts education in a diverse urban environment. The major also responds to BMCC’s General Education goals. These include students’ development of an understanding of, and the ability to apply the concepts and methods of the social sciences; that they learn to listen, read, and write; think and express their thoughts using critical thinking and problem solving strategies; and make informed choices based on an understanding of personal values, individual differences, cultural diversity and social responsibility. Further, the proposed major addresses Strategic Priority 1.2 to “Promote student awareness and understanding of local, national and global issues that reflect our multicultural society” and 1.4 to “Strengthen curricular offerings to facilitate transition to four year institutions and address current and future workplace needs.” It will also contribute to Strategic Priority 2’s goal to “Support a learning environment and culture that encourages student success.”

¹ <https://vtinto.expressions.syr.edu/wp-content/uploads/2013/01/European-Access-Network-2002-Keynote.pdf>

² Kuhn, George. High Impact Educational Practices: What They Are, Who Has Access To Them, and Why They Matter (AAC&U, 2008).

The major will not only offer students a seamless transfer to senior colleges, but it will also support student engagement in their own learning by providing them with greater involvement in their chosen field of study through access to faculty and other students with similar professional interests and goals, all of which have been shown to increase student persistence, retention and graduation (Tinto, Kuhn). All of this will prepare students for further study and a rich diversity of future careers. BMCC's Title V program, which matched a faculty advisor with students' disciplinary interests found that this model significantly improved retention and graduation rates among those who participated when compared to students who were not part of this program.

3. NEED AND JUSTIFICATION

Psychology is one of the most popular undergraduate majors in the United States, ranking number 5 out of a list of top ten majors (Carnevale, Strohl, and Melton, 2011)³. According to an analysis of the 2009 American Community Survey, there were 1,808,669 Psychology and Social Work majors (5.4% of the total) that earned bachelor degrees, and the psychology majors comprised 4% of the total number of bachelor degrees awarded in the United States (Carnevale, Strohl, and Melton, 2011). Further, according to the U.S. Department of Education, National Center for Education Statistics (2015), of the 1,791,000 bachelor's degrees conferred in 2011-2012, the greatest numbers of degrees were conferred in the fields of business (367,000), social sciences and history (179,000), health professions and related programs (163,000), psychology (109,000), and education (106,000).⁴ Many students are now starting their undergraduate careers at community colleges with the intention of completing their junior and senior years at a four-year college. The proposed psychology major will mean that students who plan on majoring in psychology at the baccalaureate level will no longer need to wait until they transfer to begin their major, or to be exposed to faculty who specialize in the diverse areas that psychology encompasses. This will help them to begin to formulate their own interests within the field and to engage in research with faculty whose interests are similar to theirs. These experiences will provide the strong research and scientific foundation required of students once they transfer to senior colleges. This is also important because Psychology falls under STEM.

³ Carnevale, A.P., Strohl, J., and Melton, M. (2011). *What's it worth? The Economic value of college majors*. Center on Education and the Workforce. Georgetown University, Washington, D.C.

⁴ U.S. Department of Education, National Center for Education Statistics (2015). *Digest of Education Statistics*, 2013 (NCES 2015-011).

According to Helms and Rogers (2010)⁵, a large proportion of students who are attracted to the psychology major are motivated by a desire to help people. In addition, they hope to have careers that positively impact the lives of others and enable them to contribute to society in some way. The American Psychological Association (APA) reports that the majority of students who major in Psychology and obtain a Bachelor's degree do not go on to attain advanced graduate level degrees. Psychology majors with Bachelor's degrees are employed across multiple sectors of society including business, non-profit organizations, medicine, and financial sectors, such as real estate and banking. Psychological knowledge is valued as practical information that can help individuals to succeed across these multiple sectors. Holonen (2011)⁶ lists the characteristics that students who graduate with a Psychology major bring to the job market. These include:

- Knowing how to predict and understand individual and group behavior
- Understanding the use and interpretation of data
- Evaluating the legitimacy of claims about behaviors
- Knowing and learning and memory function
- Having insight into problematic behaviors
- Demonstrate the capacity to adapt to change
- Understanding and operating effectively in informal and formal channels of an organization
- Managing difficult situations and high stress environments
- Starting and executing projects with limited information or experience
- Exhibiting persistence in challenging environments

The Psychology major will also serve students by providing them with a degree that will help them to negotiate an increasingly competitive job market. Preparing students to successfully transfer to a four-year program is increasingly important, since “occupations that usually require a postsecondary degree or award are expected to account for nearly half of all new jobs from 2008 to 2018 and one-third of total job openings.”⁷ As the College Board reported in September

⁵ Helms, J.L. and Rogers D.T. *Majoring in Psychology: Advancing your Educational and Career Goals*. Wiley Online Library, 2010.

⁶ Holonen, J. (2011, February 5). *Are there too many Psychology majors?* (White paper prepared for Staff of State University System Board of Governors of Florida. Retrieved from www.cogdop.org/page_attachments/000/0200FLA_White_Paper_fpr-cogop_posting.pdf

⁷ USBLS Employment Projections, 2008-2018 summary: <http://www.bls.gov/news.release/ecopro.nr0.htm>.

2010, “Workers with a college degree earned much more and were much less likely to be unemployed than those with only a high school diploma.” Further, the major will provide students with a broad range of knowledge, attitudes and skills that will enable them to become effective in a work environment.

The American Psychological Association (APA)⁸ guidelines firmly support the major as a science, reinforcing the perception of a common science identity despite the variations in the major’s delivery. According to APA, even in programs emphasizing human service applications as a driving force in the major, scientific principles should be prominent throughout the curriculum. As a STEM discipline, the major in Psychology will provide BMCC students with opportunities that will prepare them for STEM careers. Because Psychologists often work in health related settings, these include behavioral neuroscience, medicine, pharmaceuticals and neurology, as well as testing for developmental disorders. In these settings, Psychologists increasingly rely on diagnostic technologies such as fMRIs, PET scans, and CT scans among others. In addition, the specialties within experimental psychology frequently utilize new technologies in laboratory and data collection. This focus on STEM activities will provide opportunities for faculty and their students to apply for STEM grants and to participate in STEM learning opportunities at BMCC.

4. GOALS

The proposed Psychology major has five principal goals adopted from the American Psychological Association’s guidelines for the undergraduate psychology major.

Goal 1. Knowledge Base in Psychology

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends and empirical findings to discuss how psychological principles apply to behavioral phenomena. Students completing foundation courses should demonstrate breadth of their knowledge and application of psychological ideas to simple problems; students completing a baccalaureate degree should show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity.

⁸ www.apa.org/ed/precollege/about/psychmajor-guidelines.pdf

Goal 2. Scientific Inquiry and Critical Thinking

The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing foundation-level courses should learn basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about psychological phenomena; students completing a baccalaureate degree should focus on theory use as well as designing and executing research plans.

Goal 3. Ethical and Social Responsibility in a Diverse World

The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. Students completing foundation level courses should become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns. Students completing a baccalaureate degree should have more direct opportunities to demonstrate adherence to professional values that will help them optimize their contributions and work effectively even with those who do not share their heritage and traditions. This domain also promotes the adoption of personal and professional values that can strengthen community relationships and contributions.

Goal 4. Communication

Students should demonstrate competence in writing and in oral and interpersonal communication skills. Students completing foundation level courses should be able to write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students completing a baccalaureate degree should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.

Goal 5. Professional Development

The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. Foundation level outcomes concentrate on the development of work habits and ethics to succeed in academic settings. The skills in this goal at the baccalaureate level refer to abilities that sharpen student readiness for post-baccalaureate employment, graduate school, or professional school. These skills can be developed and refined both in traditional academic settings and in extracurricular involvement. In addition, career professionals can be enlisted to support occupational planning and pursuit. This emerging emphasis should not be construed as obligating psychology programs to obtain employment for their graduates but instead as encouraging programs to optimize the competitiveness of their graduates for securing places in the workforce.

5. STUDENTS

Psychology is one of the most popular majors across all CUNY campuses. Providing students with a major in Psychology will offer them with an opportunity for in-depth study in their chosen profession with faculty who are experts in their various fields. In addition, it will provide students with the opportunity to be advised by Psychology faculty. These exposures will encourage them to develop the knowledge and skills essential to their success early in their education. The Title V program has shown that students who meet more regularly with a cohort and who are assigned a single advisor over the course of their studies are more likely to be successful in completing the Associate's Degree. A major can play a similar role for students because they will take more courses with the same peers and be assigned one advisor who directs their program. This more focused and cohesive environment will contribute to students' retention and graduation. In addition, the major will provide students with a smooth transition into four-year colleges.

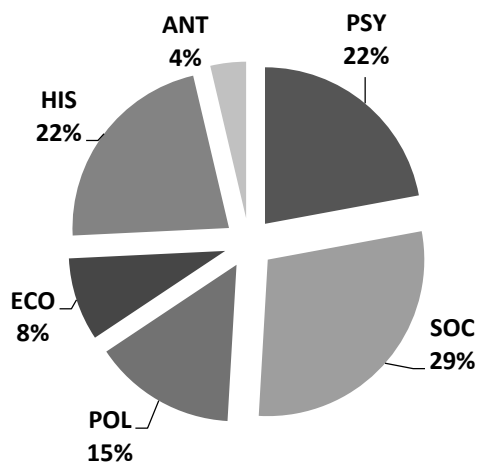
Student Interest

There is a demonstrated interest in a Psychology major. A large number of students at BMCC are taking psychology courses. There are an estimated 27,698 students attending the college during Fall 2015, with 92,813 seats. Of these, 4,067 seats are occupied by the 1225 students who are registered in the 130 sections of psychology running during Fall 2015. Therefore, 4.42% of the students taking courses during Fall 2015 are studying psychology.

According to a survey developed within the Social Science, Human Services and Criminal Justice Department to assess students' interest in Social Science majors, psychology was the most popular choice of major of the 500 students who responded (see Appendix A for the survey instrument and results). Psychology (20%) was the top discipline in which participants expressed an interest. This was followed by Sociology (14%), History (11%), Economics (11%), and Political Science (11%). The data was also assessed according to the discipline in which surveys were distributed to be clear on what role enrollment in that course played in shaping the data's outcome. Out of all students who chose the Psychology major, 29% of the time it was chosen by students in Sociology courses, 22% of the time by students in Psychology courses, 22% by students in History, 15% by Political Science, 8% by Economics and 4% by Anthropology students.

These results are illustrated in Figure 1 below:

Figure 1: Interest in Psychology Major by Courses/Disciplines



A psychology major will help many of our students seamlessly move forward with their future plans, since an overwhelming majority of participants in the survey (507 out of 512) reported planning to get a Bachelor's Degree. A large number of participants demonstrated interest in continuing their education in one or more of the CUNY colleges, including John Jay.

Enrollment Projections

We expect to enroll approximately 70 new students and to recruit 600 continuing students in the first year of the program (Table 1). A steady influx of new and continuing students will result in approximately 3000 students by year 5.

These results are illustrated in Table 1 below:

Table 1: Enrollment Projections

	YEAR I		YEAR II		YEAR III		YEAR IV		YEAR V	
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
F-T	50	400	100	800	200	1200	300	1600	400	2000
P-T	20	200	50	250	100	300	150	350	200	400
Sub-totals	70	600	150	1050	300	1500	450	1950	600	2400
Totals	670		1200		1800		2400		3000	

Admission to the Psychology Major

Students seeking admission to the major must meet the general admission requirements for BMCC. They must hold a High School Diploma or High School Equivalency Diploma. When admitted to BMCC they must take the CUNY Assessment Exams in reading, writing and mathematics.

6. CURRICULUM

The psychology major consists of 60 credits. Its purpose is both to offer a comprehensive general education, as well as a solid foundation in psychology. This will allow students to continue their

education at a four-year institution and to pursue a Psychology degree. The program is divided into General Education requirements (30 credits), and Major requirements (30 credits). The courses offered in both of these areas are modeled after BMCC guidelines that ensure students will develop a firm foundation in a range of competencies consistent with being prepared to graduate and move on to the career of their choice, or to transfer seamlessly into psychology programs at the articulating senior colleges (see Appendix B for course descriptions). The curriculum addresses the General Education goals set forth by BMCC, and students upon completing one of the many WI psychology courses offered will meet the WI requirements for graduation.

Upon completion of the Associate’s degree, in addition to the Psychology A.A. elaborated in the goals section, students in our major will achieve the following general learning outcomes.

Communication Skills- Students will be able to write, read, listen and speak critically and effectively.
Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of statistical analysis to solve problems.
Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.
Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.
Arts & Humanities- Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.
Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.
Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.

Students who complete the Associate of Arts Degree in Psychology will enter a four-year college with strengths in all of the areas outlined within the goals of this document. They will also have a strong foundation in basic areas of psychology, which will ensure their successful transition and completion of their major at their chosen senior college.

The following is the proposed psychology curriculum leading to an Associate's Degree in Psychology at the Borough of Manhattan Community College, CUNY:

General Education Requirements:

Required common core

English Composition	6 credits
Mathematical and Quantitative Reasoning ⁹	3 credits
Life and Physical Science ¹⁰	3 credits
<i>Total Required Common Core</i>	12 credits

Flexible Core

Creative Expression	6 credits
World Cultures and Global Issues	3 credits
U.S. Experience and Its Diversity	3 credits
Individual and Society	3 credits
Scientific World ¹¹	3 credits
<i>Total Flexible Core</i>	18 credits
<i>Total Common Core</i>	30 Credits

Curriculum Requirements

A. Child Psychology (PSY250) or Developmental Psychology (PSY240)	3 credits
B. Abnormal Psychology (PSY260) or Psychology of Personality (PSY230)	3 credits
C. Research in Psychology (PSY265)	3 credits: 4 hours
D. Elective Courses: 3 Courses from:	9 credits
Abnormal Psychology (PSY260)	
Child Psychology (PSY250)	
Developmental Psychology (PSY240)	

⁹ Introduction to Statistics (MAT150) is strongly recommended

¹⁰ Human Biology (BIO111) is strongly recommended

¹¹ Introduction to Psychology (PSY100) is strongly recommended

Foundations of Black Psychology (PSY271)
 Psychology of Personality (PSY230)
 Psychology of Women (PSY245)
 Social Psychology (PSY200)
 Psychology of Death and Dying (PSY210)
 Cognitive Psychology (PSY255)
 Behavioral Statistics (PSY220)

Social Sciences 3 credits
 Liberal Arts Elective¹² 6 credits
 Modern Foreign Language 3 credits

Total Curriculum Credits 30 Credits

Total Program Credits 60 Credits

Four Semester Course Program:

Students who pursue an A.A. in Psychology at BMCC will be able to complete the degree in two years by attending full time, and then transfer to one of the articulating four-year CUNY psychology programs. The following is a model of a two-year program, which meets both the general education and psychology program requirements.

Table 2: Undergraduate Program Schedule

- Indicate **academic calendar** type: X Semester Quarter Trimester Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term: Fall 1		Check course classification(s)					Term:	
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	C	
Scientific World (PSY100)	3							
ENG 101	3	X						
XXX (Creative Expression)	3	X						
XXX (World Cultures and Global Issues)	3	X						
XXX (U.S. Experience and Its Diversity)	3	X						

¹² If the student does not take PSY100 in The Scientific World they should take it as a Liberal Arts elective. Some credits may be fulfilled by the STEM variant.

