CUNY School of Professional Studies

CUNY School of Professional Studies
at the Graduate School and University Center

Proposal to Establish a
Bachelor of Arts in Human Relations

Anticipated Start
Fall 2014

Approved by the
School of Professional Studies Curriculum Committee
November 21, 2013

Approved by the
School of Professional Studies Governing Council
December 5, 2013

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Dean's Signature: _______________________________________

John Mogulescu
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ABSTRACT

The CUNY School of Professional Studies (CUNY SPS) proposes to establish a Bachelor of Arts in Human Relations for degree completers. Following the SPS model, this program seeks to serve adult students desiring an interdisciplinary, workplace-focused degree. The Human Relations degree adds a new academic field of study for CUNY SPS, addresses important career interests not currently or fully addressed at CUNY SPS, and offers complementary options for study with existing CUNY SPS programs.

Human Relations is an applied, interdisciplinary field of study that examines human behavior, interactions, and relationships within the workplace and society. Through an interdisciplinary approach that incorporates perspectives from the social sciences, business, and the humanities, Human Relations addresses the nature of these relationships with regard to key workplace concepts such as change, conflict, adult learning, communication, ethics, diversity, collaboration and leadership and focuses on developing the necessary knowledge and skills to make these relationships more effective.

The B.A. in Human Relations will prepare prospective students for careers in growing service-sector industries, including human services, social services, human relations, training and development, sales, administration, and management, in the private and public sectors. It will also prepare students interested in further academic opportunities through CUNY SPS's existing programs or elsewhere.
**Application for Registration of a New Program**

This application is for New York degree-granting institutions seeking to register a new program that is below the doctoral level. Save this file, enter the requested information, and submit to the State Education Department.

- Proposals for new distance education, teacher certification, educational leadership certification, and professional licensure programs may require additional information, in addition to this core application.
- Certificate and advanced certificate proposals: use the certificate forms at [www.highered.nysed.gov/ocue/](http://www.highered.nysed.gov/ocue/). This expedited option is not available for teacher, educational leader, or professional certification/licensure programs.

<table>
<thead>
<tr>
<th>Item</th>
<th>Response (type in the requested information)</th>
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</thead>
<tbody>
<tr>
<td><strong>Program type</strong> Check program type(s)</td>
<td>X General academic program</td>
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<tr>
<td></td>
<td>__ Program to prepare certified teachers or certified educational leaders</td>
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<td></td>
<td>__ Program to prepare licensed professionals</td>
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<tr>
<td><strong>Institution name and address</strong></td>
<td>CUNY School of Professional Studies</td>
</tr>
<tr>
<td></td>
<td>Graduate School and University Center</td>
</tr>
<tr>
<td></td>
<td>365 Fifth Avenue, Suite 3300, New York, NY 10016</td>
</tr>
<tr>
<td><strong>Additional information:</strong></td>
<td>Specify campus where program will be offered, if other than the main campus:</td>
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<td></td>
<td>If any courses will be offered off campus, indicate the location and number of courses and credits:</td>
</tr>
<tr>
<td><strong>Program title, award, credits, and proposed HEGIS code</strong></td>
<td>Program title: B.A. in Human Relations</td>
</tr>
<tr>
<td></td>
<td>Award (e.g., B.A., M.S.): B.A.</td>
</tr>
<tr>
<td></td>
<td>Credits: 120</td>
</tr>
<tr>
<td></td>
<td>Proposed HEGIS code: TBD</td>
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<tr>
<td><strong>Program format</strong> Check all program scheduling and format features that apply:**</td>
<td>(See definitions)</td>
</tr>
<tr>
<td>i) Format: __Day ___Evening __Weekend ___Evening/Weekend</td>
<td></td>
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<tr>
<td>ii) Mode: x Standard ___Independent Study ___External ___Accelerated</td>
<td></td>
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<tr>
<td>X Distance Education (submit distance education application)</td>
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<tr>
<td>iii) Other: ___Bilingual ___Language Other Than English ___Upper Division Program</td>
<td></td>
</tr>
<tr>
<td><strong>Diploma Programs</strong> If the program is credit bearing and will lead to a Diploma or Advanced Diploma, indicate the registered degree program(s) to which the credits will apply:</td>
<td></td>
</tr>
<tr>
<td><strong>Contact person for this proposal</strong> Name and title: George Otte, Associate Dean of Academic Affairs Telephone: 212 817-7145 Fax: 212 817-2990 E-mail: <a href="mailto:George.Otte@mail.cuny.edu">George.Otte@mail.cuny.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>CEO (or designee) approval</strong></td>
<td>Name and title: John Mogulescu, Dean of the School of Professional Studies</td>
</tr>
<tr>
<td><strong>Signature affirms the institution’s commitment to support the proposed program.</strong></td>
<td></td>
</tr>
<tr>
<td>Signature and date: December 6, 2013</td>
<td></td>
</tr>
</tbody>
</table>

If the program will be registered jointly with another institution, provide the following information:

- Partner institution’s name:
- Name and title of partner institution’s CEO:
- Signature of partner institution’s CEO:
1. Program Description and Purpose

   a) Provide a brief description of the program as it will appear in the institution’s catalog.
   
   Answer included in narrative.

   b) List educational and (if appropriate) career objectives.
   
   Answer included in narrative.

   c) How does the program relate to the institution’s mission and/or master plan?
   
   Answer included in narrative.

   d) Describe the role of faculty in the program’s design.
   
   Answer included in narrative.

   e) Describe the input by external partners, if any (e.g., employers and institutions offering further education).
   
   Answer included in narrative.

   f) What are the anticipated Year 1 through Year 5 enrollments?
   
   Answer included in narrative.

2. Sample Program Schedule

   Complete Table 1a (for undergraduate programs) or Table 1b (for graduate programs).

   - If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

   - For existing courses that are a part of the major, submit a copy of the catalog description. For undergraduate programs, provide syllabi for all new courses in the major; for graduate programs, provide syllabi for all new courses. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

3. Faculty

   a) Complete the faculty tables that describe full-time faculty (Table 2), part-time faculty (Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only by request.

   b) What is the institution’s definition of “full-time” faculty?
   
   Answer included in narrative.

4. Financial Resources and Instructional Facilities

   - Summarize the instructional facilities and equipment committed to ensure the success of the program.
   
   Answer included in narrative.

   - Complete the new resources table (Table 5).

5. Library Resources

   a) Summarize the analysis of library resources for this program by the collection librarian and program faculty. Include an assessment of existing library resources and their accessibility to students.
   
   Answer included in narrative.

   b) Describe the institution’s response to identified needs and its plan for library development.
   
   Answer included in narrative.

6. Admissions

   a) List all program admission requirements (or note if identical to the institution’s admission requirements).
   
   Answer included in narrative.
b) Describe the process for evaluating exceptions to those requirements.

Answer included in narrative.

c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer included in narrative.

7. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer included in narrative.

8. External Review of Graduate Degree Programs

If the proposal is a graduate degree program below the doctoral level, submit a copy of an evaluation (Word) (PDF) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution’s response to the evaluation and highlight how the proposal was modified in response to the reviewer's comments.

9. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Answer included in narrative.

Items 10 through 12 are for general academic and professional licensure program proposals only.

10. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

Answer included in narrative.

11. New/Emerging Field and Allied Health Areas (Undergraduate Degree Programs)

If the proposal for an undergraduate degree program falls into any of the following categories, submit a copy of an evaluation (Word) (PDF) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution’s response to the evaluation and highlight how the proposal was modified in response to the reviewer’s comments. Categories:

- The program's subject matter represents a new or emerging field.
- The program is in an allied health area, unless the institution can demonstrate that the program is accredited by an accrediting body for college-level programs in the field.

12. Transfer to Baccalaureate Programs

If the program will be promoted as preparing students for transfer to a baccalaureate program, provide a copy of an articulation agreement with at least one institution.
NARRATIVE

Purpose and Goals

The CUNY School of Professional Studies (CUNY SPS) proposes to establish a Bachelor of Arts in Human Relations degree completion program for students who have a minimum of 24 transferable credits. Following the CUNY SPS model, this program seeks to serve adult students desiring an interdisciplinary, workplace-focused degree. The Human Relations degree adds a new academic field of study for CUNY SPS, addresses important career interests not currently or fully addressed at CUNY SPS, and offers complementary options for study with existing CUNY SPS programs.

Defining Human Relations

Human Relations is an applied, interdisciplinary field of study that examines human behavior, interactions, and relationships within the workplace and society. Through an interdisciplinary approach that incorporates perspectives from the social sciences, business, and the humanities, Human Relations addresses the nature of these relationships with regard to key workplace concepts such as change, conflict, adult learning, communication, ethics, diversity, collaboration and leadership. It encompasses the organizational forms, practices, and policies that can foster or hinder the development of productive workplace relationships and organizational success. Human Relations scholarship focuses on identifying the necessary knowledge and skills to make these relationships more effective.

Purpose of the B.A. Degree in Human Relations

The purpose of the B.A. in Human Relations is to provide students with a breadth and depth of Human Relations knowledge and concepts applicable to work environments. Stressing the application of theory to practice, the degree provides repeated opportunities for students to apply classroom learning to real-world work experience. Additional features of the B.A. include the integration of online learning through the school’s General Education curriculum; a strong focus on the learning needs of adult students; and emphasis on diversity, multicultural understanding, and written and oral communication.

The B.A. in Human Relations will prepare prospective students for careers in service-sector industries and occupations, including human services, social services, human relations, training and development, sales, administration, and management, in the private and public sectors, as well as those interested in further academic opportunities through CUNY SPS’s existing programs or elsewhere. A portfolio component built into the program and culminating in the Capstone experience enables students to graduate with a full account of their learning and coursework, a component that both fosters an appreciation for one’s own learning and demonstrates that learning to potential employers.

Program Goals

The goals of this program are to:
1. Develop a broad range of knowledge, understandings, and capabilities required for success in service sector, people-oriented occupations;
2. Prepare students to compete for job opportunities in public, private, and non-profit workplaces;
3. Provide a broad liberal arts education and strong foundation in social sciences;
4. Foster values of ethical and social responsibility as well as cultural awareness; and
5. Give students sound preparation for graduate or continued study in a range of related social science disciplines.

Learning Outcomes

Students will be able to:
1. Identify and describe theoretical foundations that contribute to the study of human relations and apply these elements to human relations individually, socially and within organizations and workplaces;
2. Identify, analyze, and evaluate workplace problems and construct and communicate logical and reasonable solutions based on relevant facts, data, and synthesis of multiple perspectives;
3. Demonstrate effective written and oral communication through selection of appropriate media and messages for specific audiences and purposes, with consideration of the impact of technology on workplace communication;
4. Identify and communicate ethical and legal issues at stake in individual and collective decisions, apply ethical and legal principles in decision-making, and defend ethical judgments about actions taken or policies in the face of competing judgments;
5. Explain how power, inequality, race, gender, ethnicity, class, ability, age and sexual orientation impact human relations in the workplace and contribute to efforts in improving organizational culture;
6. Apply key human relations, social, and psychological concepts to foster collaboration, motivation, and employee engagement;
7. Demonstrate leadership within interpersonal relationships, group settings, and larger organizational structures;
8. Apply relevant strategies and tools for conflict prevention, negotiation and resolution in workplace settings;
9. Apply theories of adult learning and development to teaching, training, facilitating, coaching, and mentoring others.

National Context: Human Relations Programs across the Country
Human Relations is an established academic field of study; it has grown particularly over the past fifty years as a desirable degree program for adult degree completers. Of the dozen Bachelor’s degree programs in Human Relations in existence across the country, several are situated within their respective university’s schools of professional studies and serve a similar student population. An examination of curricula from these programs also reveals a consistent core body of knowledge drawing from the social sciences, as well as an integrated, applied approach. The majority of the Human Relations programs draw from courses in Psychology, Sociology, and Business, with an emphasis on interpersonal skills, understanding of human behavior, analysis of power relationships and diversity, and a heavy focus on communication. Career foci of these programs include management, social services, human services, counseling and administration, amongst others.

There are a number of Human Relations B.A. programs that target adult degree completers and emphasize an applied curriculum grounded in transferable skillsets and broad knowledge of human behavior, based largely in the social sciences. For example, the University of Oklahoma offers a B.A. and M.A. in Human Relations; Pfeiffer University offers an undergraduate degree completion B.A. program in Human Relations; and Trinity Washington University’s School of Professional Studies offers a B.A. in Human Relations. Concordia University’s B.A. in Human Relations (Canada) is offered within its Department of Applied Human Sciences, and focuses on developing “key transferable skills to intervene at various levels of a rapidly changing workplace where empowerment, self-management, and teamwork are essential.”1

Other Human Relations degrees emphasize specific areas of focus within Human Relations, such as Psychology or Business. For example, Pace University’s B.A. in Applied Psychology and Human Relations combines Human Relations coursework with coursework in Psychological counseling to prepare students for counseling careers. Other Human Relations programs favor a more business-centered approach. For example, Trevecca Nazarene University’s College of Lifelong Learning offers a B.A. in Management and Human Relations and Grambling State University offers a B.A. in Organizational Leadership with a concentration in Human Relations.

Several of the B.A. programs incorporate an anthropological perspective. The University of Pittsburgh’s B.A. in Human Relations and the St. Joseph’s College (New York) B.A. in Human Relations approach the discipline through a combination of coursework in Sociology, Psychology, and Anthropology. Pittsburgh’s program emphasizes an anthropological approach in order to examine human behavior across cultures; St. Joseph’s program prepares

students for work in service-oriented sectors.

Consistent amongst each of these programs is core coursework focused on the development of broad understandings of human behavior relationships through a multidisciplinary or interdisciplinary lens. The curriculum across the discipline is largely applied and grounded in students’ experiences and the potential applications of course work and course content to the workplace. The proposed CUNY SPS B.A. in Human Relations is consistent with these foundational elements of the field.

Because of our similar target student population, a shared emphasis on an applied curriculum grounded in transferable skillsets and a broad, interdisciplinary understanding of human behavior, the proposed B.A. in Human Relations’ at CUNY SPS design most closely resembles similar programs at the University of Oklahoma, Pfeiffer University, and Trevecca Nazarene University. Figure 1 illustrates the comparative characteristics of these programs.

**Figure 1: Comparative Characteristics of Human Relations Programs**

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>UNIVERSITY</th>
<th>DATE ESTABLISHED</th>
<th>TARGET STUDENT POPULATION</th>
<th>ENROLLMENT TRENDS</th>
<th>CURRICULAR FEATURES</th>
<th>DELIVERY FORMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. in Human Relations²</td>
<td>Pfeiffer University,</td>
<td>Program established Spring 2012. External</td>
<td>Working adults degree completers</td>
<td>40 students currently enrolled; initial 8 graduates completed in Spring 2013</td>
<td>Degree completion program. Most successful aspect has been 8 week sessions – students enroll in two courses per session and complete 4 per semester.</td>
<td>In person</td>
</tr>
<tr>
<td></td>
<td>Charlotte, North</td>
<td>marketing officially began Fall 2013.</td>
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<td></td>
<td>Carolina</td>
<td></td>
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<td></td>
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<tr>
<td>B.A. in Management &amp; Human</td>
<td>Trevecca Nazarene</td>
<td>Program established in 1987.</td>
<td>Working adults degree completers</td>
<td>45 new students enrolled per year based on a cohort model – 3 cohorts each year (August, September, October) with 15 students each.</td>
<td>Most popular completers’ degree program at the college; only one that is offered in person. Planning to offer the program online in the near future.</td>
<td>In person</td>
</tr>
<tr>
<td>Relations³</td>
<td>University, Nashville, Tennessee</td>
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</tr>
<tr>
<td>B.A. in Human Relations⁴</td>
<td>University of</td>
<td>Department of Human Relations established</td>
<td>Working adults in numerous industries, including non-profits</td>
<td>B.A. began with 50 students in 2004; now has consistent annual enrollment of 250</td>
<td>Focus on applied coursework in psychology, sociology, communications, and business; strong emphasis on principles of social justice.</td>
<td>In person</td>
</tr>
<tr>
<td></td>
<td>Oklahoma, Norman,</td>
<td>in 1970 with M.A. degree.</td>
<td></td>
<td>M.A. has annual enrollment of 800 students in person on Norman campus; also offered on Tulsa campus; 8,000 students enrolled worldwide in University Outreach programs on military bases⁵</td>
<td>Department also offers graduate certificates and is considering development of a minor in Human Relations.</td>
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</tr>
<tr>
<td></td>
<td>Oklahoma</td>
<td>B.A. established in 2004 and undergraduate minor established in 2011.</td>
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The data in Figure 1, gathered through phone interviews by Dr. Carol Robbins (CUNY) with Program Directors and Enrollment Coordinators at each of the schools above, reveal compelling evidence that existing completers’

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² Data collected via phone interview by Dr. Carol Robbins (CUNY) with Sheila Mull, Pfeiffer University Human Relations Enrollment Svcs Counselor Degree Completion Prog, on 7/31/13. Program Website: [http://charlotte.pfeiffer.edu/charlotte/academics/degree-completion-programs/human-relations](http://charlotte.pfeiffer.edu/charlotte/academics/degree-completion-programs/human-relations) (October 2013)
³ Data collected via phone interview by Dr. Carol Robbins (CUNY) with Lucas Phillips, Trevecca Nazarene University College of Lifelong Learning Enrollment Specialist, on 7/31/13. Program Website: [http://www.trevecca.edu/adult-education/adult-degree-completion/management-human-relations](http://www.trevecca.edu/adult-education/adult-degree-completion/management-human-relations) (October 2013)
⁴ Data collected via phone interview by Dr. Carol Robbins (CUNY) with Jennifer Hardman, Advanced Programs Graduate Advisor/Internship Faculty Advisor /Faculty Member, University of Oklahoma Human Relations Program, on 7/25/13. Program website: [http://www.ou.edu/cas/hr/](http://www.ou.edu/cas/hr/) (October 2013)
⁵ University of Oklahoma Advanced Programs Website: [http://www.ou.edu/content/outreachceap/ap_home/degree_locations.html](http://www.ou.edu/content/outreachceap/ap_home/degree_locations.html) (October 2013)
programs in Human Relations are successful and popular among adult students. The B.A. in Management & Human Relations at Trevecca Nazarene University, the oldest of the three programs discussed above, began in 1987 and operates with a cohort model. The program launches three cohorts each year (in August, September, and October) with 15 new students enrolled per cohort (45 new students annually). According to the Enrollment Coordinator of Adult Programs, the Management and Human Relations B.A. is the most popular completer’s degree at the college.

The University of Oklahoma’s program emerged from a successful M.A. program that began in 1970. Since the B.A. was established in 2004, it has reached a consistent annual enrollment of 250 students. According to Jennifer Hardman, University of Oklahoma Human Relations Advanced Programs Graduate Advisor/Internship Faculty Advisor and Faculty Member, there is also demand amongst Sociology, Business, Communications, and Psychology students for a minor in Human Relations for which they plan to respond as soon as they have sufficient core faculty. Pfeiffer University’s program is the most recently established; it was offered for the first time in Spring 2012, though external marketing for the program only officially began in Fall 2013. Despite a lack of external marketing, within its first year, the program enrolled 40 students and has eight graduates.

Impact on the School of Professional Studies
Home to CUNY’s first fully online degrees and groundbreaking Master’s degree programs, the School of Professional Studies has found new ways of fulfilling CUNY’s mission of access; reaching students with innovative modes of instruction; offering cutting edge courses and curricula; and delivering learning tailored for diverse requirements and constituencies. The new B.A. in Human Relations will continue in this tradition.

Continuing the CUNY and CUNY SPS Missions and Meeting the Demands of the 21st-Century Workplace
Historically, CUNY’s mission has been to provide access to higher education for all New Yorkers. The CUNY Master Plan 2012–2016 states that, “By the end of the period of this Master Plan, 2016, CUNY will fulfill its current trajectory and be widely recognized as the preeminent public urban university in the world. This recognition will be based on CUNY’s continuing to adapt its historic mission to the complex needs of the 21st century, particularly the 21st-century needs of New York City and New York State.”

CUNY SPS is similarly committed to the development of innovative, high-quality academic programs that are responsive to the changing economic and academic needs of New York City. According to CUNY SPS’s mission, “… SPS is committed to CUNY’s core mission of access with excellence, with programs and services that add new dimensions to this mission. Dedicated to being responsive and innovative — responsive to emerging needs, innovative in addressing them — SPS gives students high-quality instruction and extraordinary academic support in programs offered online, in traditional classroom settings, and in the workplace. The School’s undergraduate and graduate degree programs, advanced and undergraduate certificates, and professional development courses provide opportunities for personal growth, job mobility, greater participation in social institutions, and new ways to meet the constant need to upgrade knowledge.”

Through its degrees and certificate programs (both in-person and online), CUNY SPS has historically served adult students who are employed across the public and private sectors. Typically, they have completed some college, but due to many of the challenges that adult students face they have not been able to complete their degrees. CUNY SPS seeks to extend this tradition by offering a Bachelor of Arts degree to students who seek to complete their degree primarily in-person. The B.A. in Human Relations offers a significant opportunity to continue CUNY SPS’s

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6 Data collected via email exchange between Dr. Carol Robbins (CUNY) and Jennifer Hardman, Advanced Programs Graduate Advisor/Internship Faculty Advisor /Faculty Member; University of Oklahoma Human Relations Program, on 8/21/13. Program website: http://www.ou.edu/cas/hr/ (October 2013)
9 CUNY School of Professional Studies Mission Statement, http://sps.cuny.edu/about/missionandvision.html (October 2013)
commitment to serving a working adult student population and helping them meet the demands of the 21st-century workplace.

The Human Relations degree will be CUNY SPS’s second baccalaureate degree offered primarily in person. It will incorporate a number of courses with online elements as well as opportunities for students to take fully online courses to fulfill the program’s elective and General Education (Pathways) requirements and to provide varied learning experiences. Students will benefit from the flexibility offered by this program model.

Scheduled to launch in the 2014-2015 academic year, the B.A. will be offered alongside CUNY SPS’ other degree and certificate programs. Graduates of the proposed B.A. program will be well-prepared for several of CUNY SPS’s Graduate Degree and Certificate programs that are especially compatible with the goals and outcomes of the proposed program. These include the M.A. in Urban Studies, M.A. in Labor Studies, M.A. and Advanced Certificate program in Disability Studies, M.S. in Business Management and Leadership, Advanced Certificates in Labor Studies, Labor Relations, Adult Learning, Management, and Public Administration and Public Policy. For all these reasons, the new degree is a logical and necessary addition to the higher education pathway that already exists at CUNY SPS.

Faculty Support
Faculty who contributed to the development of the degree as well as those who teach at CUNY SPS are enthusiastic about the possibility of offering a Human Relations degree. All current faculty have taught extensively in higher education institutions, both at CUNY and elsewhere. All faculty members have working experience in their respective fields, and are familiar with the transferable skills required in the workplace. There is substantial expertise among these faculty members in the areas that make up the field of Human Relations, including communication, psychology, business, sociology, diversity, and leadership.

Academic standards will be established and monitored by the CUNY SPS faculty. The Academic Director for the Human Relations program will maintain general oversight of the program and its faculty. (See the section on Faculty for further information regarding faculty involvement in the development and delivery of this program.)

Need and Justification
As the U.S. economy has moved away from manufacturing and towards the service sector, the demand for college educated workers has increased. Employees who have entered the workforce without a degree now require one in order to maintain employment, change jobs, or advance in their current fields. According to the Bureau of Labor Statistics, earning a B.A. becomes even more essential as job and career shifts become more frequent and as employees’ retirement age gradually increases. Concurrently, employers are requiring that their employees demonstrate a transferable and more people-oriented skillset.

These trends are consistent both nationally and in New York City and have resulted in growth of service-sector jobs that require higher education credentials as well as specific people-oriented competencies. The B.A. in Human Relations is situated to prepare students explicitly for these shifting educational and occupational demands.

Shift Towards Service Economy
Over the past thirty years, the U.S. economy has moved from one dominated by blue collar occupations to one dominated largely by service-sector work, with occupations in service, sales-related, professional, and managers and administrators representing the largest areas of growth (see Figure 2).

![Figure 2: Distribution of Occupations in the United States, 1979 and 2009](image)


More recent data shows that job growth in service-sector industries such as management, sales, and administrative support continues, as seen in Figure 3.