Term credit total:	15				
Term: Spring 1		Check course classification(s)			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
PSY 240 OR PSY 250	3		X		PSY 100
ENG 201	3	X			ENG 101
XXX (Liberal Arts Elective)	3	X			
MAT XXX (Mathematical and Quantitative Reasoning)	3	X			
XXX (Modern Foreign Language)	3	X			
Term credit total:	15				
Term: Fall 2		Check course classification(s)			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
PSY 260 or PSY 230	3		X		PSY 100
XXX (Life and Physical Sciences)	3	X			
XXX (Liberal Arts Elective)	3	X			
XXX (Social Science Elective)	3	X			
PSY 265 Research in Psychology	3			X	PSY 100
Term credit total:	15				
Term: Spring 2		Check course classification(s)			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
PSY XXX (Psychology Elective)	3		X		PSY100
PSY XXX (Psychology Elective)	3		X		PSY 100
XXX (Creative Expression)	3	X			
PSY XXX (Psychology Elective)	3		X		PSY 100
XXX (Individual and Society)	3	X			
Term credit total:	15				

Term credit total:	
Term:	
Course Number & Title	Cr
Term credit total:	
Term:	
Course Number & Title	Cr
Term credit total:	

Program Totals:	Credits: 60	Liberal Arts & Sciences: 30	Major:30
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Cr: LAS: [liberal arts & sciences](#) **Maj:** major requirement **New:** new course **Prerequisite(s):** list prereq

The completion of these requirements will allow students to earn an Associates degree at the end of two years and transfer to a psychology program at a senior college such as John Jay College.

7. FACULTY

Currently the Department of Social Science, Human Services and Criminal Justice includes 15 full-time tenured and tenure-track Psychology faculty with varying specialties and research interests (Appendix D). In addition, the Department has 33 Part Time Faculty teaching psychology courses. Faculty will be mentors and advisors for students within the Psychology major. Current full-time faculty have expertise in: Clinical Psychology, Social Psychology, Cognitive Psychology, Experimental Psychology, Developmental Psychology, Psychology of Women, Cultural Psychology, Personality Psychology, Psychology of Aging, Environmental Psychology and Educational Psychology.

8. COST ASSESSMENT

The costs of the program will be minimal. Even though the existing resources of CUNY and the City of New York will greatly facilitate the research of advanced students in the proposed major, the BMCC library will need to acquire additional psychology journals (online) in order to assist the students with their course work. In addition, the planned laboratory, which will be a part of the Department of Social Science, Human Services and Criminal Justice will serve as a resource for experimental and research projects which will be part of students' coursework. See (Appendix E - I) for Program Expenditures and Revenue and Enrollment and Seat Need Projections.

9. EVALUATION

BMCC currently has processes in place for evaluating the effectiveness of degree programs. These processes are appropriate for evaluating new degree programs as well. Like all other academic programs at BMCC, new degree programs will undergo self-study and external evaluation via the college's Academic Program and Review process. In addition, the college distributes annual reports containing indicators of program effectiveness to department chairs that include, by degree program: Enrollment by gender and race/ethnicity; number of graduates by gender and race/ethnicity; two-year graduation, transfer, program persistence and college attrition rates; three and six-year graduations rates by gender and by race/ethnicity; and among

BMCC transferees, first term GPA and one year retention rate in CUNY BA programs by gender and race/ethnicity. The enrollment data will be especially useful when evaluating the first few years of the program.

Processes are also in place for direct and indirect assessment of student learning in new degree programs. At the course level, learning outcomes, or objectives, are clearly stated in each course syllabus. These objectives serve as the basis for college, departmental, program, course and section-level assessment of student learning. One way in which direct assessment of student learning is conducted is through the implementation of the college's General Education Assessment Plan. The plan directs each academic department to assess students' learning of the relevant stated general education outcomes. Specifically, this kind of assessment is conducted in courses in which the course learning outcomes align with the general education goals. Therefore, assessment of general education in the new program will occur when course outcomes align with the assessment of the college's General Education goals. In addition, the college administers an annual Assessment of Student Learning survey of courses in which students are asked to rate their perceptions of what they have learned in the course. Instructors are provided results that allow them to compare their section results with the overall results of that course, and all courses taught in the program/department and the college. Faculty may then revise their courses based on the assessment results.

These previously institutionalized processes ensure the framework for a thorough evaluation of programs as they are newly instituted at BMCC.

Appendix A
STUDENT INTEREST SURVEY

Social Science Department Student Interest Survey

Summary of Results by Yana Durmysheva, Ph.D

A survey was developed to assess BMCC students' interest in various Social Science majors. Students were asked to indicate whether they were interested in majoring in several Social Science disciplines (Anthropology, Economics, History, Political Science, Psychology and Sociology). Additional questions assessed potential interest in pursuing a Bachelor's Degree, as well as colleges/universities that the students would be interested in attending.

The distribution of students participating in the survey by courses where the survey was administered is presented in Table 1.

Table 2. Distribution of Survey Participants by Courses

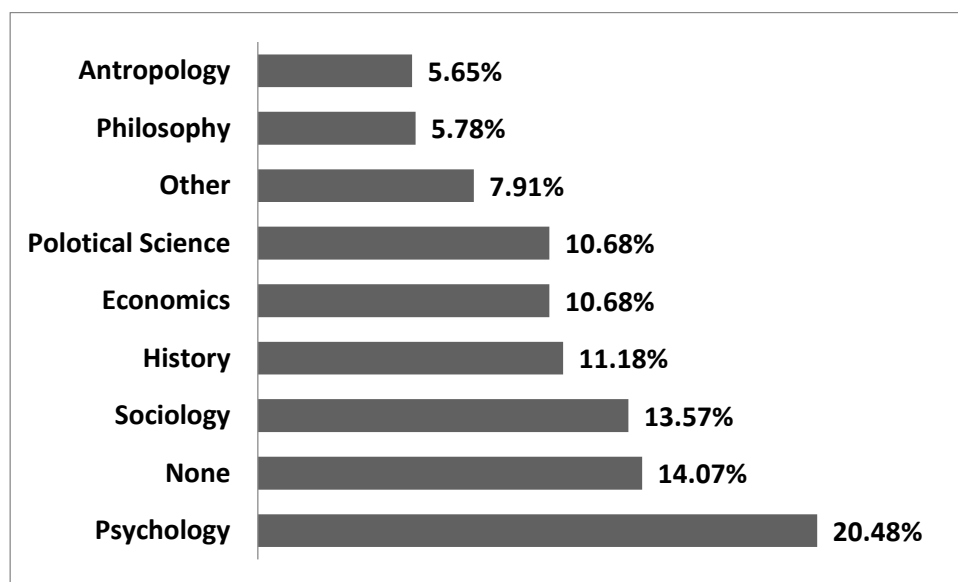
Discipline	Course Abbreviation/ Number	Number of Students Participated
Anthropology	ANT 200	11
	ANT Total:	11
Economics	ECO 100	14
	ECO 201	50
	ECO202	27
	ECO Total:	91
History	HIS 101	67
	HIS 120	48
	HIS 125	19
	HIS Total:	134
Political Science	POL 100	55
	POL 210	31
	POL Total:	86

Psychology	PSY 100	58
	PSY 240	12
	PSY 250	20
	PSY Total:	90
Sociology	SOC 100	87
	SOC 111	21
	SOC Total:	108
Total Across Disciplines:		520

A total of 520 BMCC undergraduates participated in the survey in the Fall 2009 semester. Out of a total of 520 participants, 134 students were enrolled in history courses at the time of participating, 108 in sociology, 91 in economics, 90 in psychology, 86 in political science, and 11 in anthropology. (Additional questions assessed potential interest in pursuing a bachelor's degree, as well as colleges/universities that the students would be interested in attending. The entire survey is reproduced in Appendix A.)

Students' preference for each major was measured by how often it was chosen by participants. The results are presented in Chart 1 below.

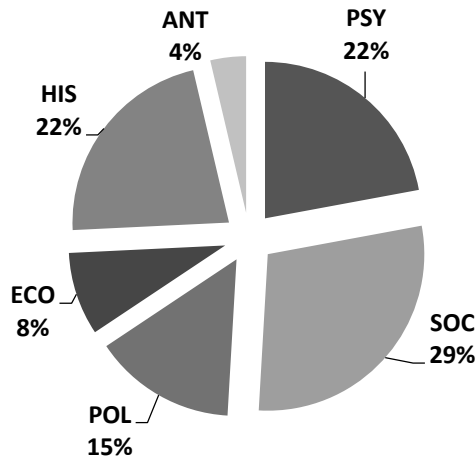
Table 3. Overall Interest in Social Science Majors



Students were able to choose more than one major. The top discipline in which participants expressed their interest to major was Psychology (20%), followed by Sociology (14%), History (11%), Economics (11%), and Political Science (11%). Finally, 6% of participants expressed and interest to major in Philosophy, and another 6%, in Anthropology. A total of 14% of participants demonstrated no interest in majoring in any of the disciplines listed in the survey. The remaining 8% of participants (63 individuals) indicated interest in other disciplines, not listed in the survey. These participants were asked to specify, which other major they would choose. Although results varied greatly, the most common “other” major indicated was Nursing.

Interest in a psychology major by students enrolled in courses offered by several disciplines within Social Sciences was assessed. These results are included in Figure 1 below.

Figure 1. Interest in Psychology Major by Discipline



The results indicated that 29% of those who indicated interest in a psychology major were sociology students, 22% were psychology students, 22% were history students, 15% were political science students, 8% were economics students, and the remaining 4% were anthropology students.

An overwhelming majority of participants (507 out of 512) reported planning to get a bachelor’s degree. Most participants specified colleges/universities they would be interested in attending. A large number of participants demonstrated an interest to continue their education in one or more CUNY colleges. Even though participants were allowed to list more than one institution, only their first choice was included in the analysis. These results are indicated in Table 2 below.

Table 4. Distribution of Students Choosing CUNY by College

CUNY College	Number of Participants
Hunter College	112
Baruch College	69
City College	48
John Jay College	39
Brooklyn College	38
Lehman College	15
Queens College	13
New York City College of Technology	5
CUNY (did not specify college)	5
Total Number of Participants Who Chose CUNY:	348

A follow up survey was administered in the Fall 2014 semester. This time, the goal was to focus on assessing student interest specifically in a Psychology Major. A total of 551 students participated. Table 3 shows the distribution of survey participants by discipline.

Table 5. Number of Students Participating in the Survey, by Discipline.

Discipline	Course Abbreviation/ Number	Number of Students Participated
Psychology	PSY 100	247
	PSY 200	77
	PSY 250	45
	PSY 260	7
	PSY Total	376
Sociology	SOC 100	109

Political Science	POL 100	32
Philosophy	PHI 100	20
History	HIS 115	14
Total Across Disciplines		551

First, participants were asked the following question, “*Would you be interested in BMCC offering psychology as one of the majors?*” Overall, 76% of participants answered affirmatively. More specifically, 60% in PSY 100, 91% in advanced psychology courses, 88% in SOC 100, 88% in POL 100, 86% in HIS 115, and 70% in PHI 100 said that they would be interested in BMCC offering psychology as a major.

Participants were also asked about the likelihood of majoring in psychology if it was offered by BMCC. Participants’ responses were rated on a scale from 1 to 5, with 1 = “very unlikely” to 5 = “very likely.” Responses of participants are summarized in Tables 3 and 4, for frequency and percentage of each response category, respectively.

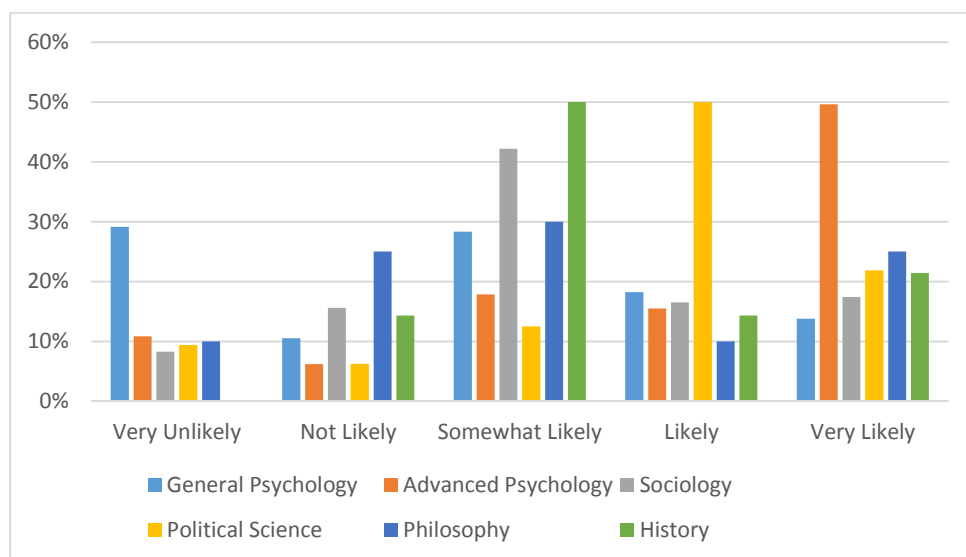
Table 6. Responses about Likelihood of Majoring in Psychology, by a Discipline (Frequencies).

	Very Unlikely	Not likely	Somewhat Likely	Likely	Very likely
General Psychology	72	26	70	45	34
Advanced Psychology	14	8	23	20	64
Sociology	9	17	46	18	19
Political Science	3	2	4	16	7
History	0	2	7	2	3

General Psychology	29	11	28	18	14
Advanced Psychology	11	6	18	16	50
Sociology	8	16	42	17	17
Political Science	9	6	13	50	22
History	0	14	50	14	21

The data are represented in Figure 2 below:

Figure 2. Responses about Likelihood of Majoring in Psychology, by a Discipline (Percentages).



The results of both the survey conducted in 2009 and in 2014 indicate a strong interest by students in a Major of Psychology.

Survey Instrument of Student Interest in Social Science Majors

This survey was created by the Social Science Department Curriculum Committee in order to learn whether the BMCC students would be interested in majoring in different Social Science disciplines. Your responses would help us potentially create new majors on campus.

Please take a few minutes to respond to the survey. The survey is anonymous so please do not write your name.

1. Course/Semester _____

(Please just provide the course title, number and semester. For example, PSY100/Fall09)

2. Would you be interested in majoring in any of the following Social Science disciplines at BMCC?

Anthropology

Economics

History

Philosophy

Political Science

Psychology

Sociology

None

Other (specify) _____

3. Upon graduating from BMCC are you interested in pursuing a Bachelor degree? Yes No

If yes, what would be your major?

Which school do you think you might attend?

Thank you for your participation!

Appendix B
COURSE DESCRIPTIONS FOR REQUIRED COURSES

Psychology Major Requirements

Required Courses:

PSY 100: Introduction to Psychology

The course introduces students to the scientific study of behavior and mental processes. Students will learn about current perspectives, historical roots and scientific methods in psychology. Topics within major areas of psychology may include biopsychology, human development, learning, cognition, social processes, personality and psychological disorders.