![Figure 3: Number of Jobs Added Per Industry (National)](image)

<table>
<thead>
<tr>
<th>INDUSTRY</th>
<th>MAY 2013</th>
<th>JUNE 2013</th>
<th>PAST 12 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>7,000</td>
<td>13,000</td>
<td>190,000</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>-9,000</td>
<td>-8,000</td>
<td>2,900</td>
</tr>
<tr>
<td>Retail</td>
<td>26,900</td>
<td>37,100</td>
<td>300,100</td>
</tr>
<tr>
<td>Transportation, warehousing</td>
<td>-6,800</td>
<td>-5,100</td>
<td>56,600</td>
</tr>
<tr>
<td>Information</td>
<td>1000</td>
<td>-5,000</td>
<td>13,000</td>
</tr>
<tr>
<td>Financial services</td>
<td>6,000</td>
<td>17,000</td>
<td>108,000</td>
</tr>
<tr>
<td>Professional services</td>
<td>65,000</td>
<td>53,000</td>
<td>624,000</td>
</tr>
<tr>
<td>Education and health</td>
<td>23,000</td>
<td>13,000</td>
<td>366,000</td>
</tr>
<tr>
<td>Hotels, Restaurants, Entertainment</td>
<td>69,000</td>
<td>75,000</td>
<td>514,000</td>
</tr>
<tr>
<td>Government</td>
<td>-12,000</td>
<td>-7,000</td>
<td>-64,000</td>
</tr>
</tbody>
</table>


There is strong evidence to suggest that these sectors will continue to dominate the U.S. economy, resulting in continued availability of service-sector employment over the next few decades.

Growth of Service-Sector Jobs in New York City
These same trends are occurring in New York City, with service-sector employment growing steadily. New York State Department of Labor data shows job growth in areas such as Community and Social Services; Education, Training and Library; Food Preparation and Serving Related; Healthcare Support; Management; Sales and Related. (See Figure 4.)

Within these growth industries, the following occupational titles have been identified as most reflective of the knowledge, skills and competencies addressed by the B.A. in Human Relations:
• General and Operations Managers
• Social and Community Services Managers
• First-line Supervisors/Managers of Food Preparation and Serving Workers
• First-line Managers of Retail Sales Workers
• First-line Managers of Non-retail Sales Workers
• Sales Representatives, Services, All Other
• Sales Representatives, Wholesale and Manufacturing
• First-line Supervisors/Managers of Office and Administrative Support Workers
• Customer Service Representatives
• Teacher Assistants
• Supervisors, Transportation and Material-Moving Workers

To date, many of the occupations have not required a four-year degree. However, increasingly for these jobs, a B.A. is required. Research indicates that to remain competitive in many workplaces in New York City, employees increasingly require Bachelor’s degrees. According to a report published by Georgetown University Center on Education and the Workforce, in each of these occupations, the attainment of a Bachelor’s Degree leads to higher salary increases.

As employer demand for degrees continues to increase across the board, it can be expected that a high number of open positions in these areas will require a B.A., confirming that the B.A. will be both desirable and necessary for individuals seeking employment in these areas. Figures 5 and 6, below, show that these occupational titles also show favorable future growth and increased demand for degree attainment in New York City.

<table>
<thead>
<tr>
<th>JOB AREA</th>
<th>OPEN POSITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture and Engineering</td>
<td>419</td>
</tr>
<tr>
<td>Arts, Design, Sports, and Media</td>
<td>1356</td>
</tr>
<tr>
<td>Building/Grounds Maintenance</td>
<td>105</td>
</tr>
<tr>
<td>Business and Financial Operations</td>
<td>3170</td>
</tr>
<tr>
<td>Community and Social Services</td>
<td>370</td>
</tr>
<tr>
<td>Computer and Mathematical</td>
<td>4000</td>
</tr>
<tr>
<td>Construction and Extraction</td>
<td>239</td>
</tr>
<tr>
<td>Education, Training and Library</td>
<td>462</td>
</tr>
<tr>
<td>Farming, Fishing and Forestry</td>
<td>4</td>
</tr>
<tr>
<td>Food Preparation and Serving Related</td>
<td>532</td>
</tr>
<tr>
<td>Healthcare Practitioner and Technical</td>
<td>1318</td>
</tr>
<tr>
<td>Healthcare Support</td>
<td>609</td>
</tr>
<tr>
<td>Installation, Maintenance and Repair</td>
<td>258</td>
</tr>
<tr>
<td>Legal</td>
<td>250</td>
</tr>
<tr>
<td>Life, Physical and Social Science</td>
<td>793</td>
</tr>
<tr>
<td>Management</td>
<td>6087</td>
</tr>
<tr>
<td>Office, Clerical and Secretarial</td>
<td>2006</td>
</tr>
<tr>
<td>Personal Care, Service and Gaming</td>
<td>170</td>
</tr>
<tr>
<td>Production</td>
<td>179</td>
</tr>
<tr>
<td>Protective Service</td>
<td>429</td>
</tr>
<tr>
<td>Sales and Related</td>
<td>2805</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
<td>652</td>
</tr>
</tbody>
</table>


**Figure 5: New York Employment State Department of Labor Data on Employment Prospects to 2020**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General and Operations Managers</td>
<td>Favorable</td>
<td>1000</td>
<td>Associate's degree</td>
<td>1 to 5 years</td>
<td>None</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Sales Managers</td>
<td>Very Favorable</td>
<td>340</td>
<td>Bachelor's degree</td>
<td>1 to 5 years</td>
<td>None</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Training and Development Managers</td>
<td>Very Favorable</td>
<td>50</td>
<td>Bachelor's degree</td>
<td>1 to 5 years</td>
<td>None</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Social and Community Service Managers</td>
<td>Very Favorable</td>
<td>200</td>
<td>Bachelor's degree</td>
<td>1 to 5 years</td>
<td>None</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Managers, All Other</td>
<td>Very Favorable</td>
<td>270</td>
<td>High school diploma or equivalent</td>
<td>1 to 5 years</td>
<td>None</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Training and Development Specialists</td>
<td>Very Favorable</td>
<td>320</td>
<td>Bachelor's degree</td>
<td>None</td>
<td>None</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Community and Social Service Specialists, All Other</td>
<td>Very Favorable</td>
<td>260</td>
<td>Bachelor's degree</td>
<td>None</td>
<td>None</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>First-Line Supervisors of Non-Retail Sales Workers</td>
<td>Very Favorable</td>
<td>340</td>
<td>High school diploma or equivalent</td>
<td>More than 5 years</td>
<td>None</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Sales Representatives, Services, All Other</td>
<td>Very Favorable</td>
<td>820</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Short-term on-the-job training</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products</td>
<td>Very Favorable</td>
<td>170</td>
<td>Bachelor's degree</td>
<td>None</td>
<td>Moderate-term on-the-job training</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products</td>
<td>Very Favorable</td>
<td>1230</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Moderate-term on-the-job training</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Sales and Related Workers, All Other</td>
<td>Very Favorable</td>
<td>190</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Moderate-term on-the-job training</td>
<td>Bachelor's degree</td>
</tr>
</tbody>
</table>

*Based on the usual educational attainment in New York State or nationally. **Source:** New York State Department of Labor, Division of Research and Statistics [http://www.labor.ny.gov/stats/lsproj.shtm](http://www.labor.ny.gov/stats/lsproj.shtm). (October 2013)

**Contact:**
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James Brown
NYS Department of Labor
1 Hudson Square
75 Varick Street, 7th Floor
New York, NY 10013
Phone: (212) 775-3330
Fax: (212) 775-3855
E-mail: James.Brown@labor.ny.gov
### Figure 6: Relevant Occupations for B.A. in Human Relations

<table>
<thead>
<tr>
<th>OCCUPATIONAL TITLE</th>
<th>PROJECTED GROWTH</th>
<th>INCOME BY EDUCATION LEVEL</th>
<th>CURRENT EDUCATIONAL BREAKDOWN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>%</td>
<td>High School</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>410,100</td>
<td>3-9%</td>
<td>$69,456</td>
</tr>
<tr>
<td>Social and Community Services Managers</td>
<td>64,800</td>
<td>20-28%</td>
<td>n/a</td>
</tr>
<tr>
<td>First-line Supervisors/Managers of Food Preparation and Serving Workers</td>
<td>248,300</td>
<td>10-19%</td>
<td>$25,202</td>
</tr>
<tr>
<td>First-line Supervisors/Managers of Retail Sales Workers</td>
<td>513,700</td>
<td>3-9%</td>
<td>$38,680</td>
</tr>
<tr>
<td>First-line Supervisors/Managers of Non-retail Sales Workers</td>
<td>123,500</td>
<td>3-9%</td>
<td>$53,016</td>
</tr>
<tr>
<td>Sales Representatives, Services, all other</td>
<td>139,700</td>
<td>10-19%</td>
<td>$48,510</td>
</tr>
<tr>
<td>Sales Representatives, Wholesale and Manufacturing</td>
<td>559,900</td>
<td>10-19%</td>
<td>$29,768</td>
</tr>
<tr>
<td>First-line Supervisors/Managers of Office and Administrative Support Workers</td>
<td>584,400</td>
<td>10-19%</td>
<td>$38,854</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>959,600</td>
<td>10-19%</td>
<td>$31,109</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>481,600</td>
<td>10-19%</td>
<td>$17,091</td>
</tr>
<tr>
<td>Supervisors, Transportation and Material-Moving Workers</td>
<td>69,300</td>
<td>10-19%</td>
<td>$51,140</td>
</tr>
</tbody>
</table>


A review of over 100 current job postings within these occupations, samples of which are included in the Appendices, reveals strong compatibility between the hiring criteria and responsibilities with the competencies and coursework in the Human Relations B.A. Required for each of these occupations are high levels of interpersonal skills, written and oral communication, ethical and moral reasoning, multicultural awareness, conflict resolution, managerial and supervisory skills, and the ability to train and mentor others. The B.A. in Human Relations will enable students to meet with high success the hiring and workplace demands of these jobs.

Figure 9, below, further illustrates that the Learning Objectives of the B.A. in Human Relations resonate directly with the skills and abilities required for these positions. Figure 9 first identifies the skills and abilities required for each of the listed occupations, as indicated by O*Net Online’s occupational database. It then matches the skills and abilities (far left) with relevant Learning Outcomes from the proposed B.A. (far right). The compatibility between the demands of these growing occupations and the degree’s Learning Outcomes demonstrates that students completing the B.A. in Human Relations will be highly competitive and well-prepared for these and similar occupations.

---

14 O*Net Online, [www.onetonline.org](http://www.onetonline.org) (October 2013)
**Human Relations Learning Outcomes:**

Students will be able to:

1. Identify and describe theoretical foundations that contribute to the study of human relations and apply these elements to human relations individually, socially, and within organizations and workplaces;
2. Identify, analyze, and evaluate workplace problems; and construct and communicate logical and reasonable solutions based on relevant facts, data, and synthesis of multiple perspectives;
3. Demonstrate effective written and oral communication through selection of appropriate media and messages for specific audiences and purposes, with consideration of the impact of technology on workplace communication;
4. Identify and communicate ethical and legal issues at stake in individual and collective decisions, apply ethical and legal principles in decision making, and defend ethical judgments about actions taken or policies in the face of competing judgments;
5. Explain how power, inequality, race, gender, ethnicity, class, ability, age, and sexual orientation impact human relations in the workplace; and contribute to efforts in improving organizational culture;
6. Apply key human relations, social, and psychological concepts to foster collaboration, motivation, and employee engagement;
7. Demonstrate leadership within interpersonal relationships, group settings, and larger organizational structures;
8. Apply relevant strategies and tools for conflict prevention, negotiation, and resolution in workplace settings; and
9. Apply theories of adult learning and development to teaching, training, facilitating, coaching, and mentoring.
This compelling evidence demonstrates that not only are these job areas projected to grow steadily over the next few decades, but that they will increasingly require bachelor’s degrees for entry. Our research indicates that there are currently no existing programs within CUNY or elsewhere in New York City addressing these specific career competencies; for this reason, the B.A. in Human Relations will provide not only an important credential to fill this growing economic demand, but will also serve as the ideal preparation for students seeking employment or advancement in any of these growing fields.

**Student Interest and Enrollment**

Though not exclusively, the new program will attract a significant number of adult students employed in the public, private and non-profit sectors. In a tight job market, employees in the service-sector will need a B.A. in order to compete for better jobs in their respective fields. Most full-time workers attending the program will be part-time students; all who are accepted to the program will have met the program’s eligibility requirements (see Eligibility Requirements, below).

Thanks to a long and successful partnership between CUNY SPS and public- and private sector employers in New York City, CUNY SPS is uniquely positioned to recruit and serve this adult population. Thus, the curriculum of the new B.A. program in Human Relations has been designed with the following student populations in mind:

- Public- and private-sector employees and other adult workers with earned credits towards a Baccalaureate degree;
- Public- and private-sector employees who entered their fields without a degree but due to changing demands require a degree in order to maintain or advance at work;
- Students who have completed CUNY SPS undergraduate certificate programs (over 9,000 students);
- Graduates of CUNY community colleges and other transfer students who desire career opportunities in private and public-sector industries; and
- Students with intellectual interests in subjects with a Human Relations and workplace application, including human behavior, motivation, conflict management, diversity and multicultural studies, and communication.

We believe there will be strong interest in the B.A. in Human Relations amongst these student populations. The enrollment records in existing Human Relations programs nationally support the popularity of this major; the number of potential students in New York City who meet the program’s entrance qualifications is high. The B.A. will also be offered alongside CUNY SPS’s undergraduate certificate programs. The founding purpose of the certificate programs was to expose students to college study in hopes that the experience would spark interest to pursue a degree. The content of these undergraduate certificates sets a strong foundation and establishes a clear pathway for the courses in the B.A.15

To determine the interest level of potential students in the B.A. in Human Relations, a survey was conducted amongst students currently or previously enrolled in CUNY SPS undergraduate certificate programs (survey instrument located in appendices). Initial outreach for the Human Relations degree will target a similar population; the students surveyed are representative of employees in the industries in which we will recruit more broadly: Education (Department of Education Paraprofessionals), Transportation, Business (American Express), Health (Mount Sinai Hospital). The survey indicated clear interest amongst these students in degree completion and affirmed the relevance of the Human Relations major to their varied current careers and future aspirations. We believe the responses to the survey are indicative of the larger potential interest amongst the general target student population.

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15 For information regarding CUNY SPS Undergraduate Certificates: [http://sps.cuny.edu/programs](http://sps.cuny.edu/programs) (October 2013)
**Evaluation of Student Interest Survey**

Of the 201 people who responded to the survey, 88.06% of respondents (or 177 individuals) had earned less than a Bachelor’s degree.

Of the 177 respondents who do not hold a bachelor’s degree:
- 98.3% responded in the affirmative that their goal is to earn a bachelor’s degree, with 78.9% responding with “strongly agree.”
- 86.3% agree or strongly agree that “having a B.A. degree in Human Relations would help me get a job, keep my job, advance at my current job, or increase my salary.” A total of 97.7% answered as neutral to strongly agree.
- 91.5% agree or strongly agree with the statement, “The skills taught in the CUNY Off-Campus College’s BA degree in Human Relations would increase my effectiveness at work.”
- 80.7% indicated a definite or strong interest in enrolling in the B.A. in Human Relations.

Survey respondents had the option to leave their name and phone number and/or email to be contacted if the B.A. in Human Relations became available. Out of the 201 people who filled out the survey information, 139 respondents left their name and contact information and would be prime candidates for the B.A. in Human Relations.

Detailed survey results can be found in the attachments.

**Five Year Enrollment Projections**

The majority of students in existing CUNY SPS degree and certificate programs are part-time students who work full time. Based on this experience, it is anticipated that most students in the new B.A. program will also be part-time students, taking two classes per semester. The enrollment projections in Table 8 in the appendices show anticipated enrollment in the proposed program during the first five years of operation.

The initial enrollment goal will be 50 students in the first fall term and an additional 30 in the following spring. From there, enrollment projections are based on a combination of new enrollment (2.5% increase from fall to fall and 2% increase from spring to spring) and returning student enrollment following the retention rates for CUNY SPS’s baccalaureate programs.

**Marketing Plan**

The B.A. in Human Relations will recruit students from private- and public-sector workplaces in New York City. Initial marketing will be targeted to:
- Current and former CUNY SPS certificate students
- Graduates of CUNY community colleges, specifically those with whom the program has established Articulation Agreements
- CUNY stop-outs who were pursuing degrees in related majors
- New/prospective students who work for current CUNY SPS organizational partners, including:
  - Workforce1 Career Center, New York City
  - The Mayor’s Office for Economic Development
  - 1199 National Benefit Fund
  - New York City Department of Education
  - Mount Sinai Hospital
  - American Express
  - Small Business Services Transportation Sector

A marketing plan to reach these and other target groups described above will be developed and implemented by CUNY SPS’s marketing and outreach team. CUNY SPS will provide full support and resources, including website access and social networking capabilities. The marketing plan will include a calendar of activities and events, including information sessions, mailings, email campaigns, sight visits, and advertising campaigns. Workshops will...
also be held to facilitate the application and enrollment of students from CUNY SPS certificate programs to the new B.A. program in Human Relations.

In addition to benefitting from marketing and outreach strategies that have proven successful in the past, CUNY SPS will place a high priority on developing new and innovative strategies for generating contacts and reaching new student populations. Such initiatives will include:

- Student and alumni referral systems and outreach campaigns
- Workplace referral systems and outreach campaigns
- Pay-per-click advertising via Google Adwords
- Print ads in selected publications in the New York City area and beyond
- Online campaigns that utilize social media opportunities
- Material that promotes CUNY SPS in its entirety and its variety of courses and programs
- Handouts and giveaways that invite calls and drive Web traffic

CUNY SPS will continue to position itself in the public eye through participation in public events and high-profile academic activities and will solicit media opportunities. In projecting its academic strengths, CUNY SPS will highlight its faculty, which includes social science scholars of national and international reputation.

To aid in the development of a customized recruitment and marketing strategy, a “Program Comparison Chart” has been developed to identify B.A. programs in Human Relations that target a similar student population as well as other B.A. programs that may be comparable in some respects to the proposed CUNY SPS program. (See Program Comparison Chart in the appendices.) This analysis will help the CUNY SPS marketing team differentiate the proposed program from others in the field. The chart is included on the following page.

Eligibility Requirements
To qualify for admission to the B.A. in Human Relations, applicants must have at least 24 transferable credits from an accredited college or university and an overall minimum GPA of 2.5. Applicants will be required to submit a one-to-two page personal statement describing their interests in the field of Human Relations and their reasons for applying to the CUNY SPS program. CUNY SPS advising and outreach staff will offer group and individual advisement on the application process, providing information on application requirements and offering tutorials designed to help applicants complete the online application in a timely fashion. An admissions interview may be required at the discretion of the program's academic director.

Focus on Retention and Graduation
To address the critical issues of retention and graduation rates, the following measures will be taken:

Admissions: To ensure that incoming students are a good fit for the program, significant weight will be given to the applicant's essay, which will be used to assess the applicant's written communication skills, clarity with regard to personal and professional goals, and how the degree fits in with these goals. Interviews, which can be used to assess the applicant’s self-direction, motivation, intellectual curiosity, and understanding of the field, may also be required of applicants at the discretion of the program's academic director.

Mandatory Orientation: As students in this program will complete courses both online and in-person, students will be required to attend a mandatory online orientation before starting their first semester’s courses. This orientation covers information about the School of Professional Studies, Blackboard and online learning, and will help prepare students for success in online learning. Students who fail to comply will be dropped.

Advisement: Advisement will be used as a tool to support students in their academic coursework and to help them maintain a continuous pace toward graduation. Advisors will strongly recommend that all students take at minimum
two courses each semester. Students who fail to register for two courses will be asked to justify their decision. We argue that a commitment to taking a minimum number of courses will strengthen students’ commitment and ensure a decent pace towards graduation.

**Professional Development Activities:** The program will organize activities each semester that will expose students to different career paths and to others in the field as a way for students to network. The program will also work to intentionally connect students to local communities of practice like meet up groups and local chapters of professional organizations serving the field. Students will also be required to develop a portfolio of their coursework and projects to demonstrate the skills and competencies that they developed during the program and to show to potential employers.

**Curriculum**

In the changing workplace environment of the 21st century, employees must be ready to assume greater responsibility for the success of their organizations. Understanding the complexity of interpersonal relationships in the workplace is critical for effective communication, teamwork, leadership, productivity, and satisfaction with one’s work life. The B.A. in Human Relations is a 45-credit major which integrates coursework in the social sciences, humanities, and business. The curriculum emphasizes the complexity of interpersonal relationships in the workplace and the myriad factors that contribute to these relationships. Courses in the major are designed to provide students with the opportunity to develop both deep theoretical and practical understanding of these concepts through the lenses of multiple disciplines. Courses in the major also require students to demonstrate research abilities, facility with technology, and a sense of social and ethical responsibility. The curriculum emphasizes written and oral communication as well as an understanding of diversity and cultural difference; elements of these are woven throughout individual coursework and are also highlighted in specific courses.

Coursework in the major is intentionally contextualized as well as project- and application-based. The curriculum is designed so that students continually integrate prior knowledge and past and current work experience into their examination of human relations in the workplace. Through this study, they develop both well-rounded understanding of human relations concepts as well as crucial skills and abilities—including leadership, collaboration, communication, negotiation, problem solving, analytical and critical thinking, creativity, ethical analysis, and multicultural awareness—relevant in and transferable to a wide range of workplace settings.

The pedagogical model of the major coursework is grounded in adult learning theory and constructive developmental principles. Inherent in this model is the belief that education is a partnership characterized by mutual respect between faculty and students within a framework that challenges assumptions and encourages new ways of seeing the world. This approach also holds that the primary responsibility for learning lies with the students, who come equipped with prior knowledge and experiences. Inquiry is at the heart of each course, which fosters the development of responsibility, independence, and critical thinking skills of the learner. Frequent reflection upon theory and practice strengthens the possibility for students’ integration of knowledge and understanding into workplace practices.

The Human Relations BA is in part framed in the theories of adult learning of Malcolm Knowles, John Dewey, Jane Vella, Paulo Friere, Parker Palmer, Stephen Brookfield, and the adult development theories of Robert Kegan, James Fowler, James Perry, bell hooks and Eleanor Drago Severson. This means three things: that principles of adult learning and development undergird each course’s design and delivery; that faculty address course content and process through employment of these principles; and students will examine the principles for themselves in the context of their learning and the facilitation of the learning of others especially in the workplace context. These concepts and theories are examined in the foundational Adult learning and Development course, and are embedded throughout the courses of the entire degree. The degree’s focus on adult learning theories and practices builds...
students' commitment to continuous learning for themselves and others. Promoting and enabling the learning of others through coaching, mentoring and training is an act of leadership necessary for improving and sustaining healthy relations in the work place.

The degree also includes a 39-credit General Education requirement that incorporates the principles outlined by CUNY’s Pathways to Degree Completion initiative, which were designed to ensure transferability as well as a broad-based educational foundation.

Degree Requirements
Completion of the B.A. in Human Relations will require a total of 120 credits, distributed as follows:

- **39 General Education Pathways Credits**
  - 12 credits (four courses) from Required Core
  - 18 credits (six courses) from Flexible Core
  - 9 credits (three courses) from College Option courses at CUNY SPS

- **45 Major Credits**
  - 24 credits (8 courses) from Level 1 Core
  - 18 credits (6 courses) from Level 2 Core
  - 3 credits from Culminating/Capstone

- **36 Credits (12 courses) of Free Electives**
  - To fulfill their elective requirement, students will have the option to choose from among any courses offered through CUNY SPS Baccalaureate programs.