PSY 260: Abnormal Psychology

This course focuses on historical perspectives, contemporary trends, theoretical models and scientific research in the assessment and classification of mental illness. The etiology and treatment of psychological disorders are discussed with emphasis on the role of biological, cognitive, psychodynamic and sociocultural factors.

Prerequisites: PSY 100

or

PSY 230: Psychology of Personality

The course focuses on exploring, critically evaluating and applying theories and concepts to the study of personality psychology. It also discusses research, assessment and influences of personality on human behavior and everyday life.

Prerequisite: PSY 100

PSY 240: Developmental Psychology

This course explores cognitive, emotional, and behavioral changes across the lifespan. Attention is given to how biological sociocultural factors shape the individual.

Prerequisite: PSY 100

or

PSY 250: Child Psychology

This course explores biological, cognitive, and emotional growth from conception through adolescence. Attention is paid to the interplay of individual and sociocultural factors that influence the course of psychological development.

Prerequisite: PSY 100

PSY265 Research in Psychology

The goal of this course is to introduce psychology students to current approaches to conducting psychological based research. Throughout the semester, students will have the opportunity to work with faculty on designing and implementing a research project(s). The course will address research topics including ethical issues in research, conducting literature reviews, collecting data, analyzing and interpreting data and summarizing and presenting findings.

Prerequisite: PSY100

Psychology Electives:

PSY 245: Psychology of Women

This course involves the interpersonal and institutional socialization of women in contemporary American society and the effect of these processes on individual personality through an examination of existing roles and exploration of alternatives.

Prerequisite: PSY 100

PSY: 200: Social Psychology

The course introduces students to major theories and scientific findings in social psychology emphasizing personal and situational behavior. Research and application in the areas of social thinking, social influence and social relations are discussed. Topics include, but are not limited to, attitudes and beliefs, conformity, prejudice, group behavior and leadership, communication and persuasion.

Prerequisite: PSY 100

PSY 271: Foundations of Black Psychology

The course presents Black experiences through a psychological lens. Learning on the work of leading Black psychologists and other theorists, this course examines critical issues related to

race, ethnicity, education, Black families and other social factors embedded in both contemporary and historical contexts.

Prerequisite: PSY 100

PSY 260: Abnormal Psychology

This course focuses on historical perspectives, contemporary trends, theoretical models and scientific research in the assessment and classification of mental illness. The etiology and treatment of psychological disorders are discussed with emphasis on the role of biological, cognitive, psychodynamic and sociocultural factors.

Prerequisites: PSY 100

PSY 230: Psychology of Personality

The course focuses on exploring, critically evaluating and applying theories and concepts to the study of personality psychology. It also discusses research, assessment and influences of personality on human behavior and everyday life.

Prerequisite: PSY 100

PSY 240: Developmental Psychology

This course explores cognitive, emotional, and behavioral changes across the lifespan. Attention is given to how biological sociocultural factors shape the individual.

Prerequisite: PSY 100

PSY 250: Child Psychology

This course explores biological, cognitive, and emotional growth from conception through adolescence. Attention is paid to the interplay of individual and sociocultural factors that influence the course of psychological development.

Prerequisite: PSY 100

PSY255 Cognitive Psychology

The course is designed to introduce the students to historical, cultural and contemporary perspectives, as well as scientific research in Cognitive Psychology. Topics include but are not

limited to memory, perception, language, problem solving, decision-making and cognitive neuroscience.

Prerequisite: PSY 100

PSY220 Behavioral Statistics

This course will provide an introduction to statistical methods utilized in the behavioral sciences. Topics that will be discussed include probability theory, descriptive statistics, correlation/regression, t-test, ANOVA, and chi-square. Students will also learn how to analyze data using statistical software and how to report their results in APA style. Prerequisite: PSY100

PSY210: Psychology of Death and Dying

This course will cover the psychology of death and dying in our society. Throughout the semester we will examine the attitudes and values about death and dying, the developmental processes on death and dying as well as the socio-cultural perspectives, both the legal and ethical concerns of death and dying, as well as the issues of grief and bereavement. The text and supplemental readings will provide the groundwork for the assignments and class discussions. Students will be expected to remain open to different experiences, feelings and values.

Prerequisite: PSY100

APPENDIX C
SYLLABI FOR NEW COURSES

PSY220: BEHAVIORAL STATISTICS

Department of Social Sciences, Human Services and Criminal Justice

PSY 220 - Behavioral Statistics

Semester: Fall 2016

Section: 1600

Credits: 3

Class Hours: 3

Meeting Times: M W 4:00-5:15 PM

Location: N468

Prerequisites: MAT 012 or MAT 051, PSY 100

Instructor: Dan DePaulo PhD

Email: DDEPAULO@BMCC.CUNY.EDU

Phone: 212-220-8000 x5335

Office: S633D (enter through Ethnic Studies -S623)

Mailbox is in Social Science Office (N651) against wall

Office Hours: M 2:00- 3:30 PM, F 3:30-5:00 or by appointment

Course Description: This course will provide an introduction to statistical methods utilized in the behavioral sciences. Topics that will be discussed include probability theory, descriptive statistics, correlation/regression, t-test, ANOVA, and chi-square. Students will also learn how to analyze data using statistical software and how to report their results in APA style.

Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
1. Demonstrate an understanding of the language of statistics and research – concepts that include methods of sampling, measurement, and research design	1. Class discussions / examinations/ quizzes/ class projects/ lab assignments

2. Demonstrate a practical grasp of descriptive statistics (measures of central tendency, dispersion, and covariation)	2. Class discussions / examinations/ quizzes/ class projects/ lab assignments
3. Demonstrate an understanding of the principles of probability, sampling and inferential statistics, sufficient for statistical reasoning and to employ tests of significance	3. Class discussions / examinations/ quizzes/ class projects/ lab assignments
4. Demonstrate competence in using software for data analysis (SPSS/Excel/SAS/R) and the ability to create and interpret both tabular and graphical displays of data.	4. Class discussions / examinations/ quizzes/ class projects/ lab assignments
5. Demonstrate the ability to incorporate results of statistical analyses into written reports according to APA style	5. Class discussions / examinations/ quizzes/ class projects/ lab assignments

Below are the College's General Education learning outcomes. The outcomes that are marked in the left hand column indicate goals that will be covered and assessed in this course.

	General Education Learning Outcomes	Measurements (means of assessment for general education goals listed in first column)
X	Communication Skills- Students will be able to write, read, listen and speak critically and effectively.	Class discussions / examinations/ quizzes/ class projects/homework assignments/ lab reports
X	Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	Class discussions / examinations/ quizzes/ class projects/homework assignments/ lab reports
X	Scientific Reasoning- Students will be able to apply	

	the concepts and methods of the natural sciences.	Class discussions / examinations/ quizzes/ class projects/homework assignments/ lab reports
X	Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.	Class discussions / examinations/ quizzes/ class projects/ homework assignments/ lab reports
	Arts & Humanities- Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.	
X	Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.	Class discussions / examinations/ quizzes/ class projects/homework assignments/ lab reports
	Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	

Required Reading:

Pagano, Robert R. (2012). Understanding Statistics in the Behavioral Sciences (10th Edition), ISBN-13: 978-1111837266

Course Theme:

"Statistical thinking will one day be as necessary for efficient citizenship as the ability to read and write."
H.G.Wells

"Statistics is the grammar of science." Karl Pearson

Use of Technology:

SPSS/Excel/SAS/R will be used to carry out analysis of data. Blackboard may be used to post additional lecture material and datasets.

Requirements of Students:

Students will be required to complete homework assignments, data analysis computer assignments, and take exams. A scientific calculator will be needed to complete homework problems and to be used during exams. All work must be shown for both homework assignments and exams. Credit will not be given without the appropriate work shown. The lowest of three hourly exam grade will be dropped, and no makeup exams will be given. Taking the cumulative final exam is required. All homework and computer assignments must be completed on time. I will drop the lowest graded homework assignment and the lowest graded computer assignment. Late assignments will NOT be accepted.

Grading:

Best 2 Hourly Exams @ 20 % each, Final Exam @ 35 % Homework Assignments @ 15%, Computer Assignments @ 10%

A: 94-100, A-: 90-93, B+: 87-89, B: 83-86, B-: 80-82, C+: 77-79, C: 73-76, C-: 70-72, D+: 67-69, D: 60-66, F: below 60

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide appropriate documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's web site, <http://www.bmcc.cuny.edu>. Cheating during exams is an expellable offense. Any student caught cheating will receive an F for the course and will face more extensive disciplinary action at the discretion of the college.

College Attendance Policy:

At BMCC, the maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog. For this course, you are allowed 4 hours of absence, not four days. For excessive absenteeism that is unexcused, the instructor has the option to deduct 10 points from your final grade. Excessive lateness is also very distracting to both the instructor and you peers. For every two times you are late, it will be counted as one hour of absence. If you are having difficulties with the course, please see the instructor ASAP. An official withdrawal looks better than an F on a transcript so please keep this in mind.

Academic Adjustments for Students with Disabilities

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Accessibility (N320). BMCC is committed to providing equal access to all programs and curricula to all students.

Tentative Class Schedule:

Date	Lecture Topic	Chapter
Week 1	Introduction to Course, The Scientific Method, Measurement	1 and 2
Week 2	Frequency Distributions, Central Tendency and Variability	3 and 4
Week 3	The Normal Curve and z-scores	5
Week 4	Exam 1 / Correlation	6
Week 5	Regression	7
Week 6	Sampling and Probability/ Binomial Distribution	8 and 9
Week 7	Hypothesis Testing/ Sign Test/ Power	10 and 11
Week 8	Sampling Distributions and Normal Deviate Z-Test	12
Week 9	Review and Catch Up / Exam 2	
Week 10	One Sample T-Test / Independent T-Test	13 and 14
Week 11	Correlated groups T-Test / One-Way ANOVA	15
Week 12	One-Way ANOVA / Exam 3	15
Week 13	Factorial ANOVA/ One Way Chi-Square	16 and 17
Week 14	Test of Independence/ Review for Final	17

Week 15	Cumulative Final Exam	
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NOTE: It is the student's responsibility to be registered for classes through the Registrar's Office and financially cleared through the Bursar's Office. Students who attend classes and who are not properly registered and cleared will not be reinstated into the class and will not receive credit. This syllabus may be modified by the instructor at any time with notification given to students during lecture. The class schedule is just a guide to follow and the instructor may change dates depending on the speed of the class. It is the student's responsibility to keep updated with the class schedule.

PSY255: COGNITIVE PSYCHOLOGY

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Department of Social Science and Human Services

PSY 255 - Cognitive Psychology

Section XXX

Mondays and Wednesdays (X:XX – X:XX PM in XX)

Fall 2016

Class Hours: 3

Credits: 3

Professor Marjan Persuh

Office: S633H

Phone: 212 220 5226

Email: mpersuh@bmcc.cuny.edu

Office hours: Mondays, 12 – 2 PM;
 Wednesdays, 12 – 1 PM and by
 appointment

Course Description

The course is designed to introduce the students to historical, cultural and contemporary perspectives as well as scientific research in cognitive psychology. Topics include but are not limited to memory, perception, language, problem solving, decision making and cognitive neuroscience.

Prerequisites/Co-requisites: PSY100

Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
1. Demonstrate knowledge of history and key concepts in cognitive psychology.	1. Exams and/or quizzes and/or assignments, and/or class discussions
2. Understand how major, relevant psychological theories and research are used to study cognitive phenomena.	2. Exams and/or quizzes and/or assignments, and/or class discussions
3. Apply the knowledge acquired in the course to everyday problems.	4. Exams and/or quizzes and/or assignments, and/or class discussions
4. Examine sociocultural, international and other contexts that influence individual differences in cognitive phenomena, and how such individual differences influence beliefs, values, and interactions with others and vice versa.	5. Exams and/or quizzes and/or assignments, and/or class discussions

Below are the college's general education learning outcomes, the outcomes that are checked in the left-hand column indicate goals that will be covered and assessed in this course. (Check at least one.)

	General Education Learning Outcomes	Measurements (means of assessment for general education goals listed in first column)
X	Communication Skills- Students will be able to write, read, listen and speak critically and effectively.	Writing assignments and class discussions
<input type="checkbox"/>	Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	
X	Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.	Laboratory reports, quizzes, exams, writing assignments and class discussions
X	Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.	Laboratory reports, quizzes, exams, writing assignments and class discussions
<input type="checkbox"/>	Arts & Humanities- Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.	
<input type="checkbox"/>	Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.	
X	Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	Writing assignments and class discussions

Required Text: Goldstein. E. B. (2011; Custom Edition). Cognitive Psychology – Connecting Mind, Research and everyday Experience. Ohio: Cengage Learning. ISBN-13: 978-1-305-03952-0

You will also need to purchase CogLab5 to complete homework assignments (labs).

Blackboard and Email

An electronic version of this syllabus, term paper assignments, quiz and exam grades, announcements, and other pertinent information about this course will be communicated through links to this course on *Blackboard*. We use *Blackboard* to ensure privacy in notifying you of your grades and attendance. To log on to Blackboard you must first register your CUNY Portal account using this address: <http://portal.cuny.edu>

To stay connected in this course, you ideally would like to have access to *Blackboard* by the second week of the semester. So be sure that you are properly enrolled in the course and can log on to *Blackboard* without difficulty by then.

Each student enrolled in this course -- indeed, each student at the college -- has an institutional e-mail account. An e-mail address has been reserved for you for as long as you are associated with the Borough of Manhattan Community College of New York. Be sure to check

this e-mail address often or to forward messages from it to the e-mail address you commonly use (e.g., gmail). Use your e-mail address to communicate with me.

Evaluation and Requirements of Students

The educational philosophy underlying this course is a variant of the *mastery model*: Students are given many chances to ask and answer questions and to master the material in each part of the course. We will have short lecture quizzes (one each lecture), fun laboratories, term papers, and exams during the semester. I also encourage as much class participation in lecture as I can get.

Homework (Lab). In my continuing efforts to provide students with both the practical and the enjoyable experience of psychology, you will participate in online laboratories. The laboratories aim to apply the material covered in recent lectures to real-life examples. In each laboratory, each student in the class will participate in some interesting activity or demonstration pertinent to a recent course topic.

Papers. As important as it is for you to have mastered the concepts presented in class and in the textbook, it is just as important for you to think about those concepts critically and to express your thoughts in written form. Two structured papers have been developed to help achieve this goal. Each paper concerns an important current issue from one of the course topics. I will assign relevant empirical articles that you will read, summarize and critique. The structured format of the papers enables you to work step by step through the target problem. In this way, you have a framework to express your thoughts in an organized fashion. I will discuss the details of the papers during the class and I also will be available during office hours to provide help and feedback with writing your papers. You will also learn how to use PsycInfo and other databases to search for relevant articles.

The due dates for the two papers are: XX and XX. Please use *Blackboard* to send your papers by XX pm or before on these two dates. Late papers will be accepted, but an increasing penalty will be applied for each day late. Your paper is considered late if the final version has not been received by the XX pm deadline. None of the papers may be dropped. Thus, I recommend that you complete each paper well before the due date to avoid any unanticipated problems meeting the deadlines.

Midterm and Final exams. Midterm and Final exams will be given on XX and XX, respectively. Both exams are cumulative. Some of the questions may be drawn from previous quizzes; most will be new. You may not drop any of the exams. If you are not in class for a test, and you have not been excused beforehand, a grade of zero will be recorded by your name for that test. Make-up tests will NOT be given automatically; you must have my prior okay.