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**PROPOSED CURRICULUM B.A. IN HUMAN RELATIONS**

<table>
<thead>
<tr>
<th>REQUIRED MAJOR COURSES</th>
<th>MAJOR ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Human Relations Courses</strong></td>
<td>HRL 340 Special Topics in Human Relations</td>
</tr>
<tr>
<td>HRL 200 Foundations of Human Relations</td>
<td>HRL 440 Independent Study in Human Relations</td>
</tr>
<tr>
<td>HRL 210 Interpersonal and Group Communication</td>
<td>HRL 450 Human Relations Internship</td>
</tr>
<tr>
<td>HRL 250 Adult Learning and Development in the Workplace</td>
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<tr>
<td>HRL 270 Human Relations Issues in Management</td>
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<tr>
<td>HRL 300 Power and Inequality in the Workplace</td>
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<tr>
<td>HRL 350 Ethical and Legal Dimensions of Human Relations</td>
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<tr>
<td>HRL 401 Introduction to Action Research</td>
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</tr>
<tr>
<td>HRL 499 Human Relations Capstone</td>
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</tbody>
</table>

*Additional Required Courses*

- PSY 101 General Psychology
- QUAN 201 Quantitative Reasoning and Society
- COM 210 Writing at Work
- SOC 216 Social Problems
- PSY 340 Contemporary Issues in Adulthood and Aging
- BUS 341 Contemporary Organizational Structure and Change

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Proposal to Establish a Bachelor of Arts in Human Relations
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 21, 2013
Approved by the School of Professional Studies Governing Council, December 5, 2013
### Learning Outcomes by Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Type</th>
<th>Learning Outcomes</th>
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<tr>
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<tr>
<td>HR 200</td>
<td>Foundations of Human Relations</td>
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<td>X</td>
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<tr>
<td>HR 210</td>
<td>Interpersonal and Group Communication</td>
<td>Required</td>
<td>X</td>
</tr>
<tr>
<td>HR 250</td>
<td>Adult Learning and Development in the Workplace</td>
<td>Required</td>
<td>X</td>
</tr>
<tr>
<td>HR 270</td>
<td>Human Relations Issues in Management</td>
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<td>HR 300</td>
<td>Power and Inequality in the Workplace</td>
<td>Required</td>
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<td>HR 350</td>
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<td>BUS 341</td>
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<td>Writing at Work</td>
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<td>QUAN 201</td>
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<tr>
<td>HR 450</td>
<td>Human Relations Internship</td>
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### Learning Outcomes:

Students will be able to:

1. Identify and describe theoretical foundations that contribute to the study of human relations and apply these elements to human relations individually, socially, and within organizations and workplaces;
2. Identify, analyze, and evaluate workplace problems; and construct and communicate logical and reasonable solutions based on relevant facts, data, and synthesis of multiple perspectives;
3. Demonstrate effective written and oral communication through selection of appropriate media and messages for specific audiences and purposes, with consideration of the impact of technology on workplace communication;
4. Identify and communicate ethical and legal issues at stake in individual and collective decisions, apply ethical and legal principles in decision making, and defend ethical judgments about actions taken or policies in the face of competing judgments;
5. Explain how power, inequality, race, gender, ethnicity, class, ability, age, and sexual orientation impact human relations in the workplace; and contribute to efforts in improving organizational culture;
6. Apply key human relations, social, and psychological concepts to foster collaboration, motivation, and employee engagement;
7. Demonstrate leadership within interpersonal relationships, group settings, and larger organizational structures;
8. Apply relevant strategies and tools for conflict prevention, negotiation, and resolution in workplace settings; and
9. Apply theories of adult learning and development to teaching, training, facilitating, coaching, and mentoring.

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20
General Education

The CUNY SPS General Education Curriculum is part of CUNY’s new Pathways General Education Framework, requirements that undergraduate students across CUNY must satisfy. The three elements of this framework: the Required Common Core, the Flexible Common Core, and the SPS College Option Core, foster knowledge of human culture and the natural world (in science, social science, mathematics, humanities and the arts), intellectual and practical skills (in communication, quantitative reasoning, information literacy, critical thinking and inquiry), and individual and social responsibility (civic engagement, ethical reasoning, and intercultural awareness).

General Education Course Listing

<table>
<thead>
<tr>
<th>1A - Required</th>
<th>6 credits</th>
<th>English Composition</th>
<th>Subject Area</th>
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<tbody>
<tr>
<td>ENG 101</td>
<td>I-A</td>
<td>College Writing I</td>
<td>English</td>
</tr>
<tr>
<td>ENG 102</td>
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<td>College Writing II</td>
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<table>
<thead>
<tr>
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<th>3 credits</th>
<th>Mathematical and Quantitative Reasoning</th>
<th>Subject Area</th>
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<tbody>
<tr>
<td>MATH 102</td>
<td>I-B</td>
<td>Mathematics in Contemporary Society</td>
<td>Mathematics</td>
</tr>
<tr>
<td>MATH 215</td>
<td>I-B</td>
<td>Introduction to Statistics</td>
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<table>
<thead>
<tr>
<th>1C - Required</th>
<th>3 credits</th>
<th>Life and Physical Sciences</th>
<th>Subject Area</th>
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<tbody>
<tr>
<td>BIO 200</td>
<td>I-C</td>
<td>Human Biology</td>
<td>Biology</td>
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<tr>
<td>EAS 250</td>
<td>I-C</td>
<td>Oceanography</td>
<td>Environmental Studies</td>
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<tr>
<td>EAS 201</td>
<td>I-C</td>
<td>Nature of New York</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>AST 101</td>
<td>I-C</td>
<td>Introductory Astronomy: The Solar System</td>
<td>Astronomy</td>
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<table>
<thead>
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<th>World Culture and Global Issue</th>
<th>Subject Area</th>
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<tr>
<td>AFRS 101</td>
<td>II-A</td>
<td>Ethnology of Africa</td>
<td>African Studies</td>
</tr>
<tr>
<td>CHIN 101</td>
<td>II-A</td>
<td>Beginning Chinese I</td>
<td>Chinese</td>
</tr>
<tr>
<td>CHIN 102</td>
<td>II-A</td>
<td>Beginning Chinese II</td>
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<tr>
<td>ENG 211</td>
<td>II-A</td>
<td>World Literature</td>
<td>English</td>
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<td>HIST 102</td>
<td>II-A</td>
<td>Origins of the Modern World, 1500-present</td>
<td>History</td>
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<tr>
<td>HIST 202</td>
<td>II-A</td>
<td>Twentieth Century World History</td>
<td>History</td>
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<tr>
<td>LAS 101</td>
<td>II-A</td>
<td>Latin American and Caribbean Cultures</td>
<td>Latin American Studies</td>
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<tr>
<td>SPAN 101</td>
<td>II-A</td>
<td>Beginning Spanish I</td>
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<td>Beginning Spanish II</td>
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<table>
<thead>
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<th>US Experience in Its Diversity</th>
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<tr>
<td>AMER 200</td>
<td>II-B</td>
<td>American History and Culture</td>
<td>American Studies</td>
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<td>GEOG 301</td>
<td>II-B</td>
<td>International Migration</td>
<td>Geography</td>
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<td>LANG 101</td>
<td>II-B</td>
<td>Language in the Multicultural Setting</td>
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<td>POL 201</td>
<td>II-B</td>
<td>Politics and Government of New York City</td>
<td>Political Science</td>
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<table>
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<tr>
<td>ART 201</td>
<td>II-C</td>
<td>Arts and Civilization 1: Pre-history through Middle Ages</td>
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<tr>
<td>ART 202</td>
<td>II-C</td>
<td>Arts and Civilization 2: Renaissance through the 21st Century</td>
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<td>ART 210</td>
<td>II-C</td>
<td>Modern Art in the City</td>
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<td>ENG 301</td>
<td>II-C</td>
<td>Science Fiction</td>
<td>English</td>
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<td>ENG 331</td>
<td>II-C</td>
<td>Studies in the Folk Tale and Classic Fairy Tale</td>
<td>English</td>
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<tr>
<td>FILM 307</td>
<td>II-C</td>
<td>Film Literacies: Communicating Culture Through Film</td>
<td>Film</td>
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<th>Individual and Society</th>
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<tr>
<td>ANTH 110</td>
<td>II-D</td>
<td>Urban Anthropology</td>
<td>Anthropology</td>
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</table>
Course Descriptions - Human Relations Major

Required Human Relations Courses

HRL 200 - Foundations of Human Relations (3 credits)
Prerequisite: None
This course introduces students to the foundational concepts and theories upon which the interdisciplinary field of human relations is based. Students examine the importance of human relations concepts to their personal and professional development. The topics and concepts include communication, problem solving, conflict management, diversity, cultural awareness, and stress management with a particular focus on workplace application. Case studies and class discussions draw attention throughout to the role of leadership in human relations, as well as skills of a successful leader.

HRL 210 - Interpersonal and Group Communication (3 credits)
Prerequisite: None
Communication theory and human relations concepts frame students' exploration of interpersonal and group dynamics that characterize effective communication in families, the workplace, community organizations, and social settings. Within these theoretical and contextual frames, key communication topics and competencies are addressed: listening, verbal and non-verbal expression, questioning, self-disclosure, assertiveness, persuading, emotion, concreteness, confrontation, and perception of self and others. These topics are considered with an emphasis on observation, analysis and practice of effective communication and relationship development strategies in a variety of individual and group situations. Students will also conduct a study of their communication styles and
habits with the aim of improving and understanding the impact of different styles and habits on workplace relationships.

**HRL 250 - Adult Learning and Development in the Workplace (3 credits)**
*Prerequisite: None*
This course examines adult learning and development as ongoing processes in the workplace and in daily life, as well as in formal settings. Through exploration of key theories of adult learning and development, students will gain awareness of how they learn best, as well as an appreciation of the diverse ways in which others in the class learn. They will apply these insights to critically examine ways in which the cognitive, affective, and social dimensions of learning can produce more effective workplace environments.

**HRL 270 - Human Relations Issues in Management (3 credits)**
*Prerequisite: None*
This course addresses management from the perspective of strategic relationships between managers and employees. From this human relations lens, students explore issues considered to have a broad-based effect on individuals, groups, and organizations. The issues include recruitment, selection, the effect of technology on workplace dynamics, motivation, worker alienation, coaching, recognition, discipline, intergenerational collaboration, and evaluation. Oral, written, and interpersonal communication approaches frame each content area. Case studies and student work experience provide the platform for addressing current and emerging human relations issues in management.

**HRL 300 - Power and Inequality in the Workplace (3 credits)**
*Prerequisite: None*
Students examine the literature describing the ways in which inequality is created, maintained, and challenged in American society, and analyze how systems of inequality are connected to power and opportunity. Students apply the course material to real-life experiences with a focus on workplace issues and interactions. Emphasis is on the question, who is left out? Students reflect upon and analyze their personal experiences with power and inequality, and connect with theoretical constructs that promote social change.

**HRL 350 - Ethical and Legal Dimensions of Human Relations (3 credits)**
*Prerequisite: None*
This course focuses on legal rules and ethical principles, and considerations and constraints that impact the American workplace on organizational, group, and individual levels. Students consider the practical applications of these rules and constraints to real-world situations. Readings and activities emphasize analytical problem solving and ethical decision making in the workplace, as well as the ability to communicate ideas and decisions to others. General ethical principles will be applied each week to a different area of individual and organizational behavior.

**HRL 380 - Conflict in Human Relations (3 credits)**
*Prerequisite: None*
Students study conflict prevention, management, and resolution within the framework of individual needs and goals, organizational demands and objectives, social structures, and changing social dynamics. Students examine sources of conflict and processes of conflict escalation and de-escalation, negotiation, and mediation; and practice effective communication skills to support collaborative problem solving in face-to-face and online contexts. The class will examine a range of approaches by which to apply these concepts to relevant workplace settings.

**HRL 401 - Introduction to Action Research (3 credits)**
*Prerequisite: HRL 200 Foundations of Human Relations*
This course will introduce students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The course reviews a few of the many approaches to action research, including ethnography, participatory action research, living theory, action science, and cooperative inquiry, as well as qualitative data
analysis methodologies, including discourse analysis and participatory evaluation. The central argument is that action researchers operate with diverse epistemologies, but all promise improvements in the quality of social research, and emphasize a commitment to improving workplace relationships, organizational issues, and/or community or societal problems.

**HRL 499 - Human Relations Capstone (3 credits)**  
*Prerequisite: Permission of the Director*  
All students will complete a capstone project under the direction of a faculty mentor. This senior project will build upon work done in previous courses, allowing students to apply methods of scholarly and/or action research to issues related to Human Relations and work settings. Projects may be completed in small research groups or individually.

*Additional Required Courses*

**BUS 341 - Contemporary Organizational Structure and Change (3 credits)**  
*Prerequisite: None*  
The goals of the course include developing a foundation in traditional and contemporary organizational theories. Case materials, reflective writing assignments, and team projects aim at developing ethical-legal critical thinking skills as well as analytic skills for understanding and evaluating the interactive effects of technology, diversity, and the global reach of contemporary organizations on new organizational styles and types.

**COM 210 - Writing at Work (3 credits)**  
*Prerequisite: ENG 101 or Equivalent*  
An overview of professional workplace writing, including audience assessment, preparation for writing and research, design, editing, and collaborative writing. Models of effective writing and practice in preparing business correspondence, reports, instructions, proposals, presentations, and web content develop competence in creating documents routinely required of professionals in organizations. Relevant for a wide variety of professions.

**PSY 101 - General Psychology (3 credits)**  
*Prerequisite: None*  
This course examines behavior and mental processes. Topics include research methods, biological bases of brain and mind, sensation-perception, sleep and states of consciousness, learning and memory, development, cognition-intelligence, motivation-emotion, personality, abnormal psychology, and social psychology. The focus is on findings and principles related to everyday life.

**PSY 340 - Contemporary Issues in Adulthood and Aging (3 credits)**  
*Prerequisite: PSY 101*  
Study of current theories and research on physical, intellectual and social-emotional growth and change across the adult years will be the central focus of this course. Key roles of family and friendship, work and retirement, as well as broader social, economic and legal factors are examined, along with race, culture, class, and gender differences. Implications of research findings for optimizing adaptation to normal development change and crises are considered.

**QUAN 201 - Quantitative Reasoning and Society (3 credits)**  
*Prerequisite: None*  
An interdisciplinary introduction to the ways in which data can be used to enhance thinking and decision-making capacities, including using simple statistical techniques, creating visual representations of quantitative data, deriving accurate conclusions from quantitative data, and using data effectively in analyses and arguments. Assignments build capacity to evaluate and write clearly about quantitative evidence using methods for analyzing and communicating about data that do not require complex mathematics.
SOC 216 - Social Problems (3 credits)
Prerequisite: None
The course focuses on problems whose origins lie outside the individual and how these problems impact individual behavior and social adjustment. Students will analyze problems related to major social institutions with special focus on the impact of inequality: health care, education, criminal justice, culture, political, and economic.

Human Relations Electives

HRL 340 - Special Topics in Human Relations (3 credits)
Prerequisite: Varies
This course provides students with the opportunity to study new and/or other topics in Human Relations not covered in existing courses. Topics may vary from term to term and reflect the interests of faculty and students. Course description may be obtained by going to the college website and/or e-mailing the instructor before registration. Students may take this course more than once for credit but may not repeat topics.

HRL 440 - Independent Study in Human Relations (3 credits)
Prerequisite: Permission of the Director
This course allows students to focus on an independent project or research conducted under faculty guidance about a topic of interest. Students are expected to take an active role in specifying readings and outcomes and are required to sign a contract acknowledging course learning objectives and expectations.

HRL 450 - Human Relations Internship (3 credits)
Prerequisite: Permission of the Director
This option consists of an off-campus Human Relations internship supervised by a faculty member. The venue must be approved by the faculty member and/or program and must be the focus of no less than 150 hours of student work. Weekly discussions of each student's internship will be conducted. This course requires students to write a paper based on their internship.

Articulation Agreement
Two articulation agreements have been arranged between CUNY SPS and the Borough of Manhattan Community College (BMCC). These agreements will allow qualified applicants who received an associate's degree from BMCC to transfer 60 earned credits towards the CUNY SPS B.A. degree in Human Relations. Of this total, a maximum of 12 credits for equivalent courses may be transferred to the major in the B.A. degree. Under this agreement, BMCC graduates must complete 60 credits at CUNY SPS in order to complete the B.A. degree in Human Relations. (See full agreement in the Appendices.)

Academic Policies
The proposed program will implement procedures intended to ensure that students are fully responsible for all assignments and that the highest standards of academic integrity are maintained. Such policies and procedures are a necessary component of all academic programs, regardless of the form of course delivery.

The program will address the issue of academic integrity, which includes, but is not restricted to plagiarism, through several mechanisms:

- **Clearly worded policy statement:** The program will introduce entering students to the policies regarding academic integrity during their initial orientation and then will have these policy statements included in the syllabus of every course. The policy statement will include a description of the kinds of behaviors that violate...
academic integrity standards, the procedures that will be followed when violations are thought to have occurred, and consequences for students should violations be confirmed. In general, all students are bound by the academic policies established by the School of Professional Studies and published in the School's website, academic handbook, and annual bulletin.

- **Detailed guidelines for students on how to avoid violations of academic integrity policies:** In some cases, students include unattributed sections of text, graphics and other non-original elements in assignments without realizing that this is not allowed. To avoid such incidents, the program will develop and disseminate a detailed guide for students that includes, among other things, online sites where students can submit drafts of assignments before they are given to the instructor and where sections that are copied from other sources are identified.

- **Online course identity verification:** All students in the online instruction offered by CUNY SPS must log in through an LDAP (Lightweight Directory Access Protocol) that uses IDs and passwords to invoke an authentication triangulated against name, date of birth, and social security number. This secure login is a student's only means of access to Blackboard, the course management system. Every action within a course site registers on Blackboard's extensive tracking features, which track each user in terms of time and duration of any action and part of the site involved, even if there is no posting by the student.

- **Characteristics of online courses at CUNY SPS:** We know from the tracking features in Blackboard that students in online courses average 9-12 hours a week in the site of each undergraduate course they take. Much of the time in the site is also time on-task, not just reviewing course content, but contributing to discussions, blogs, and wikis. Contrary to the impression that online courses are essentially correspondence courses, interaction among the students and between student and instructor is actually significantly higher (according to a CASE study of CUNY online courses, about three times higher) than in classroom-based courses. Students establish what, in the research literature, is called "social presence" -- a composite impression of their interests, abilities, and "voice" created from their many contributions and transactions. Thus, since every student makes his or her presence known by contributing in writing to the site, all online courses are writing-intensive. Because instructors and students see many samples of individual student's work weekly, it is considerably harder to cheat in an online course than in a conventional course, and considerably easier to spot any violations of academic integrity. The smaller class sizes -- no more than 25 students per class -- enhance this effect.

- **Teaching practices and training:** Instructors will be introduced to the program policies with regard to academic integrity when they begin teaching in the program and will be expected to disseminate reminders to their students each semester. Additionally, instructors will be given guidelines on specific ways to structure assignments and tests so that the possibilities for plagiarism and cheating are minimized. For example, with project-based assignments, faculty will require pre-project proposals and other incremental submissions that establish a narrative pattern which, when changed midstream, makes cheating obvious. The extended submission stream makes it difficult for anyone to serve as a "stand in." Public course discussion forums provide another device that establishes each student's narrative voice which is hard for someone else to reproduce. Instructors will routinely use the Safe Assign feature of the Blackboard course management system that compares students' written work with a very large database of previously published work and highlights sections that have been copied without appropriate attribution. Faculty will be advised to replace traditional quizzes and exams that test for facts and information acquisition with project-based work, which assesses practice-based competencies and has longer time-on-task requirements. When faculty do give exams, the questions will be open-ended, so that students must synthesize the material from previous learning modules. This technique limits the chances of someone else doing the students' work. Further, test questions will be automatically randomized and time-delimited to prevent cheating.

We are confident that these procedures, taken together, will ensure a program culture in which academic integrity is widely understood and valued and where violations are minimized and relatively easy to detect. We will continue to monitor the professional literature in this area, so that our efforts are consistent with current best practice.
Cost Assessment

Budget Tables

Budget information is contained in the Appendices as follows:

- Table 5: New Resources
- Table 6: Projected Revenue
- Table 7: Five-Year Financial Projections Worksheet
- Table 8: Five-Year Revenue Projections Worksheet

Faculty

The proposed Bachelor of Arts in Human Relations program will be implemented by faculty from the CUNY community, as well as external faculty. The faculty members listed in the chart below have participated in the planning of this proposal and/or have committed to teaching in the program when it is launched. This list includes experienced educators representing expertise in a broad spectrum of areas within the field of Human Relations. They have taught at the associates, Bachelor's, and graduate levels within their respective disciplines and have extensive professional experience and demonstrated expertise in content areas related to course offerings in the new degree. Their commitment to the professional, academic and personal development of adult learners is an asset to CUNY SPS and to the anticipated success of this program.

Faculty Participating in Program Development & Curriculum Review

<table>
<thead>
<tr>
<th>NAME</th>
<th>COLLEGE</th>
<th>TITLE</th>
<th>AREAS OF EXPERTISE</th>
</tr>
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<tbody>
<tr>
<td>Denise Williams,</td>
<td>New York University, Organization Development</td>
<td>Adjunct Professor</td>
<td>Organization Development; Supervision; Human Resource</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>CUNY School of Professional Studies, Off-Campus College</td>
<td>Adjunct Associate Professor</td>
<td>Development</td>
</tr>
<tr>
<td>Janet McEneaney,</td>
<td>New York University, Law</td>
<td>Adjunct Professor</td>
<td>Law; Business Law; Business &amp; Organizational Ethics</td>
</tr>
<tr>
<td>J.D.</td>
<td>CUNY School of Professional Studies, Off-Campus College</td>
<td>Adjunct Professor</td>
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</tr>
<tr>
<td>Susan Fountain,</td>
<td>Columbia University, Teachers' College, Adult Learning and Leadership</td>
<td>Adjunct Instructor</td>
<td>Adult Learning; Conflict Resolution; Global and Multicultural Education</td>
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<tr>
<td>M.S.Ed.</td>
<td>CUNY School of Professional Studies, Off-Campus College</td>
<td>Adjunct Professor</td>
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<tr>
<td>Carol B. Robbins,</td>
<td>CUNY School of Professional Studies, Off-Campus College</td>
<td>Distinguished Lecturer</td>
<td>Adult Learning and Pedagogy</td>
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<tr>
<td>Ed.D.</td>
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<td>Bonnie Johnson,</td>
<td>CUNY School of Professional Studies, Off-Campus College</td>
<td>Adjunct Professor</td>
<td>Adult Learning; Inequality; Race, Class, Gender; Women's History; Leadership</td>
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<td>Beverly Brown,</td>
<td>CUNY School of Professional Studies, Off-Campus College</td>
<td>Adjunct Professor</td>
<td>Supervision; Interpersonal Behavior; Action Research; Religion in the Workplace</td>
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<td>Beth Rosen,</td>
<td>CUNY School of Professional Studies, Off-Campus College</td>
<td>Adjunct Professor</td>
<td>Interpersonal and Group Behavior; Communication</td>
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CUNY SPS programs have a history of attracting distinguished faculty members, some of whom teach exclusively for CUNY SPS and others who have also taught externally, as listed above, amongst others. The proposed B.A. program will be directed by similarly qualified faculty members, with the support of appropriate adjunct faculty. All faculty members who have committed to teaching in the program are listed in Table 2 (Full-Time Faculty) or Table 3.
Proposal to Establish a Bachelor of Arts in Human Relations
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 21, 2013
Approved by the School of Professional Studies Governing Council, December 5, 2013

Faculty Development
Faculty new to teaching online and/or with CUNY SPS are required to attend CUNY SPS' “Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty.”

Provided by CUNY SPS’ Office of Faculty Development and Instructional Technology, this two-week, asynchronous, instructor-facilitated workshop is designed to prepare faculty for teaching online and/or hybrid classes. The workshop models effective design and facilitation skills and addresses design issues, pedagogical approaches to teaching online and hybrid courses, as well as organization and management of an online class. It also provides an opportunity for faculty to become more familiar with the environment of the Blackboard LMS from both a student and instructor perspective. The total time on task is estimated at an average of 10 hours for participants. There are no face-to-face meetings required.

This foundational workshop has the following objectives, expressed in terms of outcomes for faculty participants:
• To gain first-hand experience in and appreciation of the needs of an online learner;
• To become familiar with the basic operations and features of a Blackboard classroom from both student and instructor perspectives;
• To identify the salient differences and requirements between face-to-face, hybrid and fully online courses;
• To identify some widely accepted best practices for online and hybrid teaching;
• To apply to one’s own course the necessary instructional design, organizational and facilitation skills, and overall communication strategies as modeled in the certification workshop;
• To reflect on past teaching approaches and begin to devise likely strategies for effective assignments and assessments;
• To demonstrate basic competencies in producing the essential elements of an online syllabus and schedule, creating an effective announcement, and providing an ice-breaking introductory topic;
• To design engaging discussion prompts that will result in active discussion and stimulate critical thinking;
• To share ideas concerning online and hybrid teaching with CUNY colleagues within an online community of learners; and
• To become familiar with templates and processes needed in order to be ready to teach online.

CUNY SPS' Office of Faculty Development and Instructional Technology (OFDIT) also provides online tutorials and resource materials, as well as one-to-one assistance, for CUNY SPS faculty.

The proposed B.A. will also take advantage of CUNY SPS’ Faculty Peer Mentoring (FPMP) for instructors hired to teach in the program online. FPMP is a research-based, formal peer mentoring program, pairing an experienced faculty member with a new CUNY SPS faculty for the period of one semester. An essential element of this program is that the peer mentor does not serve in any supervisory or evaluation role in relation to his/her mentee. The program, facilitated by OFDIT, is designed to provide new faculty with the appropriate learning models and skills to teach online effectively at CUNY SPS, offer social and informational support for new faculty, strengthen new faculty members’ connections to the online faculty community at CUNY SPS, and to help bridge the gap between initial orientation or training in Blackboard and online teaching and actual management of one’s own online course.

The program features a Mentoring Manual for Mentors and Mentees that provides detailed information on procedures, expectations, and a schedule for each stage of the semester along with suggestions for fostering a rewarding mentoring relationship. All forms and guidelines in the Manual focus on best practices for online teaching and the process of self-reflection to improve one’s teaching.
Support Services and Resources

In delivering resources to students in the B.A. in Human Relations, CUNY SPS will build on its current infrastructure, which supports six graduate degrees (two fully online and four in-class), eight undergraduate degrees (seven fully online and one in-class), and a portfolio of credit and noncredit certificate programs (both online and in-class). The student, faculty, and administrative services currently offered by CUNY SPS can readily be extended to this new bachelor’s program.

CUNY SPS currently has advisors who are trained to work with undergraduate and graduate students, and all services, including the registrar, bursar, and financial aid offices — available online and in person — likewise have the capacity to handle the additional students.

1. **Academic Advisement:** Upon acceptance to the program, each student is assigned an academic advisor who stays with the student through graduation to maintain the consistent personal connection so crucial to academic success. In addition, students receive advisement from faculty teaching their courses and students meet with each other and with faculty throughout the semester; this ongoing contact ensures that there are sufficient informal opportunities to discuss academic issues. Each student is issued a CUNY email account facilitating timely communications among students, instructors, advisors and administrative staff.

2. **Library:** Library support will be robust. The collection of IS journals, trade magazines, and other high-tech sources is more than sufficient for the need of an undergraduate IS program. The School of Professional Studies partners with Baruch College’s Newman Library to deliver high quality access to online and in-person services. Through this partnership, the Newman Library provides CUNY SPS students and faculty with access to several hundred online databases and information resources in print and electronic formats. Users have access seven days a week to the library’s on-site computing facilities, as well as remote access from off-campus locations to thousands of full-text journals, newspapers, and books. A Web-based reference service, in which librarians answer questions via “text chat,” is available 24 hours a day, seven days a week. Beyond the Newman Library, CUNY SPS students also have access to other libraries across the CUNY system.

3. **Writing Support and Tutoring:** Online writing and tutoring support in a wide array of subject areas is provided to CUNY SPS students by a consortium of diverse institutions. Students can choose to speak with a tutor through a live interactive Web conference, on the telephone, using text messaging, or via e-mail. Students may ask questions about specific subject areas, or, if they need assistance writing a paper, they may submit a written draft for a tutor to review. Tutors will not edit, correct, proofread, or rewrite papers. They will, however, coach students to consider the clarity of their work, point out inconsistencies in arguments, and identify problems with grammar. Likewise, if students need additional support in math or statistics, they are encouraged to work with a tutor. Should students need help with research projects, they can choose to work with Research and Information Literacy tutors, all of whom are doctoral students at CUNY.

4. **Career Services:** The School of Professional Studies’ Career Services Office helps both current students and alumni seek full-time employment, think through a career change, or explore internship opportunities. Additionally, the School is implementing programs to address on-the-job issues, professional development, and career assessment needs. The Career Services Office incorporates a mix of the latest technology and digital communications to offer a host of online tools and workshops that meet the diverse needs of this unique community. In addition to traditional methods of placement counseling, the Optimal Resume online career management program is available. This program provides extensive support for resumes, cover letters, interview practice, portfolios, etc., and places career resources within reach of any students or alumni seeking career assistance.
Further information about student services is available through the website, FAQ's, Virtual Campus, and program brochure. In addition, anyone seeking information about programs and services at the School of Professional Studies can contact an inquiry specialist or an advisor at 212-652-CUNY (2869) or information@sps.cuny.edu.

Facilities, Equipment and Technology

1. **Space**: The B.A. in Human Relations will be housed at CUNY SPS' new location at 119 West 31st Street, with 22 classrooms, including two computer labs and a number of conference rooms. Administrative and Student Support Services are also housed in this location. To accommodate adult learners who are also full-time workers, classes are scheduled at this site in the evening and on weekends. In addition to services at CUNY SPS's central location, students will have full access to all CUNY SPS services, including access to Baruch's Newman Library, which serves all CUNY SPS students.

2. **Instructional Technology**: The core educational technology infrastructure is CUNY's enterprise Blackboard course management system. Blackboard supports the faculty's requirement to share documents, have group discussions, assign collaborative projects, and respond to individual student questions or assignments.

   Students are required to complete a two-week online orientation designed to ensure an applied, experiential knowledge of the learning management system and the highly interactive pedagogy practiced by CUNY SPS online programs.

   The CUNY SPS Help Desk is available to help students and faculty with any technology issue that may arise from 8am until 9pm weekdays, and all day on Saturdays. More than simply addressing problems as they arise, the Help Desk takes a proactive stance towards support by providing constituents with how-to guides and videos, live training, and regular updates on technology changes.

   Other support services include admissions and advisement, registration, and grade reporting, which are all available online or in-person. Web-based tools like Live Person and GoToAssist, used by well-trained administrative staff, complement this support structure. Everything from admissions and financial aid to course registration and payment is available online. The majority of these services are paid for as part of the School's general operating budget. The only direct costs to this program are costs related to accessibility, assistive technology, and universal design for students with disabilities. Expenses other than personnel include the library, equipment, software and services, marketing, supplies, and capital expenditures. The majority of library costs are shared over all CUNY SPS programs. Likewise, a base allocation is provided for equipment, software and services, supplies, and marketing.

3. **Library and Instructional Materials**: Library support will be robust. CUNY SPS partners with Baruch College's Newman Library to deliver high quality access to online and in-person services. Through this partnership, the Newman Library provides CUNY SPS students and faculty with access to several hundred online databases and information resources in print and electronic formats. Users have access seven days a week to the library's on-site computing facilities, as well as remote access from off-campus locations to thousands of full-text journals, newspapers, and books. A Web-based reference service, in which librarians answer questions via “text-chat,” is available 24 hours a day, seven days a week. Beyond the Newman Library, CUNY SPS students also have access to other libraries across the CUNY system.
**Evaluation**

**Governance and Oversight**

The Governing Plan of CUNY SPS requires the appointment of the academic director of each degree program to serve on the Governing Council. In addition, each program will have appointed to the Governing Council full-time and consortial faculty elected by and in number equal to 25% of such faculty in each approved degree program who shall also serve for staggered three-year terms. This ensures that each program has representation on the school’s Governing Council.

**Program Oversight**

Oversight of the program will be led by the Dean of CUNY SPS, the Associate Deans, the Academic Director, and appointed faculty for the program.

1. **Program Outcomes**: All degree programs are required to identify programmatic outcomes, which include student learning competencies. Consistent with the requirements of regional accreditation agencies, the focus of evaluation will be on objective measures of outcomes. Like other CUNY SPS programs, the program will conduct academic review sessions twice each year. These are sessions in which program leaders, along with academic support staff, review students’ records and make decisions with regard to both individual students’ status and program policy and practice. In addition to measures of academic achievement, data on retention, progress toward degree, and degree completion will be tracked as key indices of program success.

   For students, portfolios assignments will be used to maintain records of their best work in relation to each of the program’s primary learning goals. These will serve as the basis for course and career planning and advisement. Nearly all of the core courses employ project-based learning, which will provide content for a student’s portfolio. The Capstone and complete portfolio will be used for summative assessment of each student’s overall knowledge and abilities before graduation.

2. **Course Outcomes**: Learning outcomes are defined for each course and provide key reference points for course design and assessment. Faculty will provide students with written reports before mid-term, spelling out those areas where students can improve their performance. Courses will use a combination of evaluative devices, both high- and low-stakes, to provide frequent measures of student learning progress within courses.

3. **Instructor Performance**: Consistent with the practice of other CUNY SPS programs, the program will track instructor effectiveness closely. For courses taught online, each instructor’s readiness for online teaching will be assessed well before the beginning of each term, and necessary training will be required, both in the areas of pedagogy and use of technology tools. Each new instructor will be assigned an experienced online instructor as a mentor, with the mentor providing close oversight and guidance. In addition to reports from the mentors, each instructor—online or in-person—will have his or her course and teaching practices formally evaluated each term. Additionally, the extent to which students are successful in mastering course-specific objectives will be an important measure of the accomplishments of each instructor.
Course Syllabi
Proposal to Establish a Bachelor of Arts in Human Relations
CUNY School of Professional Studies

Program: B.A. in Human Relations
Course Name and Number: HRL 200 - Foundations of Human Relations
Type of Course: Required
Field of Study: Human Relations Major
Credits: 3 Credits, Undergraduate
Prerequisite: None

Course Summary:
This course introduces students to the foundational concepts and theories upon which the interdisciplinary field of human relations is based. Students examine the importance of human relations concepts to their personal and professional development. The topics and concepts include communication, problem solving, conflict management, diversity, cultural awareness, and stress management with a particular focus on workplace application. Case studies and class discussions draw attention throughout to the role of leadership in human relations, as well as skills of a successful leader.

Student Learning Outcomes:
At the end of this course, students will be prepared to:
• Exhibit and evaluate individual and group communication, listening, conflict resolution, and decision-making skills;
• Analyze how theories of motivation and human behavior affect strategies of change management;
• Work successfully in a team environment;
• Engage in creative and/or innovative thinking in order to connect the elements of human relations to the successful engagement of leadership skills;
• Identify and evaluate the causes and effects of stress in the workplace;
• Describe and analyze complex issues that have implications for human relations, such as diversity consciousness and cultural awareness; and
• Compare, contrast, describe, and use evidence to support arguments and analysis in written and oral communication.

Students will be required to:
• Prepare for and participate actively in class discussions by completing all assignments.
• Complete five Reaction/Reflection essays, one midterm assessment, one group presentation, and one final essay.

Program Learning Outcomes/Competencies addressed by the course:
• Identify and describe theoretical foundations that contribute to the study of human relations and apply these elements to human relations individually, socially, and within organizations and workplaces [Outcome 1];
• Demonstrate effective written and oral communication through selection of appropriate media and messages for specific audiences and purposes, with consideration of the impact of technology on workplace communication [Outcome 3];
• Explain how power, inequality, race, gender, ethnicity, class, ability, age, and sexual orientation impact human relations in the workplace and contribute to efforts in improving organizational culture [Outcome 5]; and
• Apply key human relations, social, and psychological concepts to foster collaboration, motivation, and employee engagement [Outcome 6].

Course Grading and Requirements:
Letter grades will follow CUNY SPS’s grading scale.
Course grading will be based on the following:

- **Class Participation** 20%
- **Reaction/Reflection Essays (5)** 20%
- **Midterm Assessment** 25%
- **Oral Presentations (Group)** 10%
- **Final Essay** 25%

**Class participation** includes 1) reading the assigned materials, 2) participating in discussions based on your reading, 3) answering questions, and 4) active participation in small group and team projects. If you must miss a class, it is your responsibility to get in touch with a classmate to find out what you missed; you will be required to submit a one-page summary of your contribution to the discussion that you missed.

The text also provides opportunities for engagement through critical thinking challenges, scenarios, role-play exercises, and self-assessments. These activities will be incorporated into class discussions and will be factored into your class participation grade.

Students’ participation will be assessed at three points in the semester.

**Reaction/Reflection Essays**
This is an opportunity for students to critically reflect upon concepts from the assigned reading, class discussions, and personal and workplace experiences in order to make connections that will lead to a deeper understanding of human relations concepts in work settings.

For your reflection essays, select concepts that are important to you – and substantiate your arguments with reference to the class readings. Each essay should be 3-5 pages in length.

**Midterm Assessment**
In this take-home assessment, students will respond with short essays to a series of questions related to the themes/readings covered in the first six weeks of class. You will have two weeks to complete this assignment.

**Oral Presentations (Group)**
Groups will address one course topic in detail to present to the class. More instructions will be given in class.

**Final Essay**
In your final paper, you will be asked to select a challenge in the workplace, such as conflict resolution, a diversity issue, or stress management. Explain the issues and challenges. Identify approaches that seem to be effective and ineffective in dealing with this issue. You will need to refer to class readings, as well as outside references to support your ideas. More details will be given in class. Suggested length: 6-10 pages.

**Required Texts:**


Additional readings will be distributed by the instructor.

**Course Outline:**
For the assignments below:
EHR = Effective Human Relations
TLC = The Leader’s Companion

Week 1: Introduction to Human Relations
- The Development of the Human Relations Movement
- Major themes in the field of human relations
- The forces influencing behavior

Assignment:
1) Read EHR, Ch 1 and 2
2) Read TLC, “The Cry for Leadership” John W. Gardner and “Defining a Citizen Leader” Richard Couto
3) Read Introduction, Human Relations: From Theory to Practice (Henderson, 1974) – E-Reserve

Week 2: Improving Personal and Workplace Communications
- Communication in organizations
- Communication technologies
- Case Study: Should employers restrict social media use?

Assignment:
1) Read EHR, Ch. 3
2) Read TLC, “What Leaders Really Do.” John Kotter
3) Read TLC, “Leadership Communication Skills” Hackman and Johnson
4) Complete Reaction/Reflection Essay #1

Week 3: The Communication Style Model
- What are communication styles and why do they matter?
- Identifying your preferred communication style

Reactivity/Reflection Essay #1 Due.

Assignment:
1) Read EHR, Ch. 4 and 5
2) Read TLC, “Universal Human Values – Finding Ethical Common Ground”

Week 4: The Power of Self-Esteem & Moral Intelligence in the Workplace
- How self-esteem influences behavior
- Personal values and ethical choices
- Case Study: The Mentoring of Edward

Assignment:
1) Read EHR, Ch. 6 and 7
2) Read TLC, “Understanding and Influencing Follower Motivation” Hughes, Ginnett, and Curphy
3) Complete Reaction/Reflection Essay #2
4) Begin Midterm Assessment (Due Week 7)

Week 5: Attitudes & Motivation
- The importance of attitudes
- Influential motivational theories
- Looking back: summary of learning objectives Ch. 1–7
Reaction/Reflection Essay #2 Due.

Assignment:
1) Read EHR, Ch. 8 and 9
2) Read TLC, “Moral Leadership” James M. Burns
3) Continue Midterm Assessment (Due Week 7)

Week 6: Personal Strategies for Improving Human Relations
- The Johari Window: a model for self-understanding
- Achieving emotional balance in a chaotic world

Assignment:
1) Read EHR, Ch. 10
2) Read TLC, “Defining Organizational Culture” Schein

Week 7: Building Stronger Relationships with Positive Psychology Energy
- Positive Psychology: Theory and Initiatives
- Skills and behaviors necessary for mentoring and coaching

Midterm Assessment Due.

Assignment:
1) Read EHR, Ch. 12
2) Read TLC, “Leading Groups: Group Think” Janis

Week 8: Team Building: A Leadership Strategy
- Behavioral science principles supporting team building
- Leadership challenges in a changing workplace
- Activity: Below the Surface: Engaging Employees
- Case Study: Virtual Teamwork: Making It Work

Assignment:
1) Read EHR, Ch. 13
2) Read TLC, “Designing Systems for Resolving Disputes in Organizations” Brett, Goldberg, and Ury
3) Complete Reaction/Reflection Essay #3

Week 9: Introduction to Conflict Resolution Process
- Finding the root causes of conflict
- Dealing with difficult people

Reaction/Reflection Essay #3 Due.

Assignment:
1) Read EHR, Ch. 14

Week 10: Responding to Personal and Work-Related Stress
- Causes of stress
- Stress management strategies
• Activity: Critical Thinking Challenge

Assignment:
1) Read EHR, Ch. 15
2) Read TLC, “Martin Luther King, Jr.: Charismatic Leadership in a Mass Struggle,” Clayborne Carson and “Leadership Jazz,” De Pree
4) Complete Reaction/Reflection Essay #4

Week 11: Workforce Diversity
• Affirmative Action: Yesterday and Today
• Leadership

Reaction/Reflection Essay #4 Due.

Assignment:
1) Read EHR, Ch. 16
2) Read TLC, “Would Women Lead Differently?” Schein
3) “Girl,” Jamaica Kincaid and “Wishes for Sons,” Lucile Clifton (Poems – E-Reserves)

Week 12: The Changing Roles of Women and Men
• Challenges and opportunities for working men and women
• Women and leadership
• Activity: Poetry Discussion

Assignment:
1) Read EHR, Ch. 17
2) Read TLC, “Challenging the Barriers to Opportunity,” Morrison
3) Complete Reaction/Reflection Essay #5
4) Begin drafting Final Essay

Week 13: A Life Plan for Effective Human Relations
• Planning for changes in your life
• Education and lifelong learning

Reaction/Reflection Essay #5 Due.

Assignment:
1) Read “Social Networks and Status Attainment,” Nan Lin (E-Reserve)
2) Continue working on Final Essay
3) Prepare for Group Project/Presentation

Week 14: Effective Communication through Technology

Assignment:
1) Complete Group Presentations
2) Complete Final Essay

Week 15: Final Group Presentations
Additional Resources:

Writing Resources:
*MLA Formatting and Style Guide*, for information regarding formats for footnotes, citations, and references: [https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/).

This handbook is a brief, accessible, and inexpensive source that answers questions about writing, the writing process, grammar and usage, research, and documentation. It also offers pointers for ESL writers.


ACCESSIBILITY AND ACCOMMODATIONS
The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see: [http://sps.cuny.edu/student_services/disabilityservices.html](http://sps.cuny.edu/student_services/disabilityservices.html)

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY
The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Please see: [http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf](http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf)

ACADEMIC INTEGRITY
Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see: [http://media.sps.cuny.edu/filestore/8/3/9_dea303d5822ab91/839_1753cee9c9d90e9.pdf](http://media.sps.cuny.edu/filestore/8/3/9_dea303d5822ab91/839_1753cee9c9d90e9.pdf)

STUDENT SUPPORT SERVICES
If you need any additional help, please visit Student Support Services: [http://sps.cuny.edu/student_resources/](http://sps.cuny.edu/student_resources/)
CUNY School of Professional Studies

Program: B.A. in Human Relations
Course Name and Number: HRL 210 - Interpersonal and Group Communication
Type of Course: Required
Field of Study: Human Relations Major
Credits: 3 Credits, Undergraduate
Prerequisite: None

Course Summary:
Communication theory and human relations concepts frame students’ exploration of interpersonal and group dynamics that characterize effective communication in families, the workplace, community organizations, and social settings. Within these theoretical and contextual frames, key communication topics and competencies are addressed: listening, verbal and non-verbal expression, questioning, self-disclosure, assertiveness, persuading, emotion, concreteness, confrontation, and perception of self and others. These topics are considered with an emphasis on observation, analysis and practice of effective communication and relationship development strategies in a variety of individual and group situations. Students will also conduct a study of their communication styles and habits with the aim of improving and understanding the impact of different styles and habits on workplace relationships.

Student Learning Outcomes:
As a result of this course, students will be able to:
• Explain and evaluate the interpersonal communication that takes place at home, in the work environment, and in their community;
• Identify and describe modern day and early theories that help us understand the evolution of interpersonal and group communication;
• Demonstrate awareness of their own productive and/or destructive communication styles;
• Apply new awareness to improve the way they relate to family members, co-workers, and others in the community;
• Use their research data to examine human relations concepts and to improve their communication styles at home, work, or in the community;
• Explore and gain insight as to the effects of individual and group perception, experience, and context on their varying communication styles;
• Describe how interpersonal and group communications connect and interface with the study of human relations; and
• Compare, contrast, describe, and use evidence to support arguments and analysis in written and oral communication.

Each week, students will have a chance to experientially explore theoretical applications of interpersonal and group relation dynamics through discussions and class exercises. They will then be able to evaluate which communication style works best for them according to the setting.

Students will be required to:
• Complete all homework readings and assignments;
• Write a weekly reflective essay about selected topics from the assigned readings;
• Write a weekly critical analysis and reflection log (template at the end of this syllabus);
• Participate thoughtfully in class discussions;
• Complete an in-class midterm exam; and
• Complete a research paper, and prepare an oral presentation of their research.
Program Learning Outcomes/Competencies addressed by the course:

- Identify and describe theoretical foundations that contribute to the study of human relations and apply these elements to human relations individually, socially, and within organizations and workplaces [Outcome 1];
- Demonstrate effective written and oral communications through selection of appropriate media and message for specific audiences and purposes, with consideration for the impact of technology on workplace communication [Outcome 3];
- Demonstrate leadership within interpersonal relationships, group settings, and larger organizational structures [Outcome 7]; and
- Apply relevant strategies and tools for conflict prevention, negotiation, and resolution in workplace settings [Outcome 8].

Course Grading and Requirements:

Letter grades will follow CUNY SPS’s grading scale.

Grading will be determined as follows:

- Class Participation: 20%
- Homework: Putting Theory into Practice: 35%
- Midterm Exam: 20%
- Final Paper and Presentation: 25%

Class Participation:

Students will be graded on their individual and group participation in class. They will have the opportunity to add to the discussion, as well as ask their classmates and the instructor questions. Each week, there will be an opportunity for the students to meet in small groups to discuss and examine material from the readings, as well as exercises created by the instructor.

Students’ participation will be assessed at three points in the semester.

Homework: Putting Theory into Practice

*Weekly Reflection Essay*

Each week, readings from the textbook and additional readings will be assigned (posted on E-Reserve). A two-page, typed-reflection essay on these readings will be submitted at the beginning of each class. Students will select three topics from the reading material and by using examples, demonstrate how they can critically analyze and apply the concepts to an interpersonal or group experience at work, home, or in the community.

*Weekly Critical Analysis and Reflection Log*

This log entry is a critical analysis and reflection describing an interpersonal or group interaction you had at work, home, or in the community. You will then examine and evaluate the communication between you and the other person or persons to gain insight into productive and positive interaction. Your entry must demonstrate understanding of key communication concepts. The purpose of the log is to examine your listening and communication skills, assumptions, conflict resolution styles, and hindsight regarding the outcome of the interaction. Refer to the template at the end of the syllabus to complete these weekly logs.

Midterm Exam

This in-class exam will comprise four essay questions addressing the first half of the semester’s readings, class discussions, and log entries.

Final Paper and Presentation

By the fourth week, each student will select a topic from the course outline for a paper and presentation. Students draw upon at least four chapters relating to this topic and two related articles. The goal is to conduct in-depth
research using readings, as well as in-person observations in the workplace, community, or at home to better understand this topic in the context of human relations. More details on the research requirements will be discussed in class.

Required Texts:


Additional articles/resources will be distributed in class, as noted on the syllabus and at the discretion of the instructor.

Course Outline:

**Week 1: Course Introduction and Review of Syllabus**
- Course introduction: what is interpersonal and group communication?
- Connecting interpersonal and group communication to human relations
- Syllabus review
- In-class writing: Critical Analysis and Reflection Log

Homework
1) Read Chapter Two—Culture and Interpersonal Communication
2) Read *Human Relations: From Theory to Practice – Introduction* (Henderson, 1974) (E-Reserve)
3) Read selected chapter from Rothenberg, *Race, Class and Gender in the United States* (E-Reserve)
4) Take notes on the readings and write a reflection essay on three topics selected from the readings.
5) Using the critical analysis and reflection template, write a critical analysis and reflection log.

**Week 2: Culture in Interpersonal and Group Behavior**
- What is culture?
- Culture and communication
- Intercultural communication

Role-play: Three people are at a party and they have just heard someone tell a joke that makes fun of someone else’s ethnicity. The joker has walked away, but now the three people discuss what they should say to the person when he/she returns. Then, the class discusses the possible outcomes.