Both exams will include a set of multiple-choice questions. A review for each exam will be given in special review sessions prior to that exam. During the review sessions, I will go over the suggest areas of emphasis in studying, and answer each of your questions.

Effective Study Methods and Progress Report

To do well in this course you should closely monitor assignment deadlines as well as your grades. You should read the textbook chapter before each lecture and you should try to write out answers to some of the end of chapter questions. You are also encouraged to form study groups and to read information from more than one source.

I will also monitor your course progress. My goal is to flag at-risk students quickly and implement actions to prevent failure before it is too late. If your progress during the first weeks of the course is flagged, you will be required to meet with me immediately to develop an action plan to improve your performance in the course.

Grading

We will not use the *competition model* in this course, in which a fixed percentage of As, Bs, Cs, etc. are distributed to the students according to the normal curve. This means that there is no "curving" in this course on any quiz, paper, laboratory, or test, or on the final grade. Instead, in this course, grades on every assignment are determined according to a "straight" scale of scores:

93-100% = A	73-76% = C
90-92% = A-	70-72% = C-
87-89% = B+	67-69% = D+
83-86% = B	63-66% = D
80-82% = B-	60-62% = D-
77-79% = C+	<60% = F

Please be responsible for keeping abreast of your grades throughout the semester. Bring any grade problems to my attention immediately. Please do not wait until the final grades have been set to deal with grade problems, for it is much more difficult to change grades after they have been sent to the registrar. Any requests for reconsideration of grading of any laboratory, paper, quiz, or exam ideally should be brought to my attention within one week of grading.

The contributions to the semester grade are:

Homework	25%
Papers	10% (5% each)
Midterm exam	25%
Final exam	40%

Cell Phones

Students are not permitted to use their cell phones during class.

College Attendance Policy

At BMCC, the maximum number of absences is limited to one more hour than the number of contact hours in one week. For example, you are enrolled in a three-hour class that meets two

times per week, so you are allowed 4 hours of absence (not 4 days). In the case of excessive absences and latenesses, the instructor has the option to lower the grade or assign an F grade.

From years of teaching I am convinced that inconsistent class attendance by students is one of the primary reasons for poor learning in undergraduate courses. To help promote better learning in my classes, I always maintain a policy of mandatory class attendance. Students will be required to attend all classes during the semester, to arrive on time, and to remain in the classroom for the entire period. Students who fail to attend class when attendance is checked will be marked “absent”. Absence will be excused only when properly documented (e.g., a doctor’s note). Each student is allowed two unexcused absences. Any absence beyond 2 will reduce your final grade by 1%.

Academic Adjustments for Students with Disabilities

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else’s ideas, words or artistic, scientific, or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC’s web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

Course schedule

Week	Mon	Wed	Topic	Readings
1	08/31	09/02	Introduction to Cognitive Psychology	Ch. 1
2	NC	09/09	Cognitive Neuroscience	Ch. 2
3	09/10	09/16	Cognitive Neuroscience	Ch. 2
4	09/21	NC	Perception	Ch. 3
5	09/28	09/30	Perception	Ch. 3
6	10/05	10/07	Attention	Ch. 4
7	NC	10/14	Attention	Ch. 4

8	10/19	10/21	Short-term & Working Memory	Ch. 5
9	10/26	10/28	Long-term Memory	Ch. 6
10	11/02	11/04	Long-term Memory	Ch. 7
11	11/09	11/11	Everyday Memory and Memory Errors	Ch 8
12	11/16	11/18	Knowledge	Ch 9
13	11/23	11/25	Visual Imagery	Ch 10
14	11/30	12/02	Language	Ch 11
15	12/07	12/09	Problem Solving	Ch 12
16	12/14	12/16	Judgment, Decisions, and Reasoning, Final Exam	Ch 13

PSY265: RESEARCH IN PSYCHOLOGY

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

The City University of New York

Department of Social Sciences and Human Services

PSY 265: RESEARCH IN PSYCHOLOGY

Fall 2016

Section ---

3 Credits, 4 Hours

Prerequisites: PSY 100

Instructor: **Yana Durmysheva, Ph.D.**

Office Hours: Monday 2:00 – 5:00 PM, and by appointment in N669

Email: ydurmysheva@bmcc.cuny.edu

Phone: 212-220-8000 x5261

Course Description

The course is designed to introduce the students to psychological research. Students will learn about the research process by analyzing the ethical issues in research, conducting literature reviews, collecting, analyzing and interpreting the data, as well as summarizing and presenting the findings. Students may be presented with an opportunity to work with faculty on designing and implementing a research project. The course includes both theoretical and applied (lab) components.

Course Student Learning Outcomes	Measurements
Students will demonstrate an ability to conduct a review of relevant literature.	Paper
Students will demonstrate an ability to plan a research study.	Paper, presentation, lab
Students will demonstrate an ability to collect, analyze and interpret psychological data.	Daily work, tests, lab

Students will summarize and present their final research project.	Presentation
Students will use ethical principles in conducting their research.	CITI survey, daily work
Students will use APA writing style in their written work.	Paper, presentation

General Education Learning Outcomes	Measurements
Quantitative Reasoning - Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	Daily work, Presentation
Scientific Reasoning - Students will understand and apply the concepts and methods of the natural sciences.	Daily work, paper or logbook

Required Text and Materials

1) Orcher, L.T. (2005). *Conducting Research: Social and Behavioral Science Methods*. Glendale: Pyrczak Pub. ISBN: 1-884585-60-4.

2) Patten, M.L. (2012). *Understanding Research Methods: An Overview of the Essentials* (8th. ed.). Glendale: Pyrczak Pub. ISBN: 978-1936523009.

3) Selected research articles (TBA).

Evaluation and Grading

Daily work in the course	60%
Literature review, Paper	20%
Presentation	15%
Ethics	5%

Letter grade ranges

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
%	100- 93	92- 90	89- 87	86- 83	82- 80	79- 77	76- 73	72- 70	69- 67	66- 63	62- 60	59- 0

Course Policies

- ◆ No extensions or make-up exams or assignments will be granted.

- ◆ All exams and assignments must be submitted by the due dates indicated in the Syllabus.
- ◆ No individual extra credit assignments except the one that may be available to all students will be provided.
- ◆ Cheating and plagiarism will not be tolerated.

Course Schedule* **

Weeks/Dates	Lecture/Readings	Lab/Readings
1,2 8/28-09/08	Introduction to research methods Patten: pp. 3-18, 27-28	Forming groups; Selecting a topic for research What is plagiarism?
2, 3 09/08-09/22	Steps in research process - overview Orcher: pp. 3-18	Gathering background literature; Psychological databases Orcher: pp. 33-34
4,5 Tue 9/22-10/06	How to write a literature review; APA Format Patten: pp. 31-32 Orcher: pp. 19-28	Writing a literature review, practicing APA format
6,7 10/06-10/20	Experimental Design Patten: pp. 87-99	Designing a study
8,9 10/20-11/03	Ethics in Research; Participant selection; sample size Patten: pp. 25-26 Orcher: pp.91-107; 240	Writing an IRB Proposal; IRB Net
10,11 11/03-11/17	Reliability and Validity Patten: pp. 61-80	Writing a study proposal Patten: pp. 163-180
12,13 11/17-12/01	Behavioral statistics overview Patten: pp. 101-132	Data entry in Excel, Introduction to SPSS
14, 15 12/01-12/15	Peer review, Presenting your work	How to prepare presentations and posters in PowerPoint

16 12/15-12/17	Final Exam, group work	Presentations

**I reserve the right to change any part of the syllabus at any time during the semester.

College Attendance Policy

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in

one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

Academic Adjustments for Students with Disabilities

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else’s ideas, words or artistic, scientific, or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC’s Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

APPENDIX D
FACULTY INTERESTS AND RESEARCH

Full time Psychology Faculty Speciality, Courses and Research Interests

NAME	DEGREE	SPECIALITY	RESEARCH
David A Caiedo	<p>Doctoral candidate in Social-Personality Psychology, CUNY, Graduate Center.</p> <p>MA General Psychology, Pre-Clinical concentration, Adelphi University.</p> <p>BA Psychology, St. Johns University.</p>	<p>Political Psychology</p> <p>Social Psychology</p> <p>Courses: PSY100,200, 260</p>	<p>Language socialization, Social Justice Issues, Race & Ethnicity, Quantitative Methods, Qualitative Research Methods, Linguistics, Latino/Latin American Studies: Immigration, Cultural Identity, socio-economic status, Language policy, Immigration Studies.</p>
Daniel DePaulo	<p>Ph.D and MA Psychology, Rutgers University.</p> <p>BA Psychology, College of New Jersey.</p>	<p>Health Psychology</p> <p>Quantitive Methods</p> <p>Courses: PSY100, 200, 260, 220</p>	<p>Somatization, drug use/abuse, the effect of meditation on reducing negative affect and increasing empathy.</p>
Yana Durmysheva	<p>Ph.D Cognition, Brain & Behavior: Experimental Cognition, CUNY Graduate Center.</p> <p>M.Phil. Experimental Psychology, CUNY Graduate Center.</p> <p>MA Industrial/Organizational Psychology: Organizational Behavior, Brooklyn College</p> <p>BS Psychology, Brooklyn College</p>	<p>Cognitive Psychology</p> <p>Experimental Methods</p> <p>Courses: PSY200, 230, 260, 255</p>	<p>Measuring creativity, creativity in organizations, creativity across cultures, problem solving, expertise.</p>
Monica Foust	<p>Ph.D Developmental Psychology, University of Michigan.</p>	<p>Developmental Psychology</p>	<p>Sexual socialization, sexual identity development, attitudes toward lesbians,</p>

	MS Educational Psychology, New York University. BS. Howard University	Courses: PSY100, 240, 250	gays and bisexuals, Racial socialization.
Maram Hallak	Ph.D Experimental Psychology, University of Rhode Island. M.Ed. Counseling, University of Massachusetts. BS. Business Administration, Emmanuel College.	Psychology of Women Psychology of Peace and Nonviolence Courses: PSY100, 200, 230, 240, 250	Nonviolence and peace studies with particular emphasis on gender and culture.
Mariya Komolova	M.Sc. and Ph.D. Developmental Psychology, University of Utah. B.Sc. Psychology, Hunter College.	Developmental Psychology Courses: PSY100, 200, 240, 250	Socio-cognitive development of children and adolescents.
Ting Lei	Ph.D. Human Development and Psychology, Harvard University. MA, Educational Psychology, University of Minnesota. BS. Psychology, National Taiwan University.	Developmental Psychology Cultural Psychology	Behavioral Medicine, Complementary/Alternative Medicine.
Christina Oney	Ph.D. and MS Personality and Social Contexts Psychology, University of Michigan. BS. Marketing, Michigan State University.	Personality Psychology. Courses: PSY100, 245	Racial identity attitudes, body image, eating behaviors and health outcomes.
Marjan Pursuh	Ph.D. Psychology, CUNY Graduate Center.	Cognitive Neuroscience	Visual perception, attention and memory using

	Ph.D. Biochemistry and Molecular Biology, University of Ljubljana, Slovenia.	Cognitive Psychology Courses: PSY100, 240, 255	psychophysics and neuroimaging.
Jennifer Pinkney Pastor	Ph.D. Social-Personality, CUNY Graduate Center. MA Psychology, Hunter College. BA. Psychology, Lehman College.	Social Psychology Positive Psychology Courses: PSY100, 200, 250	Acculturation, Transitional stress among war veterans, Social and personal identity development, effectiveness of mind-body holistic treatment in stress reduction.
William Roane	M.Phil. Environmental Psychology, CUNY Graduate Center. MA. Psychology, Hunter College. BA. Psychology, College of Staten Island.	Psychology of Aging Environmental Psychology Courses: PSY100, 240, 210	Housing built from Community Development, Adulthood and Aging, Death and Dying, Caregiving, Disability.
Kelly Rogers	Ph.D. Educational Psychology, University of Missouri. MA. Educational Psychology, University of Missouri. BA. Mathematics & Spanish, Westminster College, Fulton, MO.	Educational Psychology Developmental Psychology Courses: PSY100, 271, 240, 250	Socio-emotional adjustment and development among college students of color, particularly as they relate to retention in college in general and STEM in particular.
Miriam Santos	Ph.D. Clinical Psychology, CUNY Graduate Center. BA. Psychology, English Literature, City College.	Clinical Psychology Courses: PSY240, 250, 271	Resilience and mental health, family dynamics in people of color, resilience and PTSD, social support and bariatric surgery.
Vernon Smith	Ph.D. Clinical Psychology, CUNY Graduate Center.	Clinical Psychology	African American mental health and well-being, Attachment theory and research, Psychodynamic

	BA. Psychology, Temple University.		psychotherapy, psychological measurement and evaluation.
Janice Walters Program Coordinator	<p>Certificate in Psychoanalysis and Psychotherapy, Adelphi University.</p> <p>Ph.D. Educational Psychology, CUNY Graduate Center.</p> <p>MS. School Psychology, City College.</p> <p>BA. Psychology, City University of New York.</p>	<p>Clinical Psychology and Psychoanalysis.</p> <p>Educational Psychology.</p> <p>School Psychology</p> <p>Courses: PSY230, 240, 260</p>	<p>The psychological, social and cultural impact of intergenerational trauma on Indigenous Peoples.</p> <p>The role of colonization and national splitting on race, race relations and identity among Indigenous Peoples.</p> <p>The role of Indigenous women in the development of intervention programs within Indigenous communities.</p> <p>Race in the Psychoanalytic relationship.</p>

APPENDIX E
PROGRAM EXPENDITURES

New Resources:

Expenditures	Year 1 Academic Year ²	Year 2 Academic Year [†]	Year 3 Academic Year [†]	Year 4 Academic Year [†]	Year 5 Academic Year [†]
Full Time Faculty	\$-	\$-	\$-	\$-	\$-
Part Time Faculty	\$-	\$-	\$5,593.50	\$11,187.00	\$16,780.50
Full Time Staff	\$-	\$-	\$-	\$-	\$-
Part Time Staff	0	0	0	0	0
Library (Includes Staffing)	\$3,000.00	\$3,500.00	\$4,000.00	\$4,500.00	\$5,000.00
Equipment	\$-	\$-	\$-	\$-	\$-
Laboratories	\$2,000.00	\$2,500.00	\$2,800.00	\$3,000.00	\$4,000.00
Supplies & Expenses (Other than Personal Services)	\$4,200.00	\$4,600.00	\$4,800.00	\$5,000.00	\$5,500.00
Capital Expenditures	\$-	\$-	\$-	\$-	\$-
Other	\$-	\$-	\$-	\$-	\$-
Total all	9200	10600	17193.5	23687	31280.5

[1] [Specify the inflation rate used for projections.](#)

[2] [Specify the academic year.](#)

[3] [Include fringe benefits.](#)

[4] New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.

[5] Specify what is included in "other" category, (e.g., student financial aid).