Small Groups: Share Critical Analysis and Reflection Logs

Homework
1) Read Chapter Three—Identity and Interpersonal Communication
3) Take notes on the readings, and write a reflection essay on three topics selected from the readings.
4) Using the template, write a critical analysis and reflection log

**Week 3: Identity in Interpersonal and Group Behavior**
- Self-concept: how you see yourself
• Impact of self-concept on workplace interactions
• Identity: the communicated self
• Identities in transition

Small Groups: Share Critical Analysis and Reflection Logs

Homework
1) Read Chapter Four – Perception and Interpersonal Communication
2) Read Ways of Seeing by John Berger
3) Take notes on both readings, and write a reflection essay on three topics selected from the readings
4) Using the template, write a critical analysis and reflection log

Week 4: Perception in Interpersonal and Group Behavior
• Stages of perception
• Attribution: perceiving and misperceiving causes
• Factors that affect perception
• Issues of society’s role in perception

Small Groups: Share Critical Analysis and Reflection Logs

Homework
1) Read Chapter Five – Language and Interpersonal Communication
2) Take notes on the reading, and write a reflection essay on three topics selected from the reading
3) Using the template, write a critical analysis and reflection log

Week 5: Language in Interpersonal and Group Behavior
• The nature of verbal communication
• The rules of language
• Factors that affect language use
• Biased language

Small Groups: Share Critical Analysis and Reflection Logs

Homework
1) Read Chapter Six – Nonverbal Communication
3) Take notes on both readings, and write a reflection essay on three topics selected from the readings
4) Using the template, write a critical analysis and reflection log

Week 6: Nonverbal Communication in Interpersonal and Group Behavior
• What is nonverbal communication?
• The functions of nonverbal messages
• Individual differences
• Combining verbal and nonverbal cues
• Elements of interpreting art as applied to our own nonverbal cues
• How does art help us interpret behavior?
Small Groups: Share Critical Analysis and Reflection Logs

Homework
1) STUDY FOR MIDTERM

Week 7: Midterm Exam
- In-Class Midterm Exam

Homework
1) Read Chapter Seven – Emotions and Communication
2) Read Ch. 1 and Ch. 2 – Emotional Intelligence (Goleman, 1997) – E-Reserve
3) Take notes on the readings, and write a reflection essay on three topics selected from the readings
4) Using the template, write a critical analysis and reflection log
5) Begin research for final paper

Week 8: Emotions and Communication in Interpersonal and Group Behavior
- What are emotions?
- Feelings and communication
- Factors that affect emotions and communication
- The dark side of emotions in close relationships

Small Groups: Share Critical Analysis and Reflection Logs

Homework
1) Read Chapter Eight – Listening
2) Take notes on the reading, and write a reflection essay on three topics selected from the reading
3) Using the template, write a critical analysis and reflection log
4) Work on final paper

Week 9: Listening and Communication in Interpersonal and Group Behavior
- What is listening?
- Active listening
- Listening for relational meanings

Small Groups: Share Critical Analysis and Reflection Logs

Homework
1) Read Chapter Nine – Developing and Ending Relationships
2) Take notes on the reading, and write a reflection essay on three topics selected from the reading
3) Using the template, write a critical analysis and reflection log
4) Complete research paper outline (due next week)

Week 10: Developing and Ending Relationships in Interpersonal and Group Behavior
- Forming relationships
- Escalating relationships
- Ending relationships
- When things go wrong in relationships

Small Groups: Share Critical Analysis and Reflection Logs
Submit research paper outline.

Homework
1) Read Chapter Ten – *Intimacy and Interpersonal Communication*
2) Take notes on the reading, and write a reflection essay on three topics selected from the reading.
3) Using the template, write a critical analysis and reflection log.

**Week 11: Intimacy and Interpersonal Communication in Interpersonal and Group Behavior**
- The nature of intimacy
- Communication in intimate relationships
- Individual differences in intimacy
- Extremes of intimacy

Homework
1) Read Chapter Eleven – *Communication in Families*
2) Take notes and write a reflection essay on three topics selected from the reading
3) Using the template, write a critical analysis and reflection log discussing the role of intimacy in the play’s (or movie’s) drama and resolution
4) Work on final paper (incorporate feedback from outline). Prepare first draft for feedback (optional).

**Week 12: Interpersonal Influence in Interpersonal and Group Behavior**
- What is a family?
- Communication in family systems
- The family lifespan
- Factors of family drama and connection to workplace relations

Small Groups: Share Critical Analysis and Reflection Logs

Optional: Hand in research paper – first draft

Homework
1) Read Chapter Twelve – *Interpersonal Influence*
2) Take notes on the reading, and write a reflection essay on three topics selected from the reading
3) Using the template, write a critical analysis and reflection log
4) Work on final paper

**Week 13: Interpersonal Influence in Interpersonal and Group Behavior**
- Goals
- Influence messages
- Interpersonal influence in action

Small Groups: Share Critical Analysis and Reflection Logs

Homework
1) Read Chapter Thirteen – *Interpersonal Conflict* and Chapter Fourteen – *Communication Comfort and Support*
2) Take notes, and write a reflection essay on three topics selected from the readings
3) Using the template, write a critical analysis and reflection log
4) Work on final paper
Week 14: Conflict and Comfort in Interpersonal and Group Behavior
- What is conflict?
- Managing conflict
- Conflict dynamics
- Providing Comfort
- Individual differences in comforting behavior
- Comfort when it counts

Homework
1) Complete final paper

Week 15: Presentations and Reflection
- Class presentations
- Submit final research paper
- Concluding Reflections: In what ways does the study of Interpersonal and Group Communication inform your understanding of Human Relations? How are you different?

Interpersonal or Group Behavior Critical Analysis and Reflection Log

Name ____________________________  
Date ____________________________  
Log Number _______________________  

1. Context/Setting of Event or Interaction

2. Description of People Involved in the Event

3. Description of What Took Place (include dialogue and description of behavior)

4. Hindsight: Analyze the interaction using key communication concepts and describe what you (or others) could have done differently to improve the outcome.
Additional Resources:

Books:


Websites and Academic Journals:


International Association for Relationship Research. http://www.iarr.org/


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Program: B.A. in Human Relations
Course Name and Number: HRL 250 - Adult Learning and Development in the Workplace
Type of Course: Required
Field of Study: Human Relations Major
Credits: 3 Credits, Undergraduate
Prerequisite: None

Course Summary:
This course examines adult learning and development as ongoing processes in the workplace and in daily life, as well as in formal settings. Through exploration of key theories of adult learning and development, students will gain awareness of how they learn best, as well as an appreciation of the diverse ways in which others in the class learn. They will apply these insights to critically examine ways in which the cognitive, affective, and social dimensions of learning can produce more effective workplace environments.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Summarize key theories of adult learning and development;
- Describe different perspectives on cognitive development in adulthood;
- Explain how emotions, motivation, resistance, and stress interact with cognitive processes in learning;
- Demonstrate awareness of how the social context, including issues of culture, identity and power, impact learning;
- Identify aspects of student-student, student-teacher, and employee-manager/coach relationships that support effective learning;
- Observe and evaluate adult learning settings for evidence of core principles of adult learning and development;
- Apply the implications of these understandings to the creation and facilitation of effective workplace learning environments.
- Apply and assess adult learning concepts in facilitation, leadership, and coaching opportunities.
- Compare, contrast, describe, and use evidence to support arguments and analysis in written and oral communication.

Students will be required to:
- Participate fully in class discussion and learning experiences, both in face-to-face and online environments;
- Complete all readings with a critical perspective;
- Complete one news article summary and presentation; a film analysis paper; an adult learning classroom observation paper; and a workplace learning environment audit.
- Reflect continuously on their learning in relation to theories presented in the course;
- Consider the implications of their and others’ learning for creating and facilitating inclusive and effective adult learning environments.

Program Learning Outcomes/Competencies addressed by the course:
- Demonstrate effective written and oral communication through selection of appropriate media and messages for specific audiences and purposes, with consideration of the impact of technology on workplace communication [Outcome 3];
- Explain how power, inequality, race, gender, ethnicity, class, ability, age, and sexual orientation impact human relations in the workplace and contribute to efforts in improving organizational culture [Outcome 5];
- Apply key human relations, social, and psychological concepts to foster collaboration, motivation, and employee engagement [Outcome 6];
- Demonstrate leadership within interpersonal relationships, group settings, and larger organizational structures [Outcome 7]; and
- Apply theories of adult learning and development to teaching, training, facilitating, coaching, and mentoring [Outcome 9].

**Course Grading and Requirements:**

This listing of course requirements shows how much each assignment is weighted in calculating the final course grade. Letter grades will follow CUNY SPS's grading scale.

Detailed descriptions of each written assignment will be given in class.

- **Adult learning in the news: Article summary and presentation: 10%**
  During the semester, each student will be expected to identify a current news article relating to the field of adult learning. Articles will be posted on the course Blackboard site with a short summary, and each student will make a brief in-class presentation on the content and implications of the article. This can be completed at any point during the semester.

- **Film Analysis paper: 15%**
  Students will identify a film with strong themes relating to adult learning and development, and write an analysis of the film showing how it illustrates key theories and concepts from the class. Suggestions for appropriate films will be provided in class.

- **Adult Learning Classroom Observation paper: 15%**
  Each student will carry out an observation in an adult learning setting (formal education, workplace, or community-based). The focus of the paper will be on how the instructor creates an environment that is conducive to effective adult learning, based on concepts developed in the class.

- **Workplace Learning Environment Audit: 15%**
  Based on observations and interviews, each student will carry out an audit of his or her workplace learning environment, identifying strengths, challenges, and opportunities. The paper should make recommendations that demonstrate application of concepts and theories discussed in class. (Students who do not have a workplace to use as the subject for this paper may opt to write a research paper on a selected topic pertaining to adult learning and development.)

- **Online Class Participation (3): 30% (10% each class)**
  There will be three online classes during the semester. Students are expected to fully participate in all online activities during those weeks. Detailed expectations for participation will be provided.

- **In-Class Participation: 15%**
  This is a highly participatory class and full engagement is expected. The class will work together to create criteria for meaningful participation. Students’ participation will be assessed at three points in the semester.

**Required Texts:**


**Course Outline:**

*Readings from sources other than the required texts will be made available online.*
Week 1: Introduction to the Fields of Adult Learning and Development
Course overview and an introduction to key concepts in adult learning and development. Assessing and understanding our philosophy and approach to adult learning.

Week 2: Motivation, Participation, and Self-Direction in Adult Learning
Making meaning through participation in adult learning. Typologies of motivation for adult learning (Houle, Morstain and Smart). Andragogy and self-direction (Knowles); applications and critiques.

Read: MacKeracher, Ch. 1 and 2
Rothwell, Ch. 1 and 2

Week 3: The Brain, Memory, and Learning
Implications from the field of neuroscience for learning in adulthood. Types of memory, and strategies to improve memory. Learning and the aging process.

Read: MacKeracher, Ch. 5 (pp. 92-112 only)
Rothwell, Ch. 3 (pp. 55-60 only)

Week 4: Adult Cognitive Development
How adults’ cognitive development differs from that of children. Models of cognitive complexity in adulthood drawing on the work of Perry, Kitchener, and King, and others. Consideration of the factors that support the cognitive development in learning environments.

Read: MacKeracher, Ch. 5 (pp. 118-122 only)

Week 5: Learning Styles in Adulthood
Note: This will be an online class.
An exploration of how the existence of “learning styles” has been conceptualized and critiqued. The implications of learning style theories for enhancing learning in the workplace.

Read: MacKeracher, Ch. 4; Ch. 5 (pp. 113-118 only)
Rothwell, Ch. 6, (pp. 90-96 only)
Additional reading as per Week 5 outline

A detailed outline for the class will be provided. This will include taking at least two online learning style assessments, posting your results, discussing them online, and commenting on what others have written.

Week 6: Developing Self-Reflection

Read: MacKeracher, Ch. 3
Week 7: Learning as Personal and Social Transformation
An examination of different approaches to “transformative” learning (psychological, social-critical, spiritual). Implications for the goals of adult learning, and the process of facilitation.


Week 8: Issues of Culture, Identity, and Power in Adult Learning
Note: This will be an online class.
The class will examine ways in which membership in different identity groups (race, class, gender, ethnicity, age, ability, sexual orientation) influence learning in adulthood, with special emphasis on the underlying power dynamics.

Class members will work in small groups to read articles on adult learning from different identity perspectives. They will discuss their articles in a Wiki on the class Blackboard site, and read and comment on other groups’ Wikis.

Readings will include (but are not limited to):

- Brainard, P. White lies: A critical race study of power and privilege.

Week 9: The Emotional Dimension of Learning
An exploration of the integral role that emotions play in adult learning, with implications for the processes of teaching and learning.

Read: MacKeracher, Ch. 6

Write: Film Analysis Paper

Week 10: Fostering Collaboration and Teamwork
Research findings on the use of collaborative learning and teamwork in adult learning. Implications for academic and social-emotional learning in adulthood. Challenges and opportunities for implementing collaborative approaches to learning.

Week 11: Adult Learning Observation
Note: Class will not meet this week. Instead, students will use this time to observe in an adult learning setting.

Detailed instructions for the observation process will be provided in class.

Week 12: Learning in Relationship: Processes of Facilitation and Mentoring
Note: This will be an online class.
A focus on the different roles of the adult educator, including the facilitation and mentoring roles. Theories about what constitutes effective mentoring and facilitation, and reflection on personal experiences in light of these theories. Development of one’s “voice” as a facilitator.

Read: MacKeracher, Ch. 8 and 11
Rothwell, Ch. 8

Write: Adult Learning Classroom Observation paper

A detailed outline for the class will be provided. This will include writing about your experiences with mentoring and facilitation, and commenting on what others have written.

Week 13: Learning in a Digital Age
How does online learning meet the unique needs of adult learners? What are its challenges and limitations?

Read: Bender, Tisha (2003). Excerpts from Discussion-Based Online Teaching to Enhance Student Learning. Sterling, VA: Stylus.

Week 14: Creating an Effective Workplace Learning Environment
Conceptualizing the learning environment broadly, as one in which the physical, intellectual, emotional, and social dimensions of learning are interdependent. Implications for advocating for more effective workplace learning environments.

Read: MacKeracher, Ch. 10

Week 15: Student Presentations
Presentations on selected findings from workplace learning audits, and/or individual research papers. Implications for action as professionals in the field of human relations.

Write: Workplace Learning Environment Audit
Additional Resources:


Bender, Tisha (2003). Excerpts from *Discussion-Based Online Teaching to Enhance Student Learning*. Sterling, VA: Stylus.


Clark, Joseph (1999). The Role of Cooperative Education in the Adult Learning Environment. (Excerpts from paper presented at the *Creating and Sustaining Learning Communities* Conference, Tampa, FL, March 1999.)


Web Resources:

*Adult Education Quarterly*: [http://aeg.sagepub.com/](http://aeg.sagepub.com/)
A leading journal on adult and continuing education, and an excellent source of current research in the field of adult learning. Issues can be accessed online through the CUNY library system.

The largest professional society for those working in training and development, particularly in workplace settings. Membership in the local chapter allows you to attend presentations, workshops, and trainings free or at reduced cost.

This professional society publishes a journal on self-directed learning – articles are available online at no cost.
New Directions for Adult and Continuing Education: http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1536-0717
This journal publishes regular issues on themes related to adult learning. Articles are short and readable, and a great way to stay up-to-date on new approaches and research. Hard copies can be purchased through any online bookseller, and full issues are available online through the CUNY library system.

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Program: B.A. in Human Relations
Course Name and Number: HRL 270 - Human Relations Issues in Management
Type of Course: Required
Field of Study: Human Relations Major
Credits: 3 credits, Undergraduate
Prerequisite: None

Course Summary:
This course addresses management from the perspective of strategic relationships between managers and employees. From this human relations lens, students explore issues considered to have a broad-based effect on individuals, groups, and organizations. The issues include recruitment, selection, the effect of technology on workplace dynamics, motivation, worker alienation, coaching, recognition, discipline, intergenerational collaboration, and evaluation. Oral, written, and interpersonal communication approaches frame each content area. Case studies and student work experience provide the platform for addressing current and emerging human relations issues in management.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Describe the manager’s role in conducting effective recruitment and selection; career development, coaching, performance appraisals, communicating, and influencing productive work environments;
- Describe essential characteristics, behaviors, and personal criteria important to being a successful manager;
- Explain effective communication strategies in the 21st-Century workplace;
- Describe the role of an effective manager in managing/promoting workplace diversity, social responsibility, ethical behavior/decision making, and sustainability;
- Describe how to build positive work behaviors in employees;
- Explain the importance of understanding an employee’s goals and objectives and the process of self-awareness and self-development;
- Generate alternative managerial responses to varying situations based on existing and emerging theory and models;
- Defend their positions concerning selected managerial issues and techniques; and
- Compare, contrast, describe, and use evidence to support arguments and analysis in written and oral communication.

Students will be required to:
- Complete all reading assignments for each class session.
- Complete all homework assignments.
- Participate in class discussions and activities. These will be based on the reading and homework assignments, case studies, and real-life student experiences.
- Complete all written assignments, typed, 12pt font, double-spaced. Assignments should be 2-4 pages in length.
- Complete the in-class midterm and final.
- Bring to class, each week, a pertinent news or article publication that focuses on an aspect of human relations that we will be discussing for that week. The student will lead the discussion and pose questions that are not easily answered by the article being presented. This will be part of each student’s class participation grade.
Program Learning Outcomes/Competencies addressed by the course:

- Identify, analyze, and evaluate workplace problems, and construct and communicate logical and reasonable solutions based on relevant facts, data, and synthesis of multiple perspectives [Outcome 2];
- Demonstrate effective written and oral communication through selection of appropriate media and messages for specific audiences and purposes, with consideration of the impact of technology on workplace communication [Outcome 3];
- Apply key human relations, social, and psychological concepts to foster collaboration, motivation, and employee engagement [Outcome 6];
- Demonstrate leadership within interpersonal relationships, group settings, and larger organizational structures [Outcome 7]; and
- Apply relevant strategies and tools for conflict prevention, negotiation, and resolution in workplace settings [Outcome 8].

Course Grading and Requirements:
Letter grades will follow CUNY SPS’s grading scale.

Grades will be based on the following:
- Participation 20%
- Written Homework Assignments 25%
- Discussion-Leading Assignment 15%
- Midterm Exam (in class) 20%
- Final (in class) 20%

Participation
Students will be evaluated based on their individual and group participation in class activities and discussions. Each week, there will be hands-on activities, case studies, and/or small group work through which we will discuss and examine concepts raised in the assigned readings, with particular focus on the applications of these concepts to workplace situations. Students’ participation will be assessed at three points in the semester.

Written Homework Assignments
Students must complete weekly written assignments related to the assigned readings for that week. These may include reflections, case studies, chapter review questions, and/or self-assessments. They are indicated in the course outline.

Discussion Leading
Each week, one or two students (depending on class size) will be assigned to select and present a news article related to that week’s human relations topics. Students should be prepared to lead/facilitate a short (15–20 minute) discussion about the news article and how it relates to the week’s topics. In order to do this, students must research the article, develop a point of view, and come to class prepared to demonstrate their thinking related to the article’s human relations connections.

Midterm and Final Exams
The Midterm Exam will address topics covered in weeks 1–5 and the Final Exam will address topics covered in weeks 6–14. The exams may include case studies, short essays, multiple choice, and/or short answers. Details will be given in class. Weekly homework assignments, as well as class discussions and activities, will serve as preparation for the exams.

Required Texts:
Course Outline:

Week 1: Introduction to Course
- Syllabus Overview Discuss an overview of the manager’s role and emerging challenges that managers face that are increasing the importance of human relations. This session will touch on the following topics:
  - The role and functions of managers
  - Managing today’s knowledge workers
  - Managing diversity
  - Ethics and social responsibility concerns
  - Adapting to international challenges

Assignment:
1) Read Cassidy, Ch. 1, 2
2) Read Henderson, Ch. 1-3
3) Case Study discussion on Cassidy p. 25
4) Questions for Reflection Ch. 2, answer questions 1-4 under “Leadership”

Week 2: Leadership and Teamwork
- Identify and discuss basic leadership theories and models and describe the servant leadership philosophy
- Groups and group development
- Empowerment
- Delegation

Assignment:
1) Read Cassidy, Ch. 3
2) Review the case study, 3.1, and be prepared to discuss in class
3) Questions for Reflection Ch. 3, answer questions 1 and 5
4) Hands-On Activities, write your own personal mission statement

Week 3: Planning, Goal Setting, and Achieving Results
- Mission statements
- Planning process
- Performance, measuring outcomes, accountability

Assignment:
1) Read Cassidy, Ch. 4 and 5
2) Review case studies 4.1 and 5.1
3) Questions for Reflection Ch. 4, answer questions 1 and 2
4) Hands-On Activities Ch. 5, answer question 1

Week 4: Recruitment, Selection, and Retention & Setting up Your New Hire for Success—Orientation
- Recruitment and retention
- Legal issues
- Orientation
Assignment:
1) Read Cassidy, Ch. 6
2) Review case study 6.1
3) Questions for Reflection Ch. 6, answer questions 1-6
4) Hands-On Activities Ch. 6, be prepared to discuss questions 1 and 2

Week 5: Appraising and Rewarding Performance (Chapter 6)
- Performance appraisal
- Performance measures
- Rewards
- Legal issues

Assignment:
1) Prepare for Midterm

Week 6: Midterm Exam

Assignment:
1) Read Cassidy, Ch. 7
2) Be prepared to discuss case study 7.1
3) Questions for Reflection Ch. 7, answer questions 1-6

Week 7: Training – Begin with the End in Mind (Chapter 7)
- Training programs
- Training methods
- Personal variables that impact training

Assignment:
1) Read Cassidy, Ch. 8
2) Read Henderson, Ch. 12
3) Be prepared to discuss case study 8.1
4) Questions for Reflection Ch. 8, answer questions 3-5
5) Hands-On Activities Ch. 8, answer questions 1-5 for two different values

Week 8: Motivation and Coaching – It’s Okay to Have Some Fun
- Motivation theories, techniques, and myths
- Difference between coaching and training
- Developing employees

Assignment:
1) Read Cassidy, Ch. 9
2) Read Henderson, Ch. 13
3) Be prepared to discuss case study 9.1
4) Questions for Reflection Ch. 9, answer questions 1-6

Week 9: Building a Positive, Creative, and Productive Work Environment
- Techniques for generating new ideas and encouraging creativity
- Basic leadership theories and models, including the servant leadership philosophy

Proposal to Establish a Bachelor of Arts in Human Relations
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 21, 2013
Approved by the School of Professional Studies Governing Council, December 5, 2013
• Strategies for cultivating a positive work environment

Assignment:
1) Read Cassidy, Ch. 10
2) Be prepared to discuss case study 10.1
3) Questions for Reflection Ch. 10, answer questions 1-4

**Week 10: Communication—Around the World in 60 Seconds**
• The communication process and how variables such as global cultural diversity and media richness impact communication
• Cultural differences and the impact on supervisory communication

Assignment:
1) Read Cassidy, Ch. 11
2) Be prepared to discuss case study 11.1
3) Questions for Reflection Ch. 11, answer questions 1-5

**Week 11: Behavior in the Workplace - The Bad and the Ugly**
• Strategies to help an underachieving employee improve performance
• Progressive discipline
• Termination
• Negative conflict
• How to handle difficult situations

Assignment:
1) Read Cassidy, Ch. 12
2) Read Henderson, Ch. 5–7 and 10–11
3) Be prepared to discuss case study 12.1
4) Questions for Reflection Ch. 12, answer questions 1-6

**Week 12: Staffing—Planning, Scheduling, and Outsourcing**
• Tools and techniques for estimating staffing needs
• Scheduling and alternative scheduling
• Contingency planning and cross-training
• Challenges with staffing foreign positions

Assignment:
1) Read Cassidy, Ch. 14
2) Be prepared to discuss case study 14.1
3) Hands-On Activities Ch. 14, answer questions 1-3 under “Blogging”

**Week 13: Harnessing the Power of Information Technology and the Internet**
• Potential risks associated with information systems
• Technology’s impact on productivity
• Computer monitoring and surveillance programs
• Strategies to leverage technology, information systems, and the Internet for positive results

Assignment:
1) Read Cassidy, Ch. 15
2) Be prepared to discuss case study 15.1
3) Questions for Reflection Ch. 15, answer questions 1 and 2
4) Hands-On Activities Ch. 15, answer questions 1-3 under “Self-Assessments Online”

**Week 14: It’s All About People and Self-Awareness**
- Self-awareness and the importance of knowing one’s strengths and limitations
- The value of self-awareness in communicating at work
- Self-assessment tools

Assignment:
1) Prepare for Final Exam

**Week 15: Final Exam**

**Additional Resources:**


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Program: B.A. in Human Relations
Course Name and Number: HRL 300 - Power and Inequality in the Workplace
Type of Course: Required
Field of Study: Human Relations Major
Credits: 3 Credits, Undergraduate
Prerequisite: None

Course Summary:
Students examine the literature describing the ways in which inequality is created, maintained, and challenged in American society, and analyze how systems of inequality are connected to power and opportunity. Students apply the course material to real-life experiences with a focus on workplace issues and interactions. Emphasis is on the question, who is left out? Students reflect upon and analyze their personal experiences with power and inequality, and connect with theoretical constructs that promote social change.

Student Learning Outcomes:
At the end of this course, students will be prepared to:
• Compare, analyze, and critique theories of social inequality.
• Apply these theories and concepts to concrete examples generated from the workplace.
• Analyze processes and ideologies that create and reproduce unequal power relations.
• Analyze structural roots of inequality.
• Explain the interconnections of issues of inequality, including gender, race, ethnicity, class, sexual orientation, and dis/ability.
• Analyze and break down everyday assumptions about issues of power and social inequality.
• Compare, contrast, describe, and use evidence to support arguments and analysis in written and oral communication.

Students will be required to:
• Prepare for and participate actively in class discussions by completing all assignments.
• Complete four reflection essays, one midterm assessment, one field trip report, and one final essay.
• Participate in a peer teaching project and self-directed field trip.

Program Learning Outcomes/Competencies addressed by the course:
• Identify, analyze, and evaluate workplace problems and construct and communicate logical and reasonable solutions based on relevant facts, data, and synthesis of multiple perspectives [Outcome 2];
• Demonstrate effective written and oral communication through selection of appropriate media and messages for specific audiences and purposes, with consideration of the impact of technology on workplace communication [Outcome 3];
• Explain how power, inequality, race, gender, ethnicity, class, ability, age, and sexual orientation impact human relations in the workplace and contribute to efforts in improving organizational culture [Outcome 5]; and
• Demonstrate leadership within interpersonal relationships, group settings, and larger organizational structures [Outcome 7].

Course Grading and Requirements:
Grades will be determined based on the following:
Class Participation 15%
Reflection Essays (4) 20%
Field Trip Report 10%
Midterm Assessment 20%
Peer Teaching Project 15%
Final Essay 20%

Letter grades will follow CUNY SPS’s grading scale.

**Classroom Participation**
Classroom participation includes 1) reading the assigned materials, 2) participating in discussions based on your reading, 3) answering questions, and 4) active participation in small-group and team projects. If you must miss a class, it is your responsibility to get in touch with a classmate to find out what you missed; you will be required to submit a one-page summary of your contribution to the discussion that you missed. Students’ participation will be assessed at three points in the semester.

**Reflection Essays**
This is an opportunity for students to critically reflect upon concepts from the assigned reading, class discussion, and personal and workplace experiences in order to make connections that lead to a deeper understanding of ways to address power and inequality in work settings.

For your reflection essays, select concepts that are important to you – what’s important is that you substantiate your arguments with reference to the class readings. Each essay should be 3-5 pages in length.

**Field Trip Report**
Students are asked to go on a field trip (on their own or with other students) during the semester and write their experiences. They should discuss how they apply their observations to an issue discussed in the text.
Suggestions:
- Ellis Island
- Unfamiliar neighborhood tour
- Native American Museum
- Schomburg Library and Research Center
- Women’s History Walking Tour
- Lower East Side Tenement Museum
- El Museo del Barrio

**Peer Teaching Project**
Students will form teams and will be asked to select one group to research (based on race/ethnicity/gender/sexual orientation etc.). Applying knowledge gained from course readings, discussions, independent research and interviews, members of the team will investigate a current issue or issues that impact people in this group regarding power and inequality (or advantage). Each student will write a brief report (2-4 pages) to inform their teammates as the team prepares to teach the class concerning the issues that were found. The team will present their findings and lead a discussion with the class.

**Midterm Assessment**
In this take-home assessment, students will respond with short essays to a series of questions related to the themes/readings covered in the first six weeks of class. You will have two weeks to complete this assignment.

**Final Essay**
This essay draws upon your work throughout the term. Using your reflection essays, class discussions, and your research, compose a comprehensive essay that describes meaningful issues and insights regarding power and inequality in the workplace. We will discuss this assignment more fully in class. Suggested length: 6–10 pages.
Required Texts:

Recommended Texts:
Additional supplemental readings will be provided by the instructor from the following texts, and others. Students are not required to purchase these texts though they are recommended.

Grusky, David and Szonja Szelenyi, eds. The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender. Pearson. 2011.


Course Outline:

Week 1: Introduction
- Review syllabus
- What is social inequality?

Assignment:
1) Hurst, Ch.1: An Introduction to the Study of Social Inequality and Ch. 2: Class, Income, and Wealth

Week 2: Extent and forms of Social Inequality
- Class, Income, Wealth
- Technology and the Shaping of the US Class Structure
- Income Inequality/Wealth Inequality
- Confronting Economic Inequality

Assignment:
1) Hurst, Ch. 3: Poverty and Welfare

Week 3: Poverty and Welfare
- Historical Roots of US Poverty Perspective
- Racialization of Poverty and Welfare
- Who Are the Poor?

Assignment:
1) Hurst, Ch. 4: Status Inequality
2) Barbara Ehrenreich, Nickel and Dimed (in Grusky, 2011) – E-Reserve
3) Sharon Hays, Flat Broke with Children (in Grusky, 2011) – E-Reserve
4) Complete Reflection Essay #1

Week 4: Status Inequality
- Theory of Social Status
- Spheres of Status in the United States
- Inequality in Appalachia
Reflection Essay #1 Due
Assignment:
1) Hurst, Chapter 5: Political Inequality

Week 5: Political Inequality
- Portraits of National Power Structure
- Connections of Economic and Political Power
- Power Inequality in the Work Experience

Assignment:
1) Hurst, Ch. 6: Sex and Gender Inequality
2) Complete Reflection Essay #2

Week 6: Sex and Gender Inequality
- Sex Segregation in Occupations
- Microinequalities in the Treatment of Women
- General Theories of Sex and Gender Inequality

Reflection Essay #2 Due.

Assignment:
1) Hurst, Ch. 7: Sexual Orientation, Gender Identity and Inequality
4) bell hooks, Feminism: A Transformational Politic (in Rothenberg, 2009) – E-Reserve
5) Begin Midterm Take-Home Assessment

Week 7: Sexual Orientation, Gender Identity, and Inequality
- Gays and Lesbians as Status Groups
- Discrimination, Legal Confusion, and Sexual Orientation
- Negative Consequences of Stigmatization

Assignment:
1) Hurst, Ch. 8: Racial and Ethnic Inequality
2) Michael Omi and Howard Winant, Racial Formations (in Rothenberg, 2009) – E-Reserve
3) Complete Midterm Take-Home Assessment

Week 8: Racial and Ethnic Inequality
- The Meaning of Race
- U.S. Racial and Ethnic Relations: An Historical Sketch
- Racial and Ethnic Inequality Today
- White Privilege
- The Intersection of Class, Race, Sex, and Gender
- Theories of Race and Ethnic Inequality

Midterm Take-Home Assessment Due.
Assignment:
1) Hurst, Ch. 9: Classical Explanations of Inequality

Week 9: Classical Explanations of Inequality
- Karl Marx
- Max Weber
- Emile Durkheim
- Herbert Spencer

Assignment:
1) Hurst, Ch. 10: Contemporary Explanations of Inequality

Week 10: Contemporary Explanations of Inequality
- Functionalist Theory of Stratification
- Social Construction of Inequality
- Theories of Social Reproduction
- Labor Marker Theories of Earnings Inequality

Assignment:
1) Hurst, Ch. 11: Consequences of Social Inequality
2) Complete Reflection Essay #3.

Week 11: Consequences of Social Inequality
- The Impact of Inequality on Personal/Work Life Chances
- Inequality and Education

Reflection Essay #3 Due.

Assignment:
1) Hurst, Ch. 12: Social Consequences of Inequality
2) Larry Bobo, What Do You Call a Black Man with a Ph.D.? (in Grusky, 2011) – E-Reserve
3) Richard Breen, etc. Inequality and Educational Attainment (in Gursky, 2011) – E-Reserve

Week 12: Social Consequences of Inequality
- Street Crime and Inequality
- White Collar Crime, Corporate Crime, and Punishment
- Hate Crimes and Inequality
- Social Inequality and Environmental Equity

Assignment:
1) Hurst, Ch. 13: Social Inequality and Social Movements

Week 13: Social Inequality and Social Movements
- The Labor Movement
- The Civil Rights Movement
- The Women's Movement

Assignment:
1) Hurst, Ch. 14: Stability and Change in the System of Social Inequality
2) Complete Reflection Essay #4
3) Begin Final Essay

**Week 14: Stability and Change in the System of Social Inequality**
- Social Mobility and Status Attainment
- Status Attainment: What Determines How Far One Goes?
- Mobility and the Attainment Process among African Americans
- Patterns of Mobility and Attainment among Women

*Reflection Essay #4 Due.*

**Assignment:**
1) Prepare Final Essay

**Week 15: Final Reflections – Power, Inequality, and Human Relations**

**Additional Resources:**


**ACCESSIBILITY AND ACCOMMODATIONS**
The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see: [http://sps.cuny.edu/student_services/disabilityservices.html](http://sps.cuny.edu/student_services/disabilityservices.html)

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The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual, or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see: [http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf](http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf)

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Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism, and collusion in dishonest acts undermine the educational mission of the City University of New York and the students’ personal and intellectual growth. Please see: [http://media.sps.cuny.edu/filestore/8/3/9_dea303d5822ab91/839_1753cee9c9d90e9.pdf](http://media.sps.cuny.edu/filestore/8/3/9_dea303d5822ab91/839_1753cee9c9d90e9.pdf)

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Proposal to Establish a Bachelor of Arts in Human Relations
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 21, 2013
Approved by the School of Professional Studies Governing Council, December 5, 2013
Proposal to Establish a Bachelor of Arts in Human Relations

CUNY School of Professional Studies

Program: B.A. in Human Relations

Course Name and Number: HRL 350 - Ethical and Legal Dimensions of Human Relations

Type of Course: Required

Field of Study: Human Relations Major

Credits: 3 Credits, Undergraduate

Prerequisite: None

Course Summary:
This course focuses on legal rules and ethical principles, and considerations and constraints that impact the American workplace on organizational, group, and individual levels. Students consider the practical applications of these rules and constraints to real-world situations. Readings and activities emphasize analytical problem solving and ethical decision making in the workplace, as well as the ability to communicate ideas and decisions to others. General ethical principles will be applied each week to a different area of individual and organizational behavior.

Student Learning Outcomes:
At the end of this course, students will be able to:

• Understand how ethical decisions are made;
• Identify and analyze ethical problems and develop a framework for resolving them utilizing several methods;
• Identify and communicate ethical and legal issues at stake in individual and collective decisions;
• Examine and use differing approaches and frameworks for assessing moral outcomes and decision making, such as deontological, utilitarian, rights and justice, and general moral analyses;
• Assess the moral, social, and personal considerations required in making ethical individual and business decisions;
• Apply ethical theory to real-world decisions as an individual and as a member of an organization;
• Defend ethical judgments and recommendations in the face of competing ideas;
• Compare, contrast, describe, and use evidence to support arguments and analysis in written and oral communication.

Students will be required to:

• Complete weekly written homework assignments related to assigned readings.
• Contribute to class discussions, activities, and group work, including Case Study Breakout Sessions and presentations.
• Complete one Ethics Case Study and lead a class discussion on the case study.
• Compose one book review.
• Take one final exam.

Program Learning Outcomes/Competencies addressed by the course:

• Identify and describe theoretical foundations that contribute to the study of human relations and apply these elements to human relations individually, socially, and within organizations and workplaces [Outcome 1];
• Identify, analyze, and evaluate workplace problems, and construct and communicate logical and reasonable solutions based on relevant facts, data, and synthesis of multiple perspectives [Outcome 2];
• Demonstrate effective written and oral communication through selection of appropriate media and messages for specific audiences and purposes, with consideration of the impact of technology on workplace communication [Outcome 3]; and
• Identify and communicate ethical and legal issues at stake in individual and collective decisions, apply ethical and legal principles in decision making, and defend ethical judgments about actions taken or policies in the face of competing judgments [Outcome 4].

Requirements and Grading:
Letter grades will follow CUNY SPS's grading scale.
Grades will be determined as follows:
- In-Class Work  20%
- Weekly Assignments  20%
- Book Review  20%
- Ethics Case Study Presentation  20%
- Final Exam  20%

In-Class Work
In-class work includes 1) reading the assigned materials, 2) participating in discussions based on the reading, 3) answering questions, and 4) active participation in the weekly Case Study Breakout Sessions and contribution to group presentations of case study analysis. Students' participation in in-class work will be assessed at three points in the semester.

Weekly Assignments
Each week, there will be a reading assignment. In addition, for most class sessions there are one or two questions to be answered briefly in writing. The answers should be no more than two pages and submitted at the end of the class session. Although I understand that sometimes you may not be able to complete an assignment because of extenuating circumstances, I will not accept a weekly assignment that is more than two weeks late.
I expect all students to read the assignment before class each week and to speak in class frequently. I would like your comments in class to be based on your reading of the assignments.

Ethics Case Study
Each student will write one ethics case study (1-2 pages) and will lead a class discussion for about 15 minutes. You will write a short (one page) story about a business ethics dilemma. It can be something that happened to you, something you’ve heard about or something you invent. You will also write three or four questions about your case study, so that you can use them to lead the discussion in class.

One or two students will present each week. Case studies will be posted to the class Blackboard 24 hours before the scheduled presentation and all students are responsible for having read that week’s case study before class. More details will be provided regarding format and requirements during the first class session.

Book Review
You will read a book about a topic in organizational ethics and hand in a written book review on WEEK 9. You should write at least five pages on what you learned about ethics from the book you read.

Final Exam
The weekly written assignments and book review are in lieu of a formal mid-term exam. There will be a final exam in class on WEEK 15. The exam includes up to 12 short essays (2-3 paragraphs) that reflect all of the topics discussed in the course.

I suggest that you get the e-mail addresses of two other students in the class, so you will be aware of assignments you have missed if you are absent.
This is how I view the meaning of letter grades: an A means outstanding; B is good; C is satisfactory; D is fair and F is failing. A grade of Incomplete will be given only in compelling circumstances. We will talk more about your grades throughout the semester. Unless you request an Incomplete before the end of the semester, I will take into account any missing or incomplete assignments or excessive absence in your final grade.

**Required Texts:**


Additional readings will be posted on E-Reserve.

**Course Outline:**

**Week 1: Introduction to Workplace Ethics: Ethics, Organizations, and Social Responsibility**

1. Course introduction and syllabus review
2. Ethical principles and frameworks
3. Recognizing the human relations connections
4. The relationship between ethics and the law
5. Rights and justice
6. Reason, duty, and the moral law

**Week 2: Moral Reasoning and the Individual**

- The origins of personal ethics
- Deontology, utilitarianism, and a general moral analysis
- Subjective and objective morality
- Moral absolutism and moral pluralism
- Imperfect duties, Aristotelian virtue, special obligations, and moral ideals
- Conventional morality and ethical relativism

**Case Study Breakout Session**

Assignment:
1) Read Ch. 5 and 6 in DeGeorge

**Week 3: Moral Reasoning and Organizations**

- What are the social responsibilities of individuals and organizations?
- Economic systems and justice
- Liability and accountability
- Profits and philanthropy
- Ethics in relation to the organizational culture
- Cost-benefit analysis v. ethical analysis
7. Ethical principles and applications

**Case Study Breakout Session**

Assignment:
1) Read Ch. 3 and 4 in DeGeorge
2) Read pp. 63-71 in Snoeyenbos [Case Studies]

**Week 4: Principal and Agent; Conflict of Interest; Gifts and Entertainment; Stakeholders**

- Legal and ethical relationships created when people work together
- Principal, agent, and role model responsibility
- Stakeholder theory v. shareholder theory: how are organizations responsible to the people they affect?
- How do we decide whose interests prevail when there is a conflict?
- Morality and gift giving

*Case Study Breakout Session*

**Assignment:**

1) Read Ch. 10 in DeGeorge
2) Read pp. 149-180, 94-124 in Snoeyenbos [Case Studies]
3) Written Assignment due today: (1) What should Ed Ballard do? OR - Do you agree with Pakker or Frump? (2) Why is executive compensation in the news now?

**Week 5: Protecting Intellectual Property**

- Ethical considerations of ownership
- Forms of ownership and new technologies
- Property, information, and software
- Trade secrets

*Case Study Breakout Session*

**Assignment:**

1) Read Ch. 19 in DeGeorge
2) Read pp. 181-196 in Snoeyenbos [Case Studies]
3) Written Response: Research and be prepared to discuss one intellectual property lawsuit against Microsoft, Apple, or Google. Write a brief account of that case as an assignment to be handed in.

**Week 6: Privacy Rights; Information Technology**

- Electronic monitoring in the workplace
- Workplace privacy
- Computers and the responsibilities of individuals and organizations
- The use and misuse of personal data

*Case Study Breakout Session*

**Assignment Due:**

1) Read Ch. 20 in DeGeorge
2) Read pp. 203-210, 338-364 in Snoeyenbos [Case Study]
3) Begin work on Book Review

**Week 7: Hiring, Discharge, and Promotion; Honesty in Communications; Individual Rights in Organizations**

- The ethics of recruiting, hiring, firing, and promoting
- Downsizing and layoffs
• Honesty in organizational communication
• The rights of workers and other individuals in organizations
• Employment-at-will and just cause

Case Study Breakout Session

Assignment:
1) Read pp. 348-353, 391-396 in DeGeorge
2) Read pp. 213-217, 225-228, 243-264, 322-337 in Snoeyenbos [Case Studies]

Week 8: Discrimination, Preferences, and Affirmative Action for Individuals and Organizations
• The ethics of choice and preference for individuals and organizations
• Diversity and “reverse discrimination” in organizations
• Choosing based on immutable personal characteristics
• The ethics of gender politics
• Compensating for past discrimination

Case Study Breakout Session

Assignment:
1) Read Ch. 16 in DeGeorge
2) Read pp. 265-321 in Snoeyenbos [Case Studies]
3) Research and be prepared to discuss the case of Sharon Taxman v. the Board of Education of Piscataway, New Jersey (3d Cir. 1996) OR the Michigan cases (Gratz v. Bollinger and Grutter v. Bollinger, U.S. Supreme Court 2003). Write a brief discussion of the case to be handed in.

Week 9: The Ethics of Organizational Governance and Organizational Privacy
• Organizational governance and disclosure
• Responsibilities of individuals as members, employees, or officers of an organization
• Ethical investing
• The individual’s ethical and legal relationship to the secrets of organizations
• The rights of workers: are legal rights the same as ethical rights?

Case Study Breakout Session

Assignment:
1) BOOK REVIEW IS DUE TODAY
2) Read Ch. 11 and 12 in DeGeorge
3) Written Response: Investigate your assigned corporation. Be prepared to share what you learned in class and hand in a brief written summary.

Week 10: Marketing and Advertising
• Ethical decision making in selling and advertising
• Truth and advertising
• Manipulation and coercion
• Direct-to-consumer drug advertising
• Personal/consumer privacy and the internet
• Allocation of moral responsibility
Case Study Breakout Session

Assignment:
1) Read Ch. 15 in DeGeorge
2) Read pp. 473-544 in Snoeyenbos [Case Studies]
3) Written Response: Find an example of a current marketing or advertising practice you believe to be particularly ethical or unethical. Be prepared to share it with the class and hand in a brief written summary.

Week 11: Product Safety, Worker Safety; Whistleblowers
- Product safety and liability
- Strict liability and compensatory justice
- Safety on the production line
- The transfer of dangerous industries to less developed countries
- Whistleblowing as legally or morally prohibited, permitted, or required
- Internal v. external whistleblowing

Case Study Breakout Session

Assignment:
1) Read pp. 270-286 and Ch. 14 in DeGeorge
2) Read pp. 365-390, pp. 439-472 in Snoeyenbos [Case Studies]
3) Written Assignment: Prepare to talk in class about one of the following and hand in a written summary of your research:
   (a) the safety record of McWane Industries;
   (b) the McDonald’s burn case; or
   (c) a whistleblower at an organization or corporation.

Week 12: International Organizations (Week 1) – Multinational Corporations, Corporate Social Responsibility, Corrupt Contexts
- Legal and ethical rights and obligations of individuals in international organizations
- Corporate social responsibility and codes
- Revisiting moral relativism in the context of international organizations
- Special standards and ethical problems of individuals in international organizations

Case Study Breakout Session

Assignment:
1) Read Ch. 21 in DeGeorge and other materials that will be handed out in class

Week 13: International Organizations (Week 2) – Multinational Corporations, Corporate Social Responsibility, Corrupt Contexts
- Profit and allocation of natural resources in LDCs
- Global common goods
- Bribery and the Foreign Corrupt Practices Act
- The ethical and legal dilemmas of outsourcing to LDCs

Case Study Breakout Session
Assignment:
1) Read Ch. 18 in DeGeorge
2) Read pp. 605-626 in Snoeyenbos [Case Study]
3) Written Assignment:
   Choose one article of clothing you own and find out where it was made, by whom, and under what working conditions. Be prepared to share this information with the class and hand in a written summary of what you learned.

**Week 14: Business and the Environment**
- Making ethical individual decisions about the environment: people or penguins?
- Influencing and participating in governmental and organizational environmental decisions
- Pollution, global warming, and other environmental harms
- Depletion of natural resources
- Modifying agriculture for profit

**Case Study Breakout Session**

Assignment:
1) Read pp. 229-238, 287-295 in DeGeorge
2) Read Ch. 7 (pp. 547-602) in Snoeyenbos [Discussion and Case Studies]
3) Written Assignment:
   Find out about “factory farming” of meat and poultry in the United States AND find out about (a) the San tribe and Hoodia cactus; or (b) oil drilling in the Amazon rain forest or in Alaska. Be prepared to discuss your findings in class and hand in a written summary of them.

**Week 15: FINAL EXAM**
Closing Reflections: Ethics and Human Relations

**Additional Resources:**


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ACADEMIC INTEGRITY
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CUNY School of Professional Studies

Program: B.A. in Human Relations
Course Name and Number: HRL 380 - Conflict in Human Relations
Type of Course: Required
Field of Study: Human Relations Major
Credits: 3 Credits, Undergraduate
Prerequisite: None

Course Summary:
Students study conflict prevention, management, and resolution within the framework of individual needs and goals, organizational demands and objectives, social structures, and changing social dynamics. Students examine sources of conflict and processes of conflict escalation and de-escalation, negotiation, and mediation; and practice effective communication skills to support collaborative problem solving in face-to-face and online contexts. The class will examine a range of approaches by which to apply these concepts to relevant workplace settings.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Understand basic principles of social interdependence theory that underpin the field of conflict resolution;
- Articulate the difference between a collaborative and a competitive approach to conflict, and appropriately choose either a distributive or an integrative approach to negotiation;
- Explain different styles of approaching conflict and identify one's own style preference;
- Analyze workplace conflicts;
- Describe the nature of the "fight-flight" response, including its physiological underpinnings, and identify when an assertive response may be more appropriate;
- Recognize, analyze, and begin to change habitual ways of responding to conflict, as well as beliefs and assumptions about conflict;
- Better handle anger and other emotions in the negotiation process (one's own and others');
- Apply and evaluate receptive and expressive communication skills to de-escalate conflict;
- Reframe conflicts that appear to be "win-lose" situations;
- Examine the role culture, including organizational culture, plays in conflict;
- Carry out each of the stages necessary to successful negotiation;
- Describe the purpose of mediation, and carry out basic steps for informal mediation; and
- Compare, contrast, describe, and use evidence to support arguments and analysis in written and oral communication.

Students will be required to:
- Complete two conflict analyses, one of a conflict in a film, and one of a workplace conflict;
- Write a personal reflection on the role of identity and culture in workplace conflict;
- Carry out a group project and interactive presentation on the book "Difficult Conversations";
- Lead a class discussion on one of the reading assignments;
- Participate in two online classes with a focus on the application of conflict resolution principles in online settings;
- Be actively engaged in class discussions, communication skills exercises, role-plays, and simulations;
- Complete all reading and writing assignments as described below; and
- Come to each class with a willingness to self-reflect, learn, and grow.
Program Learning Outcomes/Competencies addressed by the course:
• Demonstrate effective written and oral communication through selection of appropriate media and messages for specific audiences and purposes, with consideration of the impact of technology on workplace communication [Outcome 3];
• Apply key human relations, social, and psychological concepts to foster collaboration, motivation, and employee engagement [Outcome 6];
• Demonstrate leadership within interpersonal relationships, group settings, and larger organizational structures [Outcome 7]; and
• Identify and apply relevant strategies and tools for conflict prevention, negotiation, and resolution in workplace settings [Outcome 8].

Course Grading and Requirements:
This listing of course requirements shows how each assignment is weighted in calculating a final course grade. Detailed descriptions of each written assignment will be given in class as well as in the syllabus. Letter grades will follow CUNY SPS’s grading scale.

Grading will be determined as follows:
• Workplace conflict description: 5%
• Analysis of a conflict in film: 10%
• Communications skills exercise: 5%
• Participation in online negotiation exercise: 10%
• Workplace conflict analysis paper: 15%
• Reflection on identity and culture in workplace conflict: 10%
• Participation in online mediation exercise: 10%
• Group presentation on “Difficult Conversations”: 10%
• Reflection paper on group process: 5%
• Lead class discussion on a reading assignment: 5%
• Ongoing: class participation(in-person and online) 15%

Note on Class Participation:
This is a highly participatory class and full engagement in both in-person and online activities, discussions, and group work is expected. The class will work together to create criteria for meaningful participation. Students’ participation will be assessed at three points in the semester.