APPENDIX F
REVENUE

Projected Revenue Related to the Proposed Program

<u>Revenues[1]</u>	1st Year <u>Academic Year[2]</u>	2nd Year Academic Year[†]	3rd Year Academic Year[†]	4th Year Academic Year[†]	5th Year Academic Year[†]
<u>Tuition Revenue[3]</u>			\$7,329,312		
<u>01. From Existing Sources[4]</u>					
<u>02. From New Sources[5]</u>	\$202,500	\$470,400	\$974,304		
03. Total					
<u>State Revenue[6]</u>					
04. From Existing Sources [§]	\$108,990	\$237,356	\$481,978	\$719,334	\$963,956
05. From New Sources ^{**}					
06. Total					
<u>Other Revenue[7]</u>					
07. From Existing Sources [§]					
08. From New Sources ^{**}					
09. Total					
<u>Grand Total[8]</u>					
10. From Existing Sources [§]					
11. From New Sources ^{**}					
TOTAL					

APPENDIX G
SUPPORTING MATERIALS EXPENDITURES

The Five-Year Financial Projections for Program

DIRECT OPERATING EXPENSES	Year 1	Year 2	Year 3	Year 4	Year 5
Include additional expenses incurred by other programs when satisfying needs of new program. Faculty need should be commensurate with "net section needs" based on enrollment (see "Enroll & Seat Need Projections" tab)					
Current Full Time Faculty Overload (include Summer)					
New Full Time Faculty Base Salary (list separately)					
New Full Time Faculty Overload (include Summer)					
New Faculty Re-assigned Time (list separately)					
Full Time Employee Fringe Benefits (41.6%)	0	0	0	0	0
Total (Links to Full-Time Faculty on Program Exp Worksheet)	\$-	\$-	\$-	\$-	\$-
Part Time Faculty Actual Salaries			4,500	9,000	13,500.00
Part Time Faculty Actual Fringe Benefits (24.3%)	0	0	1093.5	2187	3280.5
Total (Links to Part-Time Faculty Program Exp Worksheet)	\$-	\$-	\$5,593.50	\$11,187.00	\$16,780.50
Full Time Staff Base Salary (list separately)					
Full Time Staff Fringe Benefits (41.6%)	0	0	0	0	0
Total (Links to Full-Time Staff on Program Exp Worksheet)	\$-	\$-	\$-	\$-	\$-
e					

	Year 1	Year 2	Year 3	Year 4	Year 5
PART-TIME STAFF (do not include library staff in this section)					
Part Time Staff Base Salary (list separately)					
Faculty Replacement Costs (replacement of full-time faculty - e.g. on release time - with part-time faculty)					
Graduate Assistants					
Student Hourly					
Part Time Employee Fringe Benefits (24.3%)	0	0	0	0	0
Total (Links to Part-Time Staff on Program Exp Worksheet)	\$-	\$-	\$-	\$-	\$-
LIBRARY					
Library Resources	3,000	3,500	4,000	4,500	5,000
Library Staff Full Time (List Separately)					
Full Time Staff Fringe Benefits (41.6%)	0	0	0	0	0
Library Staff Part Time (List Separately)					
Part Time Employee Fringe Benefits (24.3%)	0	0	0	0	0
TOTAL (Links to Library on Program Exp Worksheet)	\$3,000.00	\$3,500.00	\$4,000.00	\$4,500.00	\$5,000.00
EQUIPMENT					
Computer Hardware					
Office Furniture					
Other (Specify)					
Total (Links to Equipment on Program Exp Worksheet)	\$-	\$-	\$-	\$-	\$-

LABORATORIES					
Laboratory Equipment	2,000	2,500	2,800	3,000	4,000
Other (list separately)					
TOTAL (Links to Laboratories on Program Exp Worksheet)	\$2,000.00	\$2,500.00	\$2,800.00	\$3,000.00	\$4,000.00

	Year 1	Year 2	Year 3	Year 4	Year 5
SUPPLIES AND EXPENSES (OTPS)					
Consultants and Honoraria	1,000	1,000	1,000	1,000	1,000
Office Supplies					
Instructional Supplies	1,200	1,600	1,800	2,000	2,500
Faculty Development					
Travel and Conferences	2,000	2,000	2,000	2,000	2,000
Membership Fees					
Advertising and Promotion					
Accreditation					
Computer Software					
Computer License Fees					
Computer Repair and Maintenance					
Equipment Repair and Maintenance					
New Total Supplies and OTPS Expenses (Links to Supplies on Program Exp Worksheet)	\$4,200.00	\$4,600.00	\$4,800.00	\$5,000.00	\$5,500.00
CAPITAL EXPENDITURES					
Facility Renovations					
Classroom Equipment					
Other (list separately)					

TOTAL (Links to Capital Expenditures on Program Exp Worksheet)	\$-	\$-	\$-	\$-	\$-
Other (list separately)					
TOTAL (Links to Other on Program Exp Worksheet)	\$-	\$-	\$-	\$-	\$-

APPENDIX H
SUPPORTING MATERIALS REVENUE

**The Five-Year Revenue
Projections for Program
COMMUNITY COLLEGE
WORKSHEET**

Year 1 = Fall 2014

EXISTING FULL-TIME STUDENTS	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
# of EXISTING FULL-TIME, In-State Students (linked from "Enroll & Seat Need Projections")	595	1048	1497	1595	1997
Tuition Income (calculates 2% increase per year after Fall 2015)	\$4,500	\$4,800	\$4,896	\$4,994	\$5,094
Total Tuition	#####	#####	\$7,329,312	#####	#####
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees					
Total In-State Tuition & Fees	#####	#####	\$7,329,312	#####	#####
Tuition & Fees:					
# of EXISTING FULL-TIME, Out-of-State Students (linked from "Enroll & Seat Need Projections")	5	2	3	5	3
Annual Avg # of Credits per FT student (24-30)					
Tuition Income (Specify Rate per credit. Calculates 2% annual increase after Fall 2015)	\$290	\$305	\$311	\$317	\$324
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out-of-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING FULL-TIME TUITION REVENUE	#####	#####	\$7,329,312	#####	#####

EXISTING PART-TIME STUDENTS	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
# of EXISTING PART-TIME, In-State Students (linked from "Enroll & Seat Need Projections")	195	249	298	347	395
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3					

Summer=15)					
Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)	\$185	\$195	\$199	\$203	\$207
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total In-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
Tuition & Fees:					
# of EXISTING PART-TIME Out of State Students (linked from "Enrollment and Seat Need Projections")	5	1	2	3	5
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)					
Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)	\$290	\$305	\$311	\$317	\$324
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0				
Total Out-of-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING PART TIME REVENUE	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)	#####	#####	\$7,329,312	#####	#####
NEW FULL-TIME STUDENTS	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
# of NEW FULL-TIME, In-State Students (linked from "Enroll & Seat Need Projections")	45	98	199	297	398
Tuition Income (Calculates 2% increase per year after Fall 2015)	\$4,500	\$4,800	\$4,896	\$4,994	\$5,094
Total Tuition	\$202,500	\$470,400	\$974,304	#####	#####
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					

Total Fees	0	0	0	0	0
Total In-State Tuition & Fees	\$202,500	\$470,400	\$974,304	#####	#####
Tuition & Fees:					
# of NEW FULL-TIME, Out-of - State Students (linked from "Enroll & Seat Need Projections")	5	2	1	3	2
Annual Avg # of Credits per FT student (24-30)					
Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)	\$290	\$305	\$311	\$317	\$324
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out-of-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL NEW FULL-TIME TUITION REVENUE	\$202,500	\$470,400	\$974,304	#####	#####

NEW PART-TIME STUDENTS	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
# of NEW PART-TIME, In-State Students (linked from "Enroll & Seat Need Projections")	15	48	99	147	198
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)					
Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)	\$185	\$195	\$199	\$203	\$207
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total In-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
Tuition & Fees:					
# of NEW PART-TIME, Out-of-State Students	5	2	1	3	2
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)					

Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$290	\$305	\$311	\$317	\$324
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out-of-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL NEW PART-TIME REVENUE	\$0	\$0	\$0	\$0	\$0

TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)	\$202,500	\$470,400	\$974,304	#####	#####
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STATE REVENUE	Year One	Year Two	Year Three	Year Four	Year Five
# EXISTING FTEs	595	1048	1497	1595	1997
Appropriation per FTE	\$2,422	\$2,422	\$2,422	\$2,422	\$2,422
STATE REVENUE FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9	#####	#####	\$3,625,734	#####	#####
# NEW FTEs	45	98	199	297	398
Appropriation per FTE	\$2,422	\$2,422	\$2,422	\$2,422	\$2,422
STATE REVENUE FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11	\$108,990	\$237,356	\$481,978	\$719,334	\$963,956

OTHER REVENUE	Year One	Year Two	Year Three	Year Four	Year Five
Other Revenue From Existing Sources (specify and explain)-LINKS TO REVENUE SPREADSHEET ROW 13)					
Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)					

APPENDIX I
ENROLLMENT AND SEAT NEED PROJECTIONS

Projected Enrollment	Year One	Year Two	Year Three	Year Four	Year Five
<i>Existing Full-time Students</i>	600	1050	1500	1600	2000
In-State	595	1,048	1,497	1,595	1,997
Out-of-State	5	2	3	5	3
Existing Full-time Total	600	1,050	1,500	1,600	2,000
<i>Existing Part-time Students</i>	200	250	300	350	400
In-State	195	249	298	347	395
Out-of-State	5	1	2	3	5
Existing Part-time Total	200	250	300	350	400
<i>New Full-time Students</i>	50	100	200	300	400
In-State	45	98	199	297	398
Out-of-State	5	2	1	3	2
NEW Full-time Total	50	100	200	300	400
<i>New Part-time Students</i>	20	50	100	150	200
In-State	15	48	99	147	198
Out-of-State	5	2	1	3	2
New Part-time Total	20	50	100	150	200

NOTES: New students are students who would not otherwise have be enrolled in your college if this program were not offered. The proposal text should explain the basis for this enrollment estimate.

Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.

Section Seats per Student	Year One	Year Two	Year Three	Year Four	Year Five
Full-time Students					
Existing Courses	7	10	10	10	10
New Courses	3	0	0	0	0
Total (normally equals 10)	10	10	10	10	10
Part-Time Students					
Existing Courses	3	5	5	5	5
New Courses	2				
Total (normally equals 4-6)	5	5	5	5	5

Seat & Section Needs	Year One	Year Two	Year Three	Year Four	Year Five
Seat Need for Existing Students					
Existing Courses	(2,200)	-	-	-	-
New Courses	2,200	-	-	-	-
Seat Need for New Students					
Existing Courses	410	1,250	2,500	3,750	5,000
New Courses	190	-	-	-	-

Total Seat Need					
Existing Courses	(1,790)	1,250	2,500	3,750	5,000
Avail. Seats in Existing Courses					
Net Seat Need in Existing	(1,790)	1,250	2,500	3,750	5,000
New Courses	2,390	-	-	-	-
All Courses	600	1,250	2,500	3,750	5,000
Average Seats per Section					
Existing Courses	36	36	36	36	36
New Courses	30				
Net New Section Need					
	-				
Existing Courses	49.72222222 2	34.72222222 2	69.44444444 4	104.1666666 7	138.8888888 9
New Courses	79.66666666 7	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	29.94444444 4	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

APPENDIX J
ARTICULATION AGREEMENT WITH JOHN JAY COLLEGE



ARTICULATION AGREEMENT FORM

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Borough of Manhattan Community College
Department: Social Science, Human Services and Criminal Justice
Program: Psychology
Degree: Associate of Arts (A.A.)



Receiving College: John Jay College of Criminal Justice
Department: Psychology
Program: Forensic Psychology
Degree: Bachelor of Arts (B.A.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- 2.5 overall GPA – per A.A.S./A.S./A.A. graduation requirement
- Grade of C or better in freshman composition, its equivalent, or a higher-level English course
- Successful completion of elementary algebra or a 3 credit college-level math course

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60

Total credits required to complete the baccalaureate degree: 120

C. Transfer Credit Awarded

Borough of Manhattan Community College (BMCC) graduates who complete the Associate in Arts

(A.A.) degree in Psychology will receive 60 credits toward the Bachelor of Arts (B.A) degree in Forensic Psychology at John Jay College of Criminal Justice (JJC).

Pathways Psychology Curriculum Common Core

Required Common Core

English Composition	6
Mathematical & Quantitative Reasoning ¹	3
Life & Physical Sciences ²	3
Total Required Common Core	12

Flexible Core

Creative Expression	6
World Culture & Global Issues	3
U.S. Experience in Its Diversity	3
Individual & Society	3
Scientific World ³	3

Total Flexible Core 18

Total Common Core 30

Curriculum Requirements

PSY 240 or PSY 250 – Developmental Psychology or Child Psychology	3
PSY 230 or PSY 260 – Psychology of Personality or Abnormal Psychology	3
PSY xxx – Research in Psychology	3
Elective Courses- 3 Courses from: PSY 200, PSY 230, PSY 240, PSY 245, PSY 250, PSY 260, PSY 271, PSY xxx, PSY xxx, PSY xxx- Social Psychology, Psychology of Personality, Developmental Psychology, Psychology of Women, Child Psychology, Abnormal Psychology, Foundations of Black Psychology, Psychology of Death and Dying, Cognitive Psychology, Statistics	9
Social Sciences	6
Liberal Arts Elective	3
Modern Foreign Language	3
Total Curriculum Credits	30
Total Program Credits	60

1. Introduction to Statistics (MAT 150) is strongly recommended
2. Human Biology (BIO 111) is strongly recommended
3. Introduction to Psychology (PSY 100) is strongly recommended

D. Summary of Transfer Credits from BMCC and Credits to be Completed at Senior College John Jay College of Criminal Justice Forensic Psychology Program	Transfer Credits from BMCC	Credits to be Completed at JJC	Total Credits for the Baccalaureate
General Education Requirements (Required Common Core)	12	0	12
General Education Requirements (Flexible Common Core)	18	0	18
College Option	0	6	6
Major Requirements	12	24-30	36-42
Electives	18	24-30	42-48
Total	60	60	120

E. Remaining Senior College Requirements for the Baccalaureate Degree Courses	Credits
<i>General Education</i>	
College Option	6
<i>Subtotal</i>	6
<i>Major Courses</i>	
PSY 311- Research Methods in Psychology	3
PSY 370/ LAW 370- Psychology and the Law	3
Select 2 Courses- PSY 320 Brain and Behavior, PSY 324 Perception, PSY 327 Learning and Memory, PSY 329 History of Psychology, PSY 352 Multicultural Psychology, PSY 353 Theories of Personality	6
Select 2 Courses- PSY 266 Psychology of Alcoholism and Drug Abuse, PSY 332 Psychology of Adolescence, PSY 333 Psychology of Gender, PSY 336 Group Dynamics, PSY 339 Key Concepts in Psychotherapy, PSY 342/ CSL 342 Introduction to Counseling Psychology, PSY 345/ ANT 345 Culture, Psychopathology and Healing, PSY 347/ AFR 347 Psychology of Oppression, PSY 355 Tests and Measurements, PSY 372 Psychology of Criminal Behavior, PSY 373 Correctional Psychology, PSY 375 Family Conflict and Family Court, PSY 378 Fieldwork in Forensic Psychology I OR PSY 385 Supervised Research Experience in	6

Psychology, PSY 482 Selected Topics in Psychology

Select 2 Courses- PSY 421 Forensic, Social and Experimental Psychology, PSY 425 Seminar in Forensic Psychology, PSY 430 Clinical Topics in Forensic Psychology, PSY 476 Seminar in the Psychology Analysis of Criminal Behavior and the Criminal Justice System, PSY 485 Advanced Research Experience in Psychology	6
Honors Thesis in Psychology (Optional)- PSY 4XX-4YY Honors Thesis I & II 4	0-6
Subtotal4	24-30
Electives4	24-30
Total number of upper division credits	60
Total Number of credits transferred from BMCC	60
Total number of credits required for the baccalaureate degree	120

F. Articulation Agreement Follow-up Procedures

1. Procedures for reviewing, updating, modifying or terminating agreement:

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed

and revised accordingly by faculty from each institution’s respective departments, selected by their Chairpersons and/ or program directors.

2. Procedures for evaluating agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:

Each semester JJC will provide BMCC with the following information: a) the number of BMCC students who applied to the program; b) the number of BMCC students who were accepted into the program; c) the number of BMCC students who enrolled; and d) the aggregate GPA of enrolled BMCC students.

3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisors, websites, etc.:

This articulation agreement will be publicized on BMCC’s website, and JJC’s website. Transfer advisors at BMCC will promote this agreement with eligible students.

Effective Date: Fall 2016

Borough of Manhattan Community College (CUNY) John Jay College of Criminal Justice (CUNY)

Dr. Karrin Wilks Date Dr. Jane Bowers Date Provost & Senior Vice President Provost & Senior Vice President

Dr. Sangeeta Bishop Date
Chairperson – Social Science, Human Services
& Criminal Justice Department

Dr. Angela Crossman Date
Chairperson- Psychology Department

APPENDIX K
EMPLOYMENT POSTINGS FOR PSYCHOLOGY MAJORS

state, or zip

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Behavior Analysts/Behavior Specialists

AdvoServ - Somerville, NJ

“A Brighter Future Begins With Us”

Join AdvoServ - A Leader In ABA!

Behavior Specialist, Behavior Analyst & Senior Behavior Analyst Positions Available In our Central or North Jersey programs**

As we expand residential services throughout New Jersey, Advoserv is seeking a detail oriented analytical thinker with exceptional communication, and the ability to easily establish a rapport with a wide range of individuals, to join our growing team as a Behavior Analyst. Become part of

a team that values quality service, professional development, and intensive instruction in functional skills.

Work Hours:

Full time position

Monday thru Friday

8:30am - 5:00pm

May require evening/weekend coverage as needed

Locations:

Hiring for clinicians to work in our North Jersey Programs and clinicians to work in our Central Jersey Programs (these are separate positions)

North Jersey - Ringwood, Hewitt and West Milford Areas

Central Jersey - Branchburg, Hillsborough, Manville and Somerville areas

Clinicians must be available to travel between all program locations in the region that you are hired

Essential Functions & Responsibilities Of This Full Time Position:

Development of behavior treatment programs

Conducting functional assessments.

Conducting stimulus preference assessments and developing effective reinforcement systems.

Development, and management of data collection systems.

Monitoring the implementation of behavior treatment programs.

Assisting with the training and orientation of direct support personnel, and other service staff.

Conducting pre-employment and in-service training sessions.

Participation in case conferences.

Assisting in communication with families and agency representatives.

Requirements

Bachelors or Masters degree in behavior analysis, psychology, or related discipline preferred.

BACB certification preferred; candidates actively pursuing this certification will be considered.

1 year of experience in the field of behavioral sciences.

Ability to communicate with and provide direct assistance to individuals experiencing developmental disabilities and behavioral challenges.

Must possess and maintain a valid Driver's License without restrictions and with minimal

violations

Successful completion of AdvoServ's pre-employment screening process which includes fingerprinting for state and national background checks, driving record check, physical exam, lift test (including lift test and drug screen) and tb (tuberculosis/mantoux) screening.

AdvoServ Offers:

Extensive Training

Excellent Career & Development Opportunities

Competitive Salary & Benefits

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4. [Case Manager Jobs in New York, New York](#)

Case Manager

[Workforce 1 HealthCare Center New York, NY](#)

Posted 7 days ago in [Social Services](#)

Summary:

· Under general supervision, (1) aid client families requiring social service assistance; (2) in collaboration with clients; interview and evaluate clients and formulate Independent Living Plans; (3) locate and make use of appropriate community resources for clients; and (4) relocate families to permanent housing.

Essential Job Functions:

- Establish professional relationships with clients; engage them in permanency services and ensure client confidentiality.
- Create and maintain client files.
- Conduct initial intake and psycho-social assessment of clients and clients' families' needs and periodic re-assessments.
- In collaboration with clients, prepare initial and periodic revisions of independent living plans including short-term and long-term client goals.
- Assist clients in attaining their goals by referring them to permanent housing opportunities and identifying and locating community resources for clients and by making referrals to appropriate services
- Work with clients to break through barriers to client goals and to assist clients in advocating for themselves and in moving toward self-sufficiency.
- Monitor clients' progress toward their goals (dates achieved) via regularly scheduled contact and document via progress notes.
- Follow-up with clients and with referral organizations regarding client contact and progress with referral organization.
- Provide all required information for weekly/monthly/quarterly/annual reports.
- Act as client liaison/client advocate with outside organizations regarding such matters as education, healthcare, childcare, housing, legal issues, etc.
- Schedule appointments for client with referral organizations.
- Escort clients to appointments (housing, entitlements, educational, medical, social service, etc.)
- Assist clients in completing applications for benefits and entitlements, and may process applications on clients' behalf.

Education and Experience:

- Bachelor's Degree (BA or BSW) required
- Knowledge of homeless population, DHS regulations
- Computer literacy, excellent oral and written communication skills.
- Knowledge of CARES a plus
- Must be able to pass appropriate background check

Must have 1 year case management experience in a shelter setting

Employment Type: Full-Time

Benefits Offered:

- Medical Insurance
- Dental Insurance
- Vision Insurance

About Workforce 1 HealthCare Center:

Research Assistant

Company: Measurement
Location White Plains, NY
Date September 10,
Posted: 2015
Source: The Ladders

Measurement Incorporated, a national educational research and evaluation firm seeks a Research Assistant for its White Plains, New York office. For more than 30 years, MI Evaluation Services has been helping clients to advance their practice through high-quality research and evaluation, measurement, data management, and school improvement services. Measurement Incorporated (MI), a national leader in program evaluation and school improvement services, seeks a qualified Research Assistant for its White Plains, New York office. The successful candidate should have a Bachelor's degree in Psychology, Sociology, or allied human service field. Skill set includes familiarity with educational data collection, superior organizational, writing, communication, computer skills. 60000

[See All](#)

Psychiatric Technician-Per Diem

[Apply Now](#)

Company: Stamford Hospital

Location Stamford, CT

Date Posted: September 16, 2015

Source: Stamford Hospital

This is a per diem position located on our Psych Unit. We are looking for evening coverage, 3pm-11pm. The schedule/hours would be on an as needed basis, depending on the needs of the department.

The Psychiatric Technician is responsible for providing a safe, supportive and therapeutic environment for psychiatric patients, and to assist with the provision of basic patient care needs. In cooperation with other health team members, the Psychiatric Technician participates in implementing a care plan designed to meet the specific therapeutic goals of the patient. Some physical labor is involved related to assisting patients with bathing, and restraints.

Required Skills

1. Assists with maintaining a safe and hazard free environment by reporting unsafe conditions to the supervising nurses.
2. Demonstrates the ability to respond efficiently, calmly and take appropriate action during a crisis and any emergency situations.
3. Understands and demonstrates therapeutic boundaries while developing a therapeutic/supportive relationship with patients and their significant others.
4. Demonstrate the ability to perform patient rounds and report clinical or customer service related issues to supervising staff in a timely fashion.
5. Observes and documents patient behaviors.
6. Formulates a plan and assists peers, to meet the basic care needs of patients and participates in Activities of Daily Living performance.
7. Assists the Charge Nurse with admission of new patients and coordinating a safe transition.
8. Assists the Charge Nurse and facilitates safe discharge of patients.
9. Assists in the formulation of behavioral care plans and ensures that the behavioral care plans are followed
10. Assists the Activities Therapist and Charge Nurse in coordinating group therapy for patients while assuming lead role for facilitating groups.
11. Demonstrates the ability and competency to monitor acute patients; Ford Wing, Psych Hold, 1:1, Timeouts, Seclusion/Restraints, while upholding policies and role modeling safe practices for peers.
12. Participates in monthly staff meetings and program planning meetings.
13. Actively participates in Unit based Practice Council.
14. Promotes and facilitates Unit based Strategic Action Plan and Goals.

Required Experience

- Associates degree in related field or at least one year of work experience in a related job. Bachelor's degree in related field preferred.
- 1 but less than 3 years experience required.
- Requires ability to extract/interpret information and/or perform arithmetic functions.
- CPI and CPR Certification.
- May require typing, CRT, record keeping, word processing, or basic medical terminology.

1. Assists with maintaining a safe and hazard free environment by reporting unsafe conditions to the supervising nurses.
2. Demonstrates the ability to respond efficiently, calmly and take appropriate action during a crisis and any emergency situations.
3. Understands and demonstrates therapeutic boundaries while developing a therapeutic/supportive relationship with patients and their significant others.
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13. Actively participates in Unit based Practice Council.
14. Promotes and facilitates Unit based Strategic Action Plan and Goals.

CASE MANAGER BACHELOR

[Apply Now](#)

Location Brooklyn, NY

Date Posted: September 9, 2015

Source: None

To develop psycho-social assessments and service plans for children and families to ensure child safety and reduce child risk in accordance with the Improved Outcomes for Children (IOC) initiative. Perform case management duties to a caseload of 13 (minimum) including advocacy and assistance with entitlements. Participate in Family Team Conferences (FTC's) and complete Family Assessment Service Plans (FASP's) for designated caseload. Complete progress notes both in the Connections system and offline on template forms. Complete monthly casework statistics using the PROMIS system. Participate in various staff meetings. Accountable to Supervisor or Program Manager. Responsibilities: Carry a caseload of 13 families at a minimum. Meet regularly and consistently with clients as per contract. Make home and field visits. Keep all Family Assessment Service Plans (FASP's) and daily logs audit ready at all times. Complete progress notes both in the Connections system and offline on template forms. Complete monthly casework statistics using the PROMIS system. Participate in professional/agency community activities as assigned. Participate in rotation of intake responsibilities. Develop and maintain resource information. Diligent effort to engage families via extensive outreach including home visits. Coordinate Service delivery to clients. Assess the needs of the whole consumer/family including their basic needs such as food, clothing, and shelter. Ensure that referrals are made to appropriate internal and external services as required to meet the consumer's/ family's needs. Follow-up on referrals made on behalf of a consumer/family and respond to all referrals made to you/your program. Participate in cross-program service reviews that support the planning and coordination of service delivery and service closure. Attend weekly supervision. Co-Lead groups as per program and clients needs. Assist in the scheduling of and participate in Family Team Conferences. Participate in training opportunities as assigned. Additional responsibilities as needed. Qualifications: BA degree in Human Service Field required. Knowledgeable of children and family services and the Administration for Children's Services. Bilingual skills (Spanish) a plus. Good organizational skills. Basic Computer skills required. PHYSICAL REQUIREMENT Ability to work flexible hours (evenings/Saturdays) as assigned. Able to conduct home/field visits and travel throughout the five boroughs as needed. Ability to read computer screen for long periods of time. Ability to operate a computer keyboard, mouse, & office equipment. Ability to utilize public transportation, climb stairs, walk Frequent sitting, standing, & walking. Ability to lift up to 10lbs. Ability to read printed & handwritten materials.

[See All](#)

Case Manager

[Apply Now](#)

Company: Good Counsel Homes

Location Harrison, NY

Date Posted: August 31, 2015

Source: CatholicJobs.com

Catholic, pro-life mission organization seeks a highly efficient and organized team player with mental health experience to assist in the support, management and successful progression of pregnant women with mental health and/or substance abuse disorders via Case Management services. There is a need to fill two positions within this field: One within our Harrison Home (Westchester) and another within our Staten Island Home. Job Description:

- Conduct effective weekly one-on-one sessions with each resident utilizing the family development goal setting technique in conjunction with weekly goal setting from each resident on your case load.
- Assist women with retrieval of entitlement benefits (SSI, SNAP, Public Assistance)
- Coordinate consistent medical and psychiatric care.
- Provide crisis management for clients; makes linkages for interventions as appropriate
- Timely completion of weekly progress notes and necessary assessments.
- Consistently exercises discretion and confidentiality
- Assist residents in setting and achieving their individual goals. By personal example, demonstrate a moral and ethical life style.
- Assist in maintaining requested occupancy rate in the home.
- Attend resident, house and stewardship meeting (s) as necessary.
- Maintain professionalism and confidentiality in all tasks
- Participate in scheduled trainings and or seminars.
- Participate in social activities with the residents and their children in the home.
- Maintain open communication and discussion with supervisor on status of every resident in caseload.
- Accompany all mothers on assigned caseload during delivery period as per GC mission.
- Ensure residents make and keep necessary appointments, accompany said resident when necessary.
- Ensure all residents apply for and are receiving all entitlements benefits within the first 45 days of stay within Good Counsel.
- Participate in scheduled case conference by reporting on the status and progress of each resident on your case load.
- Teach personal financial management and career development individually to residents
- Provide career development skills training to clients on your case load which includes but not limited to resume writing and interviewing technique.
- Complete SPOA and/or HRA Applications per resident for housing referrals as necessary.
- Develop an appropriate discharge plan with each resident on your case load to ensure a smooth transition from Daystar to independent living with available mental health support. The ideal candidate will possess the following requirements:
- Bachelor's degree in Psychology, Social Work, Sociology, Family/Consumer Sciences, Child Development, Substance Abuse, mental health, human services, Education, Criminology, Counseling, Therapy or other related fields.
- Knowledge and skills in community and residential

based behavioral health care and case management preferred • Good interpersonal, verbal and written communication skills • Flexible scheduling required to assist mother's during delivery. • Valid NYS Driver's License.

Case Manager

Workforce 1 HealthCare Center New York, NY

end location

Posted 7 days ago in Social Services

Summary:

· Under general supervision, (1) aid client families requiring social service assistance; (2) in collaboration with clients; interview and evaluate clients and formulate Independent Living Plans; (3) locate and make use of appropriate community resources for clients; and (4) relocate families to permanent housing.

Essential Job Functions:

- Establish professional relationships with clients; engage them in permanency services and ensure client confidentiality.
- Create and maintain client files.
- Conduct initial intake and psycho-social assessment of clients and clients' families' needs and periodic re-assessments.
- In collaboration with clients, prepare initial and periodic revisions of independent living plans including short-term and long-term client goals.
- Assist clients in attaining their goals by referring them to permanent housing opportunities and identifying and locating community resources for clients and by making referrals to appropriate services

- Work with clients to break through barriers to client goals and to assist clients in advocating for themselves and in moving toward self-sufficiency.
- Monitor clients' progress toward their goals (dates achieved) via regularly scheduled contact and document via progress notes.
- Follow-up with clients and with referral organizations regarding client contact and progress with referral organization.
- Provide all required information for weekly/monthly/quarterly/annual reports.
- Act as client liaison/client advocate with outside organizations regarding such matters as education, healthcare, childcare, housing, legal issues, etc.
- Schedule appointments for client with referral organizations.
- Escort clients to appointments (housing, entitlements, educational, medical, social service, etc.)
- Assist clients in completing applications for benefits and entitlements, and may process applications on clients' behalf.