Required Texts:


Recommended Text:

Course Outline:
Note: Readings from sources other than the required texts will be made available online.
Week 1: Introduction to the Field of Conflict Resolution
An overview of the contributions of social psychology to the field of conflict resolution, with an emphasis on social interdependence theory (Deutsch), collaboration and competition (Johnson and Johnson), and the Dual Concerns model (Thomas and Kilman).

Week 2: Elements of Conflict and Its Resolution: A Structural Model
An examination of a model for analyzing key elements present in most conflicts, drawing on the work of the Harvard Law School Program on Negotiation, and the Coleman-Raider model.

Read: Cloke and Goldsmith, Introduction and Chapter 1
Alson and Burnett, Ch. 1 (pp. 16-22 only)

Write: Workplace conflict description:
Describe a workplace conflict in which you have been involved. This will be used as the basis for the Workplace Conflict Analysis Paper due Week 11.

Week 3: Managing Emotions in Conflict (1)
Boyatzis and Goleman's Emotional and Social Competency framework as a basis for emotional self-regulation; the physiology of fight and flight; techniques for managing our own emotions in conflict.

Read: Alson and Burnett, Ch. 2 (pp. 32-48 only) and Ch. 3 (pp. 49-56 only)

Week 4: Managing Emotions in Conflict (2)
Strategies for dealing with the strong emotions of others in conflict.

Read: Cloke and Goldsmith, Ch. 3 and 4

Week 5: Communication Skills (1): Listening to Understand
Styles of listening; the role of active listening skills in conflict.

Read: Alson and Burnett, Ch. 11 (pp. 133-140 only)
Cloke and Goldsmith, Ch. 2

Write: Analysis of a conflict in film:
Apply concepts taught in class to a conflict in a film. Suggestions for films will be given in class.

Week 6: Communication Skills (2): Listening to De-escalate
Understanding common communication patterns that can lead to conflict escalation; the effective use of listening skills, especially paraphrasing and questioning skills, to de-escalate conflict.

Read: Cloke and Goldsmith, Ch. 5

Week 7: Communication Skills (3): Using Assertive Communication to Express Interests
An examination of the meaning of assertiveness in communicating interests and needs without blame or judgment; the role of these skills in the negotiation process. The class will focus on Rosenberg's Nonviolent Communication model.

Write: Communications skills exercise:
Apply listening skills learned in class to an interaction at home, in the workplace, or in a community setting. Reflect on the outcomes.

**Week 8: Communication Skills (4): Communicating about Conflict Online**

*Note: This will be an online class meeting.*

Using the course Blackboard site, the class will examine how applying the communication skills learned in class is similar and/or different in the online environment.

Each class member will work with a partner to communicate about a simulated conflict using live chat. Students will then read and comment on another pair's chat transcript via the discussion board, and reflect on the experience of communicating about conflict online vs. face-to-face.

**Week 9: Negotiation Skills (1)**

An investigation of negotiation models developed by the Harvard Law School Program on Negotiation, the Coleman-Raider group, and others. Emphasis will be placed on integrating structural analysis of conflict with receptive and expressive communication skills.

Read: Alson and Burnett, Ch. 14

**Week 10: Negotiation Skills (2)**

Application of negotiation models using role-play and simulation.

Read: Cloke and Goldsmith, Ch. 6 and 9

**Week 11: Issues of Identity and Culture in Conflict (1)**

Understanding “invisible constituencies”, identity groups, cultural filters, and historical inequities, and the role they place in shaping how conflict is understood.

Read: Alson and Burnett, Ch. 6 and 7

Write: Workplace conflict analysis paper:
Analyze the workplace conflict described in Week 2 using concepts and skills learned in class.

**Week 12: Issues of Identity and Culture in Conflict (2)**

Cultural orientations to conflict. Social science (interpersonal), interpretive, and critical approaches to conflict.


**Week 13: Third-party Interventions in Conflict (1): Mediation**

An exploration of the purposes of mediation; mediation as a facilitated negotiation; models of mediation.

Week 14: Third-party Interventions in Conflict (2): Mediation Online.
Note: This will be an online class meeting.
A look at the growth of online mediation as a form of alternative dispute resolution.

Students will apply mediation skills learned in class to a mediation scenario with two partners. This can be held either synchronously or asynchronously using the class Blackboard platform. Students will then read and comment on another group's mediation transcript using the Discussion Board, and reflect on advantages and disadvantages of mediating online and face-to-face.

Read: Cloke and Goldsmith, Ch. 10

Week 15: Group Presentations
Prior to this week, the class will form small groups and focus on a section of Difficult Conversations to present in an interactive way during the final class session.

Read: Stone, Patton, & Heen, Difficult Conversations.

Write: Reflection paper on group process:
Short reflection on how principles taught in class were used, or not, in your group's process of preparing the presentation.

Additional Texts and Resources:


Association for Conflict Resolution: http://www.acnet.org/
The largest professional society for the field of dispute resolution. Many publications are available on the site, as well as a “Career Center.”

Harvard Law School Program on Negotiation: http://www.pon.harvard.edu/
The Program on Negotiation is a consortium of researchers and teachers whose work has been highly influential in the field of conflict resolution. A source of useful publications and free reports.

New York State Dispute Resolution Association: http://www.nysdra.org/
A good source for low cost trainings and workshops, as well as job postings.

New York State Unified Court System: http://www.nycourts.gov/ip/adr/cdrc.shtml
The New York State Unified Court System has established Community Dispute Resolution Centers in every county in the state, and in every borough in New York City. They offer mediation services for a range of disputes - many of these services are free or low cost.
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CUNY School of Professional Studies

Program: B.A. in Human Relations
Course Name and Number: HRL 401 - Introduction to Action Research
Type of Course: Required
Field of Study: Human Relations Major
Credits: 3 Credits, Undergraduate
Prerequisite: HRL 200 Foundations of Human Relations

Course Summary:
This course will introduce students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The course reviews a few of the many approaches to action research, including ethnography, participatory action research, living theory, action science, and cooperative inquiry, as well as qualitative data analysis methodologies, including discourse analysis and participatory evaluation. The central argument is that action researchers operate with diverse epistemologies, but all promise improvements in the quality of social research, and emphasize a commitment to improving workplace relationships, organizational issues, and/or community or societal problems.

Student Learning Outcomes:
The primary objective of the course is to prepare students to utilize action research strategies for improving human relations in the workplace. There are three additional goals: 1) the development of professional community; 2) the illumination of power relationships; and 3) students’ recognition of their own research expertise. Topics include an analysis of collaborative and spectator forms of research, ways to identify problems to investigate, the selection of appropriate research methods, collecting and analyzing data, and ways to draw conclusions from the research.

At the end of this course, students will be able to:
- Identify and describe important concepts, approaches, and methodologies for conducting action research.
- Determine a problem that can be studied through action research.
- Design and conduct an action research study.
- Gather, analyze, and reflect on data to draw generalizable conclusions.
- Compare, contrast, describe, and use evidence to support arguments and analysis in written and oral communication.
- Communicate research findings with the intention of improving workplace relationships, organizational issues, and/or community or societal problems.

Students will be required to:
- Complete weekly readings and be prepared to discuss them in class,
- Complete regular Blackboard assignments including Discussion Board,
- Write several short research/reflection papers describing their own Action Research projects in a theoretical context, citing course readings,
- Keep field notes on their Action Research project, and
- Compose and complete a longer, self-directed final research project and presentation.

Program Learning Outcomes/Competencies addressed by the course:
- Identify, analyze, and evaluate workplace problems; and construct and communicate logical and reasonable solutions based on relevant facts, data, and synthesis of multiple perspectives [Outcome 2];
• Demonstrate effective written and oral communication through selection of appropriate media and messages for specific audiences and purposes, with consideration of the impact of technology on workplace communication [Outcome 3]; and
• Explain how power, inequality, race, gender, ethnicity, class, ability, age, and sexual orientation impact human relations in the workplace; and contribute to efforts in improving organizational culture [Outcome 5].

Course Grading and Requirements:
Letter grades will follow CUNY SPS’s grading scale.
Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class participation (preparedness, small group work)</td>
<td>15%</td>
</tr>
<tr>
<td>Blackboard Reflections</td>
<td>10%</td>
</tr>
<tr>
<td>Field Observation Log</td>
<td>20%</td>
</tr>
<tr>
<td>Action Research Project Proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Action Research Project Literature Review</td>
<td>10%</td>
</tr>
<tr>
<td>Final Research Project Presentation</td>
<td>15%</td>
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<tr>
<td>Final Research Project Paper</td>
<td>20%</td>
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Students’ class participation will be assessed at three points in the semester.

The major assignment for the course will be the completion of a research project undertaken in an organizational setting in which the student is engaged in professional practice.

Field Observation Logs: Learning Neutrality.
As early mammals roaming the plains, we had to learn how to make judgments in order to survive: What might be good to eat? Who might want to eat me? The tendency to judge is hard wired into us, and it can still be very helpful, but in some cases (such as when we are gathering data as researchers) it can really get in the way of seeing what is there to be seen. The most important, and hence the most challenging, aspect of keeping a field observation log is learning how to observe and describe without letting our biases, assumptions, or prejudices get in the way of what might be a more interesting story than our preconceived notions will allow us to see.

Field Observation Log Assignment #1: Observing in a Public Space
Choose a public place you can feel comfortable in, such as a coffee shop, department store (there are almost always seats outside the fitting room), train station, or a park. Sit for a minimum of half an hour with a notebook and pen or pencil and observe and record as much human behavior as you can. Pay particular attention to people interacting with each other. Try to be as unobtrusive as possible. Think of yourself as a video camera, recording everything you can take in. As you write, leave room in the margins so that you can annotate your observations. Annotate your log in two colors other than the one you used for the main log entry (so if you used black ink for the log entry, you could use red and green for the annotations). Choose one color to make note of any questions that may arise for you in relation to what you observe. Use the other color to record any place where you may have been making an assumption, or speculating about something that you do not actually know or could not know from neutral observation, such as how a person was feeling, or what the relationship might be between two people. The purpose of this assignment is to learn the practice of field observation in neutral territory, in a place that is as removed as possible from our own prior experiences and relationships. It is important to “check your baggage at the door” when conducting field observations for action research, and practicing in a neutral space is a good way to begin to do that. Equally important is the annotation. The questions will help you begin to see how sometimes they arise from data. These questions help us to learn what we are curious and care about, as well as wanting to learn about the people we observe in such a way that might help us learn to make useful generalizations (for example, if you are interested in gender relationships you might want to make special note of observing interactions between men and women). Making note of our assumptions or
judgments is useful because it can tell us where our biases are, and help us distinguish between facts that are knowable and ideas that we may unconsciously fill in based on our past experiences and beliefs.

Field Observation Log Assignment #2: Observing in the Workplace

Now that you have had practice recording and annotating notes in a field log, you are ready to conduct these observations at work. It is unlikely that you will be able to sit, observe, and take notes for lengthy periods of time at work, but you could focus on particular incidents or interactions that may yield interesting information. For example, staff meetings could be a particularly interesting place to observe the dynamics of workplace interactions. If appropriate, you could volunteer to take minutes at the meeting so no one will wonder why you are taking such copious notes. Again, annotate your field log in two different colors - one for questions, one for assumptions and/or judgments. Bring your annotated log to class so that you can share with a classmate and you can check each other's logs for any assumptions or judgments you might have missed.

Action Research Proposal

- Minimum 2-4 pages
- Introduction to the problem, background, methodology, research questions.
- Your research question(s) should be an outgrowth of your workplace field log. Start by going through your annotations to look for patterns in your questions. Are they all about power dynamics? What are the relationships between people of different races, genders, or age groups? How do people work together to solve problems? How do people interact when technology is involved? Look for patterns such as these; this is where your overarching question will arise. You should have one overarching question and a minimum of two and a maximum of five related sub-questions. For example, if your overarching question has to do with how people work together to solve problems, you might have one sub-question asking how people may sometimes hinder each other in the problem-solving process and your second sub-question may look at how donuts might aid in the problem solving process, and a third might explore whether people who wear high heels to work have different approaches to problem solving than those who wear sneakers. Your overarching question and your sub-questions should all be questions that you can realistically find answers to. This also brings us to methodology. If one of your questions is attempting to find out how people feel about working on committees, for example, the only way to find out how they actually feel is to interview them.

Action Research Literature Review

Reviews, at minimum, four scholarly sources related to research question. Assignment requirements will be described in further detail in class.

Action Research Presentation

Formal presentation of research findings to the class. Assignment requirements will be described in further detail in class.

Action Research – Final Paper

Formal paper describing research findings. Minimum 10 pages; follow APA style: http://www.calstatela.edu/library/guides/3apa.pdf Assignment requirements will be described in further detail in class.

Required Texts:

Additional texts and resources (selections from the following will be provided by instructor):


Please note: All excerpts and articles will be provided by the instructor. Students need only purchase *Doing Qualitative Research: Circles Within Circles*.

Course Outline:

**Week 1: Introduction: Why Action Research?**
- Course introduction and syllabus review
- Introduction to action research in the workplace – why action research?
- Learning to see and describe: In-class workshop:
  - Viewing Picasso’s *Guernica*
  - Readings from *The Dream and Life of Franco*. (Picasso, 1937)

Assignments:
1) Read Chapter 7: Composing Field Texts in *Narrative Inquiry* (pp. 92-118).
2) Blackboard Reflection:
   - What would be a workplace setting in which you’d like to conduct an Action Research project?
   - Why do you think this would be a good research setting and what challenges do you think it might present?

**Week 2: Defining Research Questions**
- What is a researchable problem?
- Identifying a researchable problem and narrowing the focus

Assignments:
1) *Field Observation Log 1*: see description above
2) Blackboard Reflection: What kinds of questions/studies lend themselves to Action Research? When you enter a new setting, what kinds of things do you tend to be most curious about?

**Week 3: Bringing the Research Home**
- Conducting field observation in a familiar setting such as your home or job
- Effects of familiarity and relationships on research
- Identifying personal biases
- Elements of an action research proposal
- In-class sharing Field Observation Logs
Assignments:

1) **Blackboard Reflection:**
   Return to your first field observation and reflect: How did the familiarity of the setting and your relationship to the people in the setting impact your observations?

2) **Bring in transcripts from your Field Observation Log to share in small groups**

3) **Writing Assignment:**
   - Complete preliminary proposal/problem statement for Action Research project
   - Begin collecting articles (4 articles minimum) related to your research

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**Week 4: Listening to the Voices in the Field**

- Literature review: What is it?
- In Class: Sharing problem statements in class, helping each other refine our lenses and research questions
- Reading and discussing excerpts from field notes

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**Assignments:**

1) Read *Doing Qualitative Research: Circles Within Circles*
2) Writing Assignment: Begin writing literature review, and revising Action Research proposal/problem statement

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**Week 5: Refining Lenses and Research Questions**

Note: If you are conducting research that is intended to be seen by anyone outside of our class, you have an ethical obligation to obtain written permission. More on this later in the course.

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**Assignments:**

1) Read *Poetic Moments in the Classroom*
2) Read *Notes from a Marine Biologist’s Daughter*

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**Week 6: Poetry Workshop**

- Why the arts in Action Research? In *Doing Qualitative Research: Circles Within Circles*, Margot Ely talks about how a poem can capture the essence of an event or an interaction by capturing pauses, breaths, gestures, and tones of voice that enrich and illuminate their meaning. Using poetry to capture a person or an interaction necessitates what Madeline Holzer of Lincoln Center Institute called “noticing deeply.” It pushes us past our preconceived notions and forces us to look with fresh eyes, and our writing about that person or group of people comes as close as we can to allowing them to speak for themselves through our writing.
- In-Class Poetry Workshop and Discussion: crafting poems from field notes and transcripts

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Submit final Action Research Proposal and Literature Review.

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**Assignments:**

1) Revise transcript poem and post on Blackboard
2) Comment on at least two classmates’ poems

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**Week 7: Listening for Bias**

- What issues/dynamics do I face in the workplace that may get in the way of my being a neutral observer?
- Completing Field Observation Log for Action Research – review of sample logs

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**Assignments:**

1) Go into the intended field of study and begin to record field notes in your Field Observation Log (see above description of Field Observation Log Assignment #2 – Observing in the workplace).
2) Bring in four copies of a 2-4 page excerpt (transcript) of your field notes and be prepared to share. Next week, we will break into small groups and annotate each other’s transcripts.

**Week 8: Grounded Theory: Describing Participants’ Experiences**

Grounded Theory is a methodology in social science research that reverses the traditional approach. That is, instead of beginning with a hypothesis and questions and organizing our methodology around trying to prove our hypothesis, Grounded Theory has us enter the field and begin collecting data, and then forming our research questions based on categorizing the data we have collected.

In Class: Sharing Field Observation Logs
- Including multiple voices: Helping each other to find the categories within our data.

Assignment:
1) Return to field of study for continued observation. Record field notes in your Field Observation Log.

**Week 9: Understanding Qualitative Research Methods: Writing the Analytical Memo**

The analytical memo is where we begin to make sense of our data. If sorting our data into categories is the first level of data analysis, the analytical memo is the second. (The order of these is not strict, some researchers might find it helpful to write the analytical memo in order for the logical categories to begin to emerge). The analytical memo can almost be thought of as a letter to yourself about what you begin to see in the data. This may include anything from preliminary assumptions (as long as you maintain awareness of the differences between assumptions, observations, and facts) to things you are beginning to learn about yourself in the process of doing this research.

Assignments:
1) Read select chapter on Analytical Memos in *Circles Within Circles*
2) Continue recording field notes in your Field Observation Log
3) Blackboard Reflection:
   - Post a reflection: What problems are you facing or surprises have emerged in your research thus far?
   - Comment on two other students’ reflections

**Week 10: Cross-talk in the Field: A discussion of the reading we have been doing both individually and collectively: How do some of these voices inform our observations?**

In Class: Modeling the Double-Entry Journal. As you read through your field log, what specific advice or techniques are you getting from your/our readings? Using a two-column format, cut and paste a segment of your field log in the left column. In the right column, write what one of the texts you have read, either in relation to your individual project or one of the texts we have read as a group, has to say about that segment of your log. For example, if the excerpt from your log highlights different ways men and women interact, you might choose an excerpt from *Women’s Ways of Knowing*.

Assignments:
1) Blackboard Reflection:
   - Describe the components of your research methodology
   - Comment on two other students’ reflections
2) Read sample Action Research Reports/Papers and draft two or three questions about each.
Week 11: Presenting Findings – Models of Action Research Reports/Papers: Looking at models of action research papers: What do you notice?

- Components of Research Report:
  - Abstract
  - Lit. Review
  - Methodology
  - Findings
  - Recommendations/Conclusions
  - Works Cited

Assignments:
1) Blackboard Reflection:
   - How have your questions changed over the course of your observations?
   - What theories have most influenced your thinking?
2) Continue to conduct research in Log

Week 12: Moving from Field Notes to Action Research Project

- Workshop/Small Groups:
  Beginning to turn field logs and transcripts into complete Action Research projects
- Processes for analyzing data and drawing conclusions
- Writing an Abstract – Review of Sample Abstracts

Assignment:
1) Blackboard Reflection:
   - Write and post abstract for your Action Research Project
   - Comment on two students’ abstracts

Week 13: Drawing Generalizable Conclusions from Our Data

- Analysis, Conclusions, Recommendations: How to draw generalizable conclusions from our data

Assignment:
1) Prepare Action Research Presentation

Week 14: Presentations of Research Projects

Assignment:
1) Complete final Action Research report/paper

Week 15: Presentations of Research Projects

- Final class reflections on the role of Action Research in Human Relations
- Submit final paper

Additional Resources:


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Program: B.A. in Human Relations
Course Name and Number: HRL 499 - Human Relations Capstone
Type of Course: Required
Field of Study: Human Relations Major
Credits: 3 Credits, Undergraduate
Prerequisite: Permission of the Director

Course Summary:
All students will complete a capstone project under the direction of a faculty mentor. This senior project will build upon work done in previous courses, allowing students to apply methods of scholarly and/or action research to issues related to Human Relations and work settings. Projects may be completed in small research groups or individually.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Demonstrate their knowledge of subjects and literature in the field of Human Relations;
- Frame research questions, and utilize research methodologies;
- Develop arguments, and produce evidence to support intellectual claims;
- Describe, analyze, and evaluate differing theories and debates within the field; and
- Compose a coherent and well-reasoned analytic essay.

Program Learning Outcomes/Competencies addressed by the course:
- Identify and describe theoretical foundations that contribute to the study of human relations and apply these elements to human relations individually, socially, and within organizations and workplaces [Outcome 1]; and
- Demonstrate effective written and oral communication through selection of appropriate media and messages for specific audiences and purposes, with consideration of the impact of technology on workplace communication [Outcome 3].

Course Grading and Requirements:
Students will be expected to attend all class sessions, and to submit an outline of the final paper followed by a bibliography and drafts at regular intervals, to be determined by the instructor. From time to time, students will engage in peer critique of one another's work. Summaries of final projects will be presented at an end-of-term open forum, to be organized by Capstone students and the instructor.

Letter grades will follow CUNY SPS's grading scale.

Grades will be based on the following:
- Participation in class discussion and activities 10%
- Bibliography 15%
- Outline/drafts 15%
- Final project/Summary presentation 60%

Course outline and required readings to be determined, based on nature of individual/group capstone projects.

Students’ participation will be assessed at three points in the semester.
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Program: B.A. in Human Relations
Course Name and Number: HRL 340 - Special Topics in Human Relations
Type of Course: Elective
Field of Study: Human Relations Major
Credits: 3 Credits, Undergraduate
Prerequisite: Varies

Course Summary:
This course provides students with the opportunity to study new and/or other topics in Human Relations not covered in existing courses. Topics may vary from term to term and reflect the interests of faculty and students. Course description may be obtained by going to the college website and/or e-mailing the instructor before registration. Students may take this course more than once for credit but may not repeat topics.

Student Learning Outcomes:
Outcomes will vary, depending on topics addressed by course.

Program Learning Outcomes/Competencies addressed in the course:
Program Learning Outcomes will vary, depending on topics addressed by the course.

Course Grading and Requirements:
To be determined, based on nature of course. Letter grades will follow CUNY SPS's grading scale.

Required Texts and Course Outline:
To be determined, based on nature of course.

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CUNY School of Professional Studies

Program: B.A. in Human Relations
Course Name and Number: HRL 440 - Independent Study in Human Relations
Type of Course: Elective
Field of Study: Human Relations Major
Credits: 3 Credits, Undergraduate
Prerequisite: Permission of the Director

Course Summary:
This course allows students to focus on an independent project or research conducted under faculty guidance about a topic of interest. Students are expected to take an active role in specifying readings and outcomes and are required to sign a contract acknowledging course learning objectives and expectations.

Student Learning Outcomes:
Outcomes will vary, depending on the topic of the Independent Study.

Program Learning Outcomes/Competencies addressed by the course:
These will vary, depending on the topic of the Independent Study.

Course Grading and Requirements:
To be determined, based on nature of course. Letter grades will follow CUNY SPS's grading scale.

Required Texts and Course Outline:
To be determined, based on nature of course.

ACCESSIBILITY AND ACCOMMODATIONS
The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see: http://sps.cuny.edu/student_services/disabilityservices.html

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY
The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Please see: http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf

ACADEMIC INTEGRITY
Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see: http://media.sps.cuny.edu/filestore/8/3/9_dea303d5822ab91/839_1753cee9c9d90e9.pdf

STUDENT SUPPORT SERVICES
If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
CUNY School of Professional Studies

Program: B.A. in Human Relations
Course Name and Number: HRL 450 - Human Relations Internship
Type of Course: Elective
Field of Study: Human Relations Major
Credits: 3 Credits, Undergraduate
Prerequisite: Permission of the Director

Course Summary:
This option consists of an off-campus Human Relations internship supervised by a faculty member. The venue must be approved by the faculty member and/or program and must be the focus of no less than 150 hours of student work. Weekly discussions of each student's internship will be conducted. This course requires students to write a paper based on their internship.

Student Learning Outcomes:
Outcomes will vary, depending on the topic/location of the internship.

Program Learning Outcomes/Competencies Addressed by the course:
Program learning outcomes will vary, depending on the topic/location of the internship.

Course Grading and Requirements:
To be determined, based on nature of the internship, through instructor-student collaboration. Letter grades will follow CUNY SPS's grading scale.

Required Texts and Course Outline:
To be determined through instructor-student collaboration, and based on nature of the internship.