Education and Experience:

- Bachelor's Degree (BA or BSW) required
- Knowledge of homeless population, DHS regulations
- Computer literacy, excellent oral and written communication skills.
- Knowledge of CARES a plus
- Must be able to pass appropriate background check

Must have 1 year case management experience in a shelter setting

Employment Type: Full-Time

Benefits Offered:

- Medical Insurance
- Dental Insurance
- Vision Insurance

Case Manager - 7173

[Apply Now](#)

Company: Catholic Charities of the Archdiocese of Newark

Location Jersey City, NJ

Date Posted: September 3, 2015

Source: Hireology

Catholic Charities of the Archdiocese of Newark Case Manager (Per Diem, Jersey City) Catholic Charities of the Archdiocese of Newark is one of New Jersey's largest social service agencies. CCAN, a non-profit corporation, has programs and facilities located in Bergen, Essex, Hudson, and Union counties.

Job Summary The Case Manager is responsible for an assigned case load and provides services to consumers according to their service needs. He or she functions as an integral part of a program team and provides counseling services according to pre-established program goals and objectives and formulated service plans.

The Case Manager:

- Provides case management and support to PC clients.
- Facilitates groups.
- Documents according to regulatory standards.
- Carries a caseload.
- Functions as part of PC Team.
- Interfaces with PC psychiatrist.
- Maintains collateral contacts with family members and providers in the community on behalf of clients.

Job Requirements Must have a Bachelor's degree in human services field; OR Associate's degree and 2 years' experience in providing human services; OR 5 years human service experience; OR relevant professional credential i.e. Certified Psychiatric Rehabilitation Practitioner, BSW, certified rehabilitation counselor, CADC, BSN. Bilingual in Spanish preferred. Valid Drivers' License

Behavior Therapist

Company: Kids First Spectrum
Services
Location Great Neck, NY
Date May 14, 2015
Posted:
Source: Barefootstudent

Kids First Spectrum Services, Inc. is a purely behavior analytic agency which provides ABA therapy to children and teenagers on the Autism Spectrum. We are based out of Great Neck, NY and currently have several ABA therapist positions available in Nassau, Suffolk and Queens Counties. Training and ongoing program supervision are included as part of your caseload.

ABA Therapist Requirements:

- Must love working with children
- Minimum of a bachelor's degree/master's students in behavior analysis, psychology, special education, education, or a related field required
- ABA Coursework/Experience is HIGHLY preferred
- Minimum of 1-year experience working with special needs children/teens is required
- Reliable transportation is mandatory
- Must be available during afterschool hours
- Looking for reliability and long term commitments
- References, fingerprinting and background checks will be required
- If you are looking to help children while gaining valuable experience, flexibility, independence, support and opportunity in the field of ABA, please contact us to learn more about joining our team Please direct all resumes to: -----@-----.

See All

1015 UX Designer

[Apply Now](#)

Company: Reqroute

Location New York City, NY

Date Posted: September 2, 2015

Source: Reqroute

1015 UX Designer * Location: New York, NY * Salary: * Posted: Sep 1 UX Designer NYC, NY The best candidates for this role will: • Develop personas and scenarios to inform the design process; • Design, assist, and analyze user research and usability testing initiatives; • Assist in strategizing with client and team regarding task analysis and task completion user flows; • Create content hierarchies, site maps and navigational models that are aligned with the defined, and/or expected, user experience and business requirements; • Create dynamic wireframes in Axure that illustrate site layout, navigation, controls, and content prioritization; • Articulate user experience issues and concerns and overall design principles to team members and clients; • Translate complex concepts into interactive experiences through the design and/or implementation of web site architectures; • Collaborate with designers on visual comps and provide input from an information architecture perspective; • Focus on HCI and user centered design principles and uses these elements as foundation for design solutions and informational approach; • Consult on any changes to information flow during site build. Desired Skills and Experience Requirements: • 5+ years of professional experience as an Information Architect, User- Experience Architect, or Interaction Designer; • 2+ years agency experience preferred; • Deep expertise in Axure, including prototype design and component library creation; • Mid to senior-level experience in information design, with a portfolio that includes User Journey Maps and pixel perfect wireframes, while reflecting a deep understanding of scenario-based UX asset creation • Bachelor's Degree in psychology, design, or computer science; • Ability to collaborate with designers, strategists, managers, and technologists; • Excellent written and verbal communication skills.

[See All](#)

Other jobs you might like

Client Solutions Manager USA TODAY

[Apply Now](#)

Company: Gannett

Location New York City, NY

Date Posted: September 9, 2015

Source: Gannett

Gannett is a next-generation media company that empowers communities to connect, act, and thrive. With an unparalleled local-to-national reach, we successfully connect consumers, communities and businesses. With the iconic USA TODAY, 92 strong local media organizations in 33 states and Guam, and with more than 160 local news brands online in the U.K., we provide rich content through hundreds of outstanding affiliated digital, mobile and print products. Our goal is to re-imagine our traditional media roots by creating innovative products and services that leverage our role as an information provider and reach our customers whenever and wherever. Explore the possibilities as a Client Solutions Manager at USA TODAY. USA TODAY is seeking a Client Solutions Manager who will act as the point person in the development of integrated and insight based advertiser solutions. These solutions will strategically support advertiser objectives by leveraging the continent equity of USA TODAY and Gannett. We are looking for someone who has strong digital experience, relevant history working with major brands, and a deep knowledge of emerging digital technology, social media, innovative ad platforms, competitive sites and mobile applications. In this role, you will:

1. SALES PARTNER - SOLUTIONS DEVELOPMENT: Develop cross platform client specific advertising solutions for USA TODAY and GANNETT properties: digital, tablet, mobile, print, OOH, broadcast, events, social. Manage PowerPoint collateral development for key categories (may include multiple categories). Collaborate with internal and external teams (sales, research, corporate marketing, product team, creative, and more) on the development of all client specific advertising concepts. Develop innovative insight-based 'big idea' presentations and respond to RFPs with strong written communication, visual/graphics, and supporting research. Ability to effectively multi-task and manage complex relationships with a variety of internal and external counterparts.
2. RFP PROCESS MANAGEMENT: RFP management includes complete ownership of incoming RFPs as the point person and lead of the entire process from start to finish including: solutions development, internal tracking, project management and sales communication.
3. IDEATION & LEADERSHIP: Participate in external, client-facing meetings. Ability to verbally communicate marketing solutions. Responsible for driving creative ideas that are insight based and client and solutions specific. Lead internal brainstorming and strategy meetings. Responsible for capturing ideas and solutions and communicating back to participants.
4. PROACTIVE CONTENT DEVELOPMENT: Collaborate with the Integrated Content team in Tyson's headquarters to provide consistent feedback to improve standard, off the shelf offerings.
5. EXECUTION: Work with internal teams to manage and assist the execution of all sold custom client solutions, which may include multiple platforms and products: print, digital, table, mobile, social, OOH,

merchandising and events. Create recap presentations and develop case studies outlining executions, including analysis of campaign results against industry standards to showcase positive outcomes. Here's what you need: * Bachelor's degree required AND 5 years related experience and/or training preferred. (Marketing, communications, psychology, journalism, or English majors preferred but not required) * Excellent project management and organization skills, including proven experience in developing and executing innovative, creative and impactful integrated marketing solutions either in an advertising agency, client, or publisher capacity. * Creative thinker with good writing ability. * Ability to set deadlines and work efficiently with internal and external clients. * Must be a proactive self-starter and team player with the ability to navigate their way through a complex organization. * Solid knowledge of/experience with media specifically (Digital, Print, Broadcast, Events, Social & Mobile platforms). Print experience helpful but not necessary. Digital media experience necessary. * Must be adept at developing cross-platform opportunities that drive revenue via alignment with corporate revenue and overall Sales goals. * Must possess a keen understanding of the media business, of Ad Sales and must also have a respect for content and the creative/editorial process. * Must be team-oriented, collaborative and have the ability to drive an agenda forward while also balancing needs of multiple conflicting stakeholders. * This position has no direct reports but must inspire others to do what is needed and must therefore exhibit leadership ability. * Must be passionate about the media business with the ability to inspire and nurture the same in others. * Exhibits core behaviors e.g., interpersonal relationship skills, communication, creativity, analytical/strategic thinking, problem-solving, strong work ethic, positive attitude, takes initiative, & full-scale organization (over-arching to tactical) * Ability to effectively manage complex relationships with a variety of internal/external counterparts with a positive attitude. * Must be comfortable delivering presentations to a variety of internal and external audiences * Able to calmly manage through ambiguity and change in a fast-paced, competitive environment * Understanding how to use the following platforms: online, social, tablet, smartphones. * Proficiency in PowerPoint and either Mac or PC Platform. About Us: Gannett Co., Inc. (NYSE: GCI) is a next-generation media company committed to strengthening communities across our network. Through trusted, compelling content and unmatched local-to-national reach, Gannett touches the lives of nearly 100 million people monthly. With more than 110 markets internationally, it is known for Pulitzer Prize-winning newsrooms, powerhouse brands such as USA TODAY and specialized media properties. To connect with us, visit www.gannett.com Gannett Co., Inc. is a proud equal opportunity employer. We are a drug free, EEO employer committed to a diverse workforce. We will consider all qualified candidates regardless of race, color, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity, family responsibilities, disability, education, political affiliation or veteran status.

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Other jobs you might like

Foster Care Caseworker

[Apply Now](#)

Company: SCO Family of Services

Location Brooklyn, NY

Date Posted: September 16, 2015

Source: SCO Family of Services

The Family Foster Care Caseworker provides an opportunity to explore and work with all aspects of the Child Welfare System. In this position you will provide comprehensive casework and support services for children and families involved in the foster care system under the guidance of a Foster Care Supervisor. Utilizing the ChildSuccessNYC and Solution-Based Casework models, the worker will engage with and build a partnership with each family that pragmatically focuses on the necessary skills that ensure safety and restore the family's confidence and competence. Each family will develop a specific action plan with the caseworker to address the relevant concerns that led to placement, so they can work together to create meaningful change and achieve permanency, i.e., a stable and appropriate family situation for children.

- Manage a caseload of up to 10 active children and 2 suspended payment children.
- Fulfill duty of Mandated Reporter, which entails reporting any suspected instances of child abuse or maltreatment.
- Attend required initial and in-service training, including training on the ChildSuccessNYC and Solution Based Casework models.
- Achieve and maintain certification in CANS-NY.
- Utilize Solution Based Casework model and practices.
- Establish contact with children, birth parents, and foster families within 48 hours of placement.
- Conduct face-to-face and home casework contacts every month to assess child safety, provide support, and discuss progress towards permanency; additional contacts to be conducted as needed.
- Gather, organize, document and maintain both electronic and paper records containing all casework activities for each child and parent within mandated time frames.
- Complete CANS-NY assessment semi-annually on each child.
- Meet semi-annually with families in Permanency Family Team Conferences (SPRs – Service Plan Reviews) to review progress towards safety, permanency, and child well-being.
- Complete semi-annual Family Assessment and Service Plans (FASPs) regarding the status of the family's action plan and progress towards permanency.
- Adhere to appropriate communication strategies when working with youth, birth parents, foster parents and stakeholders.
- Meet with Supervisor one-on-one on a consistent basis to discuss safety and permanency issues of caseload.
- Prepare court reports and other legal documentation to provide updates regarding casework with families.
- Testify in family court proceedings regarding the status of cases.
- Make referrals for services for children and families both internally and externally.
- Coordinate and participate regularly in conferences with families, children, and foster parents regarding safety, permanency and well-being.
- Coordinate, supervise, and assess visits weekly between parents/family resources and their children, using proper observation and coaching methods.
- Be available 24/7 to handle crises or emergencies, such as psychiatric hospitalizations, whenever they occur.
- Communicate and work effectively with SCO foster care support staff such as Youth Skills Coaches, Educational/Vocational Specialists, Parent Advocates, and medical and mental health staff and with NYC

Children's Services, outside medical and mental health centers, schools, consultants, other SCO programs, and all other relevant parties.

- Adhere to SCO's personnel policies.
- Perform other duties as assigned
- SCO Family of Services is an equal employment opportunity employer
- Education/Degree: Bachelor's degree required for Family Foster Care, BSW or MSW preferred.
- Commitment to the mission and programs of SCO Family of Services.
- Continued employment contingent upon certification in Solution Based Casework and CANS-NY
- Proficiency in Microsoft Word and Excel, and CONNECTIONS.
- Strong time management skills, diligence, resilience, and ability to work in a unit or team
- Excellent communications skills, both oral and written, a strong sense of empathy towards our populations served, and a passion for the field of child welfare.
- Ability to respond to the unique developmental needs of children in different stages of maturation including early childhood, school age, or young adulthood.
- Desire to work with children and families that have histories of chemical dependency, mental illness, neglect, physical, sexual, and/or emotional abuse, different cultural backgrounds, and varying socioeconomic statuses.
- Work competently, compassionately, and without judgment with individuals who may identify as lesbian, gay, bisexual or transgender, or who may be in different stages of discovering or disclosing their sexual orientation or gender identity.
- Ability to work varying schedules that may cause you to work in excess of your regularly scheduled hours or weekends if necessary.
- Willingness to travel within each of the 5 boroughs, Long Island, Upstate New York, or more distant locations if necessary in order to visit all of our clients' residences, which may be in lower income neighborhoods, prisons, hospitals, psychiatric hospitals and various shelter or rehabilitation facilities.

[See All](#)

Other jobs you might like

Group Facilitator - Pediatrics

[Apply Now](#)

Company: Physician Affiliate Group of New York P.C.

Location New York City, NY

Date Posted: September 16, 2015

Source: Physician Affiliate Group of New York P.C.

Physician Affiliate Group of New York (PAGNY) is comprised of nearly 3,000 physicians and healthcare professionals who provide services to NYC Health and Hospitals Corporation (HHC), the largest public health system in the United States. Our practitioners are highly skilled professionals with outstanding credentials who deliver the highest level of quality healthcare to patients throughout New York City. EOE M/F/D/V Harlem Hospital Center provides a wide range of medical, surgical, diagnostic, therapeutic, and family support services. The hospital is a 286 bed acute care facility and a designated Level 1 Trauma Center, with a full spectrum of specialty services, including a burn unit, an adult intensive care unit, a neonatal intensive care unit, a pediatric intensive care unit, and a cardiac care unit. Physician Affiliate Group of New York, Harlem Hospital Affiliation - Department of Pediatrics -Family Care Center (FCC) is a hospital based multidisciplinary program that has provided medical services to HIV-infected children and families since 1985, and is currently recruiting a full time Group Facilitator. Under the direction of the director of FCC, the group facilitator will provide support groups that target sub-populations at risk for loss to care at the Center. Groups will be provided for African women, new mothers, women over age 65, black MSMs, newly diagnosed, and youth who recently transitioned to adult care. Responsibilities will include: conducting follow-up activities (phone calls, mailings, in-person reminders and administration of follow-up assessments, as needed) to ensure that participants return for follow-up visits. Outreaching to service agencies and care facilities in an effort to maintain contact with participants. Maintaining accurate data - charting participants' involvement in the groups. An Associate Degree. Strong organizational, interpersonal and communication skills. Experience working with diverse, medically under-served, high risk populations and communities. Experience in providing services to clients with multiple social, psychological, substance abuse and/or HIV related problems required. Demonstrated experience working in teams and independently, and exercising initiative and discretion when handling confidential information Knowledge of computer operations of database, MS Word and Excel. Preferred Qualifications: Bachelors degree Experience with an educational based service organization that serves inner city families is desired Prior experience with HIV positive and LGBTQ populations Experience with adults/young adults with mental health and substance abuse issues would be helpful Applicants with proficiency in French or Spanish are encouraged to apply

[See All](#)

Marketing Data Analyst, Customer Insights

[Apply Now](#)

Company: Gilt City

Location New York, NY

Date Posted: August 26, 2015

Source: Gilt City

Marketing: Customer Insights Analyst - Gilt City, NYC

The Role Customer Insights Analyst will report to the Marketing & Strategy Manager at Gilt City.