ACCESSIBILITY AND ACCOMMODATIONS
The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see: http://sps.cuny.edu/student_services/disabilityservices.html

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STUDENT SUPPORT SERVICES
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### Table 1a: Undergraduate Program Schedule

**Indicate academic calendar type:**
- Check **Semester**
- Check **Quarter**
- Check **Trimester**
- Check **Other (describe)**

<table>
<thead>
<tr>
<th>TRANSFER</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL EDUCATION TRANSFER</td>
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<tr>
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</table>

**Term credit total:** 30

**Check course classification(s)**

<table>
<thead>
<tr>
<th>Term: Spring 2016</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>ART 210 – Modern Art in the City</td>
<td>3</td>
<td>X</td>
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<tr>
<td>HR 401 – Introduction to Action Research</td>
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</tr>
<tr>
<td>HR 380 – Conflict in Human Relations</td>
<td>3</td>
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<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td>X</td>
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<tr>
<td>General Elective</td>
<td>3</td>
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</table>

**Term credit total:** 15

**Term: Fall 2016**

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>QUANT 201 – Quantitative Reasoning and Society</td>
<td>3</td>
<td>X</td>
<td>[ ]</td>
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</tr>
<tr>
<td>COM 110 – Digital Literacy</td>
<td>3</td>
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<td>HRL 200 – Foundations of Human Relations</td>
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<td>X</td>
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<tr>
<td>PSY 101 – General Psychology</td>
<td>3</td>
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<td>HRL 210 Interpersonal and Group Communication</td>
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**Term credit total:** 15

**Term: Fall 2015**

<table>
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<th>Course Number &amp; Title</th>
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<th>Maj</th>
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<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>QUANT 201 – Quantitative Reasoning and Society</td>
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<td>[ ]</td>
</tr>
<tr>
<td>COM 210 – Writing at Work</td>
<td>3</td>
<td>X</td>
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<td>[ ]</td>
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<tr>
<td>HIST 202 – Twentieth Century World History</td>
<td>3</td>
<td>X</td>
<td>[ ]</td>
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<tr>
<td>SOC 216 – Social Problems</td>
<td>3</td>
<td>X</td>
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</tr>
<tr>
<td>HRL 250 – Adult Learning and Development in the Workplace</td>
<td>3</td>
<td>X</td>
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<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>BUS 341 – Contemporary Organizational Structure and Change</td>
<td>3</td>
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</tbody>
</table>

**Term credit total:** 15

**Program Totals:**

<table>
<thead>
<tr>
<th>Credits:</th>
<th>Liberal Arts &amp; Sciences:</th>
<th>Major:</th>
<th>Elective &amp; Other:</th>
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</thead>
<tbody>
<tr>
<td>120</td>
<td>90</td>
<td>45</td>
<td>36</td>
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</tbody>
</table>

**Cr:** credits  
**LAS:** liberal arts & sciences  
**Maj:** major requirement  
**New:** new course  
**Prerequisite(s):** list prerequisite(s) for the noted courses

Proposal to Establish a Bachelor of Arts in Human Relations
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 21, 2013
Approved by the School of Professional Studies Governing Council, December 5, 2013
Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Amanda Gulla  
Assistant Professor and Coordinator, Graduate Program in English Education, Lehman College, CUNY | HR 401 - Introduction to Action Research | - | Ph.D. English Education (New York University)  
- M.A. English Education (New York University) | Additional Higher Education/Education in Progress  
- Writing-Across-the-Curriculum year-long seminar, 2006-2007  
- Advanced Writing-Across the Curriculum group, 2007-2008  
- University of Iowa Summer Writing Festival poetry course with Kate Ford Summer 2008  
- Poets House poetry course with Sharon Dolin Fall 2007  
- Literature study group with Maxine Greene, Fall 2004-present  
- Writing Across the Curriculum 3-day intensive workshop, Summer, 2005  
- Title V Action Research course, Summer, 2005;  
- Title V Student Retention & Development Conference, October, 2004  
- Higher Education Teaching: New York University, Lehman College (CUNY), Long Island University, Bank Street College.  
Selected scholarly and literary publications/presentations:  
| Carol B. Robbins  
Distinguished Lecturer, CUNY School of Professional Studies  
Program Director, Off-Campus College at CUNY School of Professional Studies | - CODE TBA Adult Learning and Development in the Workplace | - | Ed.D. (Columbia University Teachers College)  
- M.Ed. Education and Counseling (Duke University) | Occupational Experience:  
- Distinguished Lecturer, CUNY School of Professional Studies – courses taught: Dynamics of Interpersonal Behavior, Facilitating Adult Learning Experiences (Graduate Practicum)  
- Director, Off-Campus College at CUNY School of Professional Studies (2007-present) and Cornell University ILR (1991-2007)  
- Faculty Development Consultant, New York University  
- Director, Evening Student Services, Baruch College CUNY  
- Regional Coordinator of Instruction, Community College of Vermont |

*The percentage of time allocated to the B.A. in Human Relations program at SPS will be dependent upon the number of credits Faculty are assigned to teach and/or if they are appointed as Consortial Faculty or Academic Community Leaders.

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Table 3: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Denise Williams, Adjunct Associate Professor | HR 270 - Human Relations Issues in Management | - Ed.D., Organization and Leadership (Columbia University)  
- M.S., Organization Design and Workplace Learning (Northwestern University) | Occupational Experience:  
- Adjunct Professor (New York University)  
- Development Manager, Vice President (JPMorgan Chase)  
- Business Consultant (ACCENTURE, NY)  
Professional Affiliations:  
- ARHCIVE Institute, Director  
- New Jersey Organization Development Association  
- Society for Human Resource Management |
| Barbara Barnes, Adjunct Associate Professor | HR 380 - Conflict in Human Relations | - Ed.D., Curriculum Development and Teaching, Supervision and Social Sciences (Columbia University Teachers College)  
- M.A., Music Education (Columbia University Teachers College)  
- M.A., Social Sciences Education (Columbia University Teachers College) | Certifications:  
- Certificate Program in Conflict Resolution, Columbia University Teachers College  
Occupational Experience:  
- Adjunct Associate Professor, Brooklyn College School of Education – courses in: Diversity, Inclusion, Foundations of Education  
- Adjunct Assistant Professor, Iona College – courses in: Conflict Resolution and Multicultural Education  
- Assistant Professor, Seton College – courses in: American History, Multicultural Education, Teaching Methods for Adults  
- Project Director, Westchester Colleges Project on Racial Diversity  
- Staff Developer, Staff Mentor, Curriculum Developer, Educators for Social Responsibility  
Selected Scholarly Contributions:  
- “Consensus Building and Conflict Resolution Skills,” pamphlet of NY Technical Assistance Center  
- “Learning to Teach for Social Justice,” ESR Metro Action News |
| Janet McEneaney, Adjunct Professor | HR 350 - Ethical and Legal Dimensions of Human Relations | - J.D. (Cardozo School of Law)  
- LL.M., E.U. Employment Law (University of Leicester School of Law) | Occupational Experience:  
- Arbitrator and Mediator of Labor and Employment Cases  
- Pre-Session Hearing Officer, New York City OATH Health Tribunal  
- Labor Relations Trial Examiner (ALJ), NYC Office of Collective Bargaining  
Academic Experience – Adjunct Instructor:  
<table>
<thead>
<tr>
<th>Susan Fountain</th>
<th>Adjunct Professor</th>
<th>HR 380 - Conflict in Human Relations</th>
<th>Present: Ed.D., Adult Learning and Leadership (Teachers College, Columbia University)</th>
<th>Certifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>HR 250 - Adult Learning and Development in the Workplace</td>
<td>M.S., Education (Bank Street College of Education)</td>
<td>- Certificate of Graduate Studies in Conflict Resolution (Teachers College, Columbia University)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Diploma in Applied Educational Studies – Global and Multicultural Education (University of York, England)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Occupational Experience:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Adjunct Professor, CUNY School of Professional Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Adjunct Instructor, International Center for Cooperation and Conflict Resolution, Teachers College, Columbia University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Instructional Design: CUNY Research Foundation, United States Fund for UNICEF, United Nations Secretary General Study on Violence Against Children; United Nations Global Teaching and Learning Project.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Susan Fountain Consulting: specializing in training, curriculum design and program evaluation for adult education programs in conflict resolution and global issues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Select Publications/Scholarly Contributions:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beth Rosen</th>
<th>Adjunct Professor</th>
<th>HR 210 - Interpersonal and Group Communication</th>
<th>MSW (Columbia School of Social Work)</th>
<th>Certifications/Licenses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Certification in Gestalt Therapy (Gestalt Association for Psychotherapy)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Training with Molly Rawle, MSW, in treatment of eating disorders</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teaching Experience (Cornell University ILR and CUNY School of Professional Studies):</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Courses: Dynamics of Interpersonal Behavior, Speaking and Listening for the Professional, Psychology of Child Development, Dynamics of Diversity Issues and Leadership.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Occupational Experience:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Effective listening staff development seminars: American Express, Xerox Corp., NY Department of Education, NYC Health Clubs, NY Court Reporters</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Private psychotherapy practitioner: 1981-present</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Social Worker, Jewish Guild for the Blind</td>
</tr>
<tr>
<td>Faculty Name</td>
<td>Course Offered</td>
<td>Degree/Certification</td>
<td>Occupational Experience</td>
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<tr>
<td>---------------------</td>
<td>----------------------------</td>
<td>---------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Bonnie Johnson      | HR 300 - Power and Inequality in the Workplace | M.A., Women's History (Sarah Lawrence College) | - Teacher/Consultant and Founder, B2E Associates: consortium of trainers who educate on issues of racism, sexism, class discrimination, homophobia.
|                     | HR 200 - Foundations of Human Relations        |                                       | - Adjunct Instructor – courses in: Cultural Diversity; African American Women Leaders; Leadership in Groups and Organizations; Black and Ethnic Studies; Women's History; Adult Education. |
|                     |                                           |                                       | - Consultant, Girl Scouts of America, National Urban League                             |
|                     |                                           |                                       | - Trainer: Developed and led intercultural communication workshops for the Peace Corps in Jamaica and Barbados, West Indies. |
|                     |                                           |                                       | Select Speaking Engagements:                                                         |
|                     |                                           |                                       | - Spellman College “Integrating Black Women's Studies into Traditionally Black Colleges and Universities” |
|                     |                                           |                                       | - Bloomfield College “Lulu Mae, Georgia Ann and Me – Three Generations of Black Women in History” |
|                     |                                           |                                       | - National Committee on Household Employment, Memphis, Tennessee – “You Didn't Bring Me this Far to Leave me Home” |
|                     |                                           |                                       | - University of Massachusetts-Amherst, “The Black Household Worker—No More Getting' on Our Knees” |
| Beverly Brown       | HR 210 - Interpersonal and Group Communication | M.Div. (New York Theological Seminary) | Occupational Experience and Certifications:                                          |
|                     |                                           |                                       | - Board Certified Chaplain – Clinical Chaplain Training and Residency, New York Veterans Affairs and Riverside Church |
|                     |                                           |                                       | - Adjunct Professor (CUNY SPS and Cornell ILR) – courses taught: Dynamics of Interpersonal Behavior, Principles of Supervision, Workplace Issues in the Arts, and Religion in the Workplace. |
|                     |                                           |                                       | - Staff Chaplain, Veterans Affairs New York Harbor Healthcare System                   |
|                     |                                           |                                       | - President/CEO & Founder, WORKSMARTS – Consulting on staff development and training to public and private-sector organizations. |
|                     |                                           |                                       | - Program Director and Adjunct Professor, Brooklyn College Women’s Studies Department  |

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Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
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</table>
| Additional faculty are not anticipated at this time
Table 5: New Resources

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Full Time Faculty</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tr>
<tr>
<td>Part Time Faculty</td>
<td>$36,000</td>
<td>$60,000</td>
<td>$72,000</td>
<td>$88,000</td>
<td>$112,000</td>
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<tr>
<td>Full Time Staff</td>
<td>$94,621</td>
<td>$99,376</td>
<td>$104,130</td>
<td>$108,885</td>
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<tr>
<td>Part Time Staff</td>
<td>$43,056</td>
<td>$44,348</td>
<td>$45,678</td>
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<tr>
<td>Library (Includes Staffing)</td>
<td>$0</td>
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<td>Equipment</td>
<td>$0</td>
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<td>Laboratories</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td>Supplies &amp; Expenses (OTPS)</td>
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<td>$37,210</td>
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<td>Capital Expenditures</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Other</td>
<td>$20,000</td>
<td>$22,000</td>
<td>$16,000</td>
<td>$11,000</td>
<td>$11,000</td>
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<tr>
<td><strong>Total all</strong></td>
<td><strong>$220,677</strong></td>
<td><strong>$262,933</strong></td>
<td><strong>$280,234</strong></td>
<td><strong>$287,582</strong></td>
<td><strong>$317,978</strong></td>
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Table 6: Projected Revenue

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</thead>
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<td>Tuition Revenue</td>
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<td></td>
</tr>
<tr>
<td>01. From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>02. From New Sources</td>
<td>$239,273</td>
<td>$457,533</td>
<td>$603,347</td>
<td>$710,600</td>
<td>$819,203</td>
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<tr>
<td><strong>03. Total</strong></td>
<td><strong>$239,273</strong></td>
<td><strong>$457,533</strong></td>
<td><strong>$603,347</strong></td>
<td><strong>$710,600</strong></td>
<td><strong>$819,203</strong></td>
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<td>State Appropriation</td>
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<td>Grand Total</td>
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<td>11. From New Sources</td>
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<td>$457,533</td>
<td>$603,347</td>
<td>$710,600</td>
<td>$819,203</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$239,273</strong></td>
<td><strong>$457,533</strong></td>
<td><strong>$603,347</strong></td>
<td><strong>$710,600</strong></td>
<td><strong>$819,203</strong></td>
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Table 7: Five-Year Financial Projections for Program Worksheet

<table>
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<td>Include additional expenses incurred by other programs when satisfying needs of new program</td>
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<td>Current Full Time Faculty Replacement Costs (list separately)</td>
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<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
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<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
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<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
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<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
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<tr>
<td>Full Time Employee Fringe Benefits (33.0%)</td>
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<tr>
<td><strong>Total (Links to Full-Time Faculty on Table 5 - New Resources)</strong></td>
<td>$0</td>
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<tr>
<td>Part Time Faculty Actual Salaries</td>
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<td>Consortial Faculty</td>
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<td>Part Time Faculty Actual Fringe Benefits (10%)</td>
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<td><strong>Total (Links to Part-Time Faculty on Table 5 - New Resources)</strong></td>
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<td>$112,000</td>
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<tr>
<td>Full Time Staff Base Salary (list separately)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Director (@50% of time)</td>
<td>$39,621</td>
<td>$41,998</td>
<td>$44,376</td>
<td>$46,753</td>
<td>$49,130</td>
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<tr>
<td>Academic Director (@ 50% of time)</td>
<td>$55,000</td>
<td>$57,377</td>
<td>$59,755</td>
<td>$62,132</td>
<td>$64,509</td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (33%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (Links to Full-Time Staff on Table 5 - New Resources)</strong></td>
<td>$94,621</td>
<td>$99,376</td>
<td>$104,130</td>
<td>$108,885</td>
<td>$113,639</td>
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<td>(DO NOT INCLUDE NEW LIBRARY STAFF IN THIS SECTION)</td>
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<tr>
<td>Part Time Staff Base Salary (list separately)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>College Assistants</td>
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<td>$22,174</td>
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<td>$23,524</td>
<td>$24,230</td>
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<td>Student Hourly</td>
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<td>Part Time Employee Fringe Benefits (10.0%)</td>
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<td></td>
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</tr>
<tr>
<td><strong>Total (Links to Part-Time Staff on Table 5 - New Resources)</strong></td>
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<td>Library Resources</td>
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<td>Library Staff Full Time (List Separately)</td>
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<tr>
<td>Full Time Staff Fringe Benefits (33%)</td>
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<tr>
<td>Library Staff Part Time (List Separately)</td>
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</tr>
<tr>
<td>Part Time Employee Fringe Benefits (10.0%)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (Links to Library on Table 5 - New Resources)</strong></td>
<td>$0</td>
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</table>
### Equipment

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<tr>
<th>Category</th>
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<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Total (Links to Equipment on Table 5 - New Resources)</th>
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<tbody>
<tr>
<td>Computer Hardware</td>
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<td>$0</td>
<td>$0</td>
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<td>Office Furniture</td>
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<td>$0</td>
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<tr>
<td>Computer Peripherals and Multi Media Equipment</td>
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### Laboratories

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<th>2017</th>
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<td>Other (list separately)</td>
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<td>$0</td>
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### Supplies and Expenses (OTPS)

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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Total (Links to OTPS Expenses on Table 5 - New Resources)</th>
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<td>Travel and Conferences</td>
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<td>Membership Fees</td>
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<tr>
<td>Computer Repair and Maintenance</td>
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### Capital Expenditures

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<th>2015</th>
<th>2016</th>
<th>2017</th>
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<td>$0</td>
<td>$0</td>
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<tr>
<td>Other (list separately)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$20,000</td>
<td>$22,000</td>
<td>$16,000</td>
<td>$11,000</td>
<td>$11,000</td>
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### Other

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<tr>
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<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Total (Links to Other on Table 5 - New Resources)</th>
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</thead>
<tbody>
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<td>$5,000</td>
<td>$5,000</td>
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<td>$5,000</td>
<td>$5,000</td>
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<tr>
<td>Library Contract Services</td>
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<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
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<td><strong>Total</strong></td>
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<td>$22,000</td>
<td>$16,000</td>
<td>$11,000</td>
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## Table 8: Five-Year Revenue Projections for Programs Worksheet

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<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Fa 14</td>
<td>Sp 15</td>
<td>Graduates</td>
<td>Fa 16</td>
<td>Sp 16</td>
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### Orange-Fall Cohort

<table>
<thead>
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<table>
<thead>
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<th>Cohort #2</th>
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<tr>
<td>8</td>
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<table>
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<tbody>
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</table>

<table>
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</tr>
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<tbody>
<tr>
<td>8</td>
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</table>

<table>
<thead>
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<th>Cohort #5</th>
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<td>13</td>
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<table>
<thead>
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</table>

<table>
<thead>
<tr>
<th>Cohort #7</th>
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</thead>
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<td>13</td>
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<table>
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</thead>
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<table>
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### Cumulative

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<th>Graduates by Year 5</th>
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<tr>
<td>16</td>
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</tbody>
</table>

### Total Head Count

<table>
<thead>
<tr>
<th>FT</th>
<th>PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>17</td>
</tr>
</tbody>
</table>

### Total Tuition Revenue Per Term

| $103,060 | $43,969 |

### Total Yearly Tuition Revenue

| $239,273 | $457,533 | $603,347 | $719,600 | $819,263 |

### Assumptions

1. Tuition for 2014-2015 and 2015-2016 reflect the approved tuition rates. Tuition for the remaining years reflect the 2015-2016 rates with 2% annual increases.
2. Enrollment increases by 2.5% each fall from the previous fall and by 2% each spring from the previous spring.
3. Based on available retention data for the baccalaureate programs at EPS, the retention rate for continuing students is as follows: 1 term = 71%, 2 terms = 57%, 3 terms = 48%, 4 terms = 35%, 5 terms = 27%, 6 terms = 21%, 7 terms = 14%, 8 terms = 11%. Retention rates do not include those who have graduated.
Application for Addition of the Distance Education Format to a Registered Program

Name of Institution: CUNY School of Professional Studies at the Graduate School and University Center

CEO or Designee: George Otte, Associate Dean of Academic Affairs

Signature: [Signature]

Date: December 6, 2013

The signature of the institutional representative indicates the institution's commitment to support the proposed distance education program.

Distance Education Contact Person: George Otte, Associate Dean of Academic Affairs

Telephone: 646.344.7258

E-mail: george.otte@mail.cuny.edu

Program Title: Human Relations

Program Code: TBD

Degree or Certificate Awarded: B.A.

HEGIS Code: TBD

Anticipated enrollment in distance program:

Initial: 50

Maximum by year 3: 250

Term length (in weeks) for the distance program: 15

(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

What proportion or percentage of the program will be offered in Distance Education format?

Answer: 100%

Part A: Institution-wide Issues: Submit this part for the first Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes.

Answer: This is not the first online degree program at the School of Professional Studies.

Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.

Proposal to Establish a Bachelor of Arts in Human Relations

CUNY School of Professional Studies

Approved by the School of Professional Studies Curriculum Committee, November 21, 2013

Approved by the School of Professional Studies Governing Council, December 5, 2013
I. LEARNING DESIGN

How does your institution ensure that the same academic standards and requirements are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

**Answer:** To ensure that the standards and requirements of the proposed program are fully consistent with on programs that are 100% face-to-face in the City University and elsewhere, (a) full-time faculty from several CUNY colleges were involved in the program design, and (b) the initial plan for the distance learning program was reviewed by heads of existing on campus programs.

Online programs at the CUNY School of Professional Studies are designed, developed and implemented according to the New York State Education Department’s Principles and Standards of Good Practice for Distance Education. The Bachelor of Arts in Human Relations will also follow best practices in online education identified by the Middle States Commission on Higher Education and the Western Cooperative for Educational Telecommunications. These organizations expect colleges and universities to demonstrate their institutional commitment to a new program. In the case of the Bachelor of Arts in Human Relations, CUNY has proven its commitment through its insistence on academic rigor, its investment of resources in learner support, and its mandate for ongoing program evaluation and continuous improvement. As is the case for these current degrees, the Dean will oversee and implement continuous improvement through regularly scheduled assessment of student satisfaction, learning effectiveness, student outcomes, and faculty satisfaction. In addition to internal control processes, the School of Professional Studies will participate in Middle States reviews through its affiliation with the CUNY Graduate School and University Center.

Are the courses that make up the distance learning program offered in a sequence or configuration that allows timely completion of requirements?

**Answer:** Yes, the courses will be offered in a configuration that allows timely completion of requirements. The course offering schedule will provide all students with the opportunity to enroll full-time each semester, including summer, and to meet enrollment requirements for financial-aid eligibility. Course pre- and co-requisites also have been set to allow for uninterrupted progress through the required coursework.

How do faculty ensure that the technological tools used in the program are appropriate for the content and intended learning outcomes?

**Answer:** The new Bachelor of Arts in Human Relations will use the complete suite of online education tools offered by the University. In addition to software options standard throughout the University, the online programs use other technology options that facilitate interaction and collaboration between students and their instructors and peers. Also, instructors are trained to use resources to create online mini-lectures that can be accessed by students repeatedly and on a 24/7 basis. Decisions about “which technologies to use for which activities” were derived from previous experience in the online programs offered at the School of Professional Studies and a long history of online education at the City University of New York.

As part of the program’s overall quality control initiative, consortial faculty and other instructional staff meet each semester to evaluate individual student progress as well as macro-level program trends. Critical to these discussions are effective pedagogies and appropriate technologies. Faculty can draw on their own experiences with these technologies and from student input from end-of-term surveys. At these meetings, the group will set and refine plans for using new technology tools. Additionally, program leaders and faculty will interact regularly with software and hardware vendors and, through conference attendance and other means, keep informed about new options.

How does the program provide for appropriate and flexible interaction between faculty and students, and among students?
Answer: Regular interaction and collaboration between students and with their faculty is essential for the success of distance learning programs. To create and support these exchanges, the program will use the communication features of the University’s Blackboard course management system, including many innovative plug-ins that allow students to collaborate efficiently. Students will participate in offline discussions, coauthor team projects, keep running journals of their field experiences, create their own blogs for communicating research results, and post working visualizations. For those times that students wish to work together in small groups, they will have access to Blackboard Collaborate, an online tool that will allow students located anywhere to see each other's computer screens, coauthor a document or spreadsheet simultaneously, and communicate both in text and, if they choose, with audio and visual connections.

How do faculty teaching online courses verify that students are doing their own work?

Answer: All students are bound by the academic policies established by the School of Professional Studies, and published in the School’s web site, academic handbook, and annual bulletin. However, that does not diminish the need to develop assessment mechanisms that ensure that each student leaves with the knowledge and skills expected of program graduates. Instructors routinely use the SafeAssign feature of the Blackboard course management system that compares students’ written work with a very large database of previously published work and highlights sections that have been copied without appropriate attribution. To make certain that each student is doing his or her own work, faculty routinely replace traditional quizzes and exams that test for facts and information acquisition with project-based work, which assesses practice-based competencies and has longer time-on-task requirements.

With project-based assessment, faculty often require pre-project proposals and other incremental submissions that establish a narrative pattern which, when changed midstream, makes cheating obvious. Further, the extended submission stream makes it difficult for anyone to serve as a “stand in,” as