Responsibilities

- Analyze relationship and interaction between our fashion and experience focused verticals by existing customer personas
- Monitor and report on customer engagement trends by segment (e.g. visits and orders per month for loyalists vs. non loyalists)
- Collaborate with Strategy Manager to develop recommendations for
 - Building stickiness among one time buyers
 - Driving activation rates
 - Increasing number of cross shoppers
- Lead quarterly migration efforts aimed at identifying and opting in new members based on their registration IP and purchase data
- Support marketing team in monthly performance analysis (e.g. acquisition, payback and CPA by channel)
- Develop revenue forecasts based on historical member cohort trends
- Provide analytical support for Executive meeting presentations
- Perform general reporting as needed and help with target audience definition/ list pulls
- Answer data-related business questions in a timely manner utilizing a variety of available Business Intelligence tools

Candidate Profile:

We seek a person who is passionate about analytics, and believes in the power of insight to drive the business forward. S/he possesses the following traits:

- Bachelors Degree in Statistics, Math, Economics, Operations Research, Sociology, Psychology or other related discipline.
- Graduate degree is a plus.
- 1-2 years hands-on experience in the area of statistical analysis
- Comfortable with ambiguity and a fast paced start-up atmosphere
- Comfortable presenting complex information in an easy to understand digestible manner
- Innate curiosity about consumer behavior and ability to derive insights from complex data sets to recommend improvements to business
- Strong knowledge of SQL and Excel Knowledge of SAS and/or R is a plus
- Experience with Business Intelligence tools (i.e., Looker) is a plus Excellent organizational skills, attention to detail, ability to multi-task.
- Able to work cross functionally with both highly technical and analytic resources and those that have limited statistical and math training

[See All](#)

9/21/2015 Community Liaison Recruitment
in Queens, NY

<https://www.radiantresearch.com/recruitmentspecialistintempez32/>
1/5

Community Liaison – Recruitment
Specialist in Queens, NY

Home (<https://www.radiantresearch.com>)

¶ Job Post (<https://www.radiantresearch.com/category/job-post/>)

¶ Community Liaison – Recruitment Specialist in Queens, NY

Radiant is currently seeking a full time Community Service Liaison – Recruitment Specialist for our office in Queens, NY!

In this position you will be responsible for patient outreach and the recruitment of appropriate study participants into clinical research protocols. This will require maintaining the patient database, medical history review to determine eligibility, phone screening, community outreach and other recruitment activities. The Liaison also coordinates media advertising for trials and conducts presentations in the community to physician offices / day treatment programs and supportive housing facilities. The ideal candidate should have an outgoing personality, love to work in a fast-paced office and have clinical research/medical experience or a background in marketing.

Job Responsibilities will include:

- Performing recruitment activities on all enrolling protocols at the site;
- Maintaining our database, this includes reviewing screen sheets as they are forwarded to the site by our central recruitment department and triaging participants into the appropriate studies;
- Updating medical histories in the database with pertinent data gathered at the site;
- Updating the database with walk-in and referral participant data;
- Maintaining the status of all subjects in the database;
- Performing phone screening with potential study participants;
- Reviewing medical charts and screen sheets (from Call Center) for potential study participants;
- Managing the opening and closing of screen sheets at the Call Center;
- Organizing and coordinating community outreach programs;
- Performing as the clinic “point person” for project managed studies;
- Developing ads and coordinating placement of ads with media services; ensuring advertising schedule is complete, correct and within budget; – Conduct presentations in the community to physician offices / day treatment programs and supportive housing facilities;
- All other duties as required.

Posted by Kara Chase

(<https://www.radiantresearch.com/author/kara-chase/>) on

August 21, 2015 //

Job Post (<https://www.radiantresearch.com/category/job-post/>)

9/21/2015 Community Liaison Recruitment
in Queens, NY

<https://www.radiantresearch.com/recruitmentspecialistintempez32/>
2/5

Qualifications:

- BA/BS degree in marketing, health sciences, psychology or related field AND 2+ years of related experience, OR an equivalent combination of education and experience is required;
- Clinical research, mental health and/or patient recruiting experience is highly preferred; Master’s degree is a plus; – Exceptional organizational skills, attention to detail and follow through; – Ability to type proficiently (35+ wpm); – Excellent verbal and written communication skills;
- Well-developed interpersonal skills and the ability to work well independently as well as with co-workers, peers, supervisors and external customers;
- Ability to effectively and efficiently handle multiple tasks simultaneously with precision and adapt to changes in responsibilities and workloads;
- Must be professional, possess a high degree of urgency and selfmotivation, and have a strong work ethic;
- Ability to periodically work flexible schedules based on recruitment activities;
- Must possess a high degree of integrity and ability to maintain confidentiality with HIPAA guidelines, patient matters and other sensitive information.

Apply online (<https://home.eease.adp.com/recruit/?id=14487441>)

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Requisition†Number†545

Job†Title†Career†Advisor

Area†of†Interest†Youth†¶†Young†Adults

City†New†York

State††Province†New†York

Job†Description†Duties and responsibilities of the Career Advisor will include, but not be limited to,

the following:

Career Coaching & Advisement

§ Conduct thorough assessment, develop an Individual Service Strategy (ISS), and develop educational and careerrelated goals collaboratively with participants based on motivational interviewing process;

§ Provide onetoone counseling as needed and maintain regular contact with participants to meet program standards and achieve program retention;

§ Facilitate Fedcap’s Get Ready!™ web based curriculum;

§ Facilitate civic engagement and community benefit projects;

§ Maintain participant files, including progress notes on the ISS and report on progress toward goals;

§ Monitor attendance at Fedcap services and at offsite programming;

§ Advise participants on career and school options; assist participants in selecting appropriate outcomes (career/school) based on their interests and capabilities.

§ Work with the Program Staff to refer participants to wraparound services such as

child care, housing assistance, workplace clothing, and others as appropriate.

§ Work with participants to develop CareerZone/JobZone profiles and make full use of this resource. (CareerZone/JobZone are online

tools developed by the NYS

Department of Labor to build and store resumes, explore occupations, and search education and training databases.)

§ Have a career plan for each participant in the programs you will be working with.

§ Contribute to an inviting, helpful and inspirational atmosphere that encourages participants to use program resources and find successful outcomes as a result.

Workshops & Classes

§ Facilitate career and educational workshops including resume development, interview preparation, business etiquette and others.

§ Coach and assist participants as they participate in basic computer skill workshops and online

classes.

Case Management

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§ Report case activities in database system including enrollment, case notes and outcomes.

§ Provide case management services, recommend interventions when appropriate and make referrals to other services when needed;

§ Provide followup services for program graduates;

Track/Report Participant and Program Metrics

§ Track metrics daily, and manage case load and activities to metrics established.

§ Demonstrate program progress through weekly reports including objective metrics and participant stories.

§ Work with the Program Director to develop and execute corrective actions for any metrics not being met.

§ Provide weekly reports to director

§ Attend meetings and participate in professional development training offered

§ Participate in the supervision/evaluation process

§ Communicate regularly with partners who refer and/or supervise participants.

Internship Component

§ Place participants in Internships

§ Internship Placements in the nonprofit, public, and private sectors (beyond CBO sites and schools)

§ Extensive job shadowing

§ Work closely with colleagues

§ Coordinate all internship activities

§ Provide participants with workbased experience through internships

§ Monitoring of internship worksites

§ Monitor student's attendance at internship site

§ Support students' internship with onsite visits, meetings with employers, and evaluations.

☑ All students must receive and complete assessments during their internship

☑ Training period transitioning to employment Requirements]

☑ Bachelor's degree required preferably in social services, human services, psychology or education. A Master's degree in social work or counseling preferred

☑ At least three year of experience working with youth and young adults

☑ Experience working within a youth development and workforce development model

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- ☑ Knowledge of and experience in group work
 - ☑ Strong facilitation skills
 - ☑ Strong analytical and problem solving skills
 - ☑ Excellent presentation, writing and communication skills
 - ☑ Strong organizational skills and attention to detail, with the ability to multitask.
 - ☑ Computer proficiency required including webbased and Microsoft Office applications.
 - ☑ Passion for providing programs, workshops and resources targeted toward disconnected youth and at risk youth and a belief that workforce development programs can change lives.
- Bilingual (English/Spanish) a plus

APPENDIX L
MINUTES FROM SOCIAL SCIENCE, HUMAN SERVICES AND CRIMINAL JUSTICE
DEPARTMENT MEETING

Social Sciences, Human Services, and Criminal Justice Department Meeting Minutes

October 14, 2015

In attendance: All members present except as noted

Absent: Maram Hallak , Marci Littlefield, Miriam Santos

Excused: Henry Bulley, Matthew Ally, Vernon Smith, Dan DePaulo, Shirley Leyro, Ron Rubin

Meeting was called to order at 2:05 in Room N-452.

Minutes from the September meeting were approved unanimously, but the following corrections noted:

-Ethnic Studies is not a department, but a center, and should be noted as such. Center For Ethnic Studies faculty are members of our department and they are always welcome at department meetings.

-Emelyn Tapaoan is no longer a substitute faculty and so is not required to be present.

Study Abroad

Judith Anderson noted that she is organizing a study abroad program for 2016, and more information will be given soon.

Faculty Salon

Jose Haro, Amy Sodaro, Jamie Warren and Robin Isserles introduced a change in Faculty Salon for Spring 2016: Instead of 4 presentations a semester, we will have one big symposium on May 19 in Richard Harris Terrace. This will include adjuncts and will make it easier for everyone to show each other what we are doing. Currently, they are working on inviting a keynote speaker, and ideas are appreciated (local person preferred!). Abstracts need to be sent by the end of semester.

Also, on October 30th, we will have the first faculty salon, and Ilgin Yorukoglu and Erik Freas will present their work.

2nd Salon will be on Dec 10th in Hudson room.

Curriculum Committee Items

Andres Colapinto, Ross Tippit, Ilir Disha, Brenda Vollman, Dan Prenda and Michelle Rhonda.

There are 6 revisions to the criminal justice curriculum (crj 204 description had already been changed).

Brenda read the rational for change, including the suggestion that MAT 008 should not be a basic skills requirement.

Rationale for Basic Skills Requirement Changes: The MAT008 requirement serves as a hindrance to our students getting started in the major. No other community college within the CUNY Justice Academy has this basic skills requirement. The origins of the requirement seem to date to a time when CRJ was in the Business department, which is the only department which requires MAT008 as a Basic Skills requirement.

Iir read CRJ 101 old description and the proposed change.

The suggestion about the MAT 008 requirement was discussed. It was asked if senior colleges would accept the credit if MAT is not a prerequisite now. The committee responded saying that the requirement for MAT is not going to be lifted, what is suggested is that it should not be a prerequisite for the mentioned CRJ classes.

Dan included that in JJay there is no MAT requirement for this course, but Sangeeta reminded that senior colleges do not have remedial courses, so it cannot be a requirement. Brenda said other 2 year colleges also do not have MAT requirements, according to her knowledge.

It was suggested that before it goes to college curriculum committee, we might have to back up our MAT 008 argument.

Brenda read CRJ 102 old description and the proposed description.

Michelle read the same for the course on Corrections.

Brenda read the Criminal Law old description and the proposed description, and Dan read Policing old and proposed description.

The committee also asked for removal of the MAT 008 requirement for CRJ 204 whose description had been changed.

Voting occurred at 3pm, change in course descriptions approved. MAT 008 requirement removal passed, approved.

PSYCH MAJOR

Curriculum change. There was a question about forensic psych program- what it is. This was a specialized program. Voted and approved.

Psych prerequisite proposal

For abnormal and developmental and psychology of women, PSY 100 should be prerequisite. It used to be that for abnormal psych, we need faculty's approval. For the others, either PSY 100, Soc 100 or SSC 100 would do. Now the suggestion is to require PSY 100 for all these classes. This also was approved.

New class- Gender and Society Soc 210

Ross read the course description and proposal, and said that this would be an elective course. Soc 100 would be prerequisite. The course has one articulation agreement with Brooklyn College (with their sociology of gender). Basic skills requirement: ESL 94 and ACR 94.

Voted and approved.

Cross listing: ASN/HIS 129 Intro to the Middle East

Intro to Middle East course exists as HIS 129; Ethnic Studies is asking that it be cross listed with Asian Studies. Basic skills requirement will be ENG 88 and ESL 94, ACR 94.

Voted, approved.

Advisement office representatives

John Matamaros and Allana Burke. You can reach them at aburke@bmcc.cuny.edu (ext 8141) and JMatamaros@bmcc.cuny.edu (ext 5079). They reminded that Nov 9 is the start of advisement.

There was a question about course requirements. It was said that the website says one thing, and cunyfirst says another thing, that there is an info clash for, say, scientific world requirement.

John Matamaros replied saying that they have no control over the website. They control degreeworks, and that is correct info.

Financial aid related question and it was said that it is better to email with specific questions, and put everything in notes. It was suggested that a “cheat sheet” would help, especially with financial aid related questions, with simple bullets and so on. They said they will work on this, and will put the manual online.

Coache survey

Take a look and pass along your comments and thoughts to Geoff Kurtz.

Pathways courses

Hist 101 and 102 are now in pathways. Eco 100, Eco 202 and Anthro 100 returned and need changes.

Honors Pilot

Pilot courses for honors program are being considered.

Brochures for new majors

Alex and Jacob will be present at the meeting to discuss with sociologists

Faculty pictures

Christina Oney read the names of those whose pictures are missing for the faculty board. Today 4-5pm or tomorrow 10 am -12 pm upstairs in the office you can get your pic taken. OR take them yourself with a white background.

Ph.D defense

Rebecca Johnson defended her dissertation!

Happy Hours organization

David Caicedo takes over from Jamie to organize happy hours

Holiday Party

Suggestions for the holiday party. Voted and we will have the party at Cowgirl on December 15, the reading day.

Other issues

PSC Teach CUNY campaign

Teach about CUNY issues until Thanksgiving, sample curriculum is online at psc/cuny.org/bmcc

PSC teach-in next Wednesday about funding legislation and other issues- 21st October in N452.

Meeting adjourned at 3:40 pm.

Respectfully submitted by Ilgin Yorukoglu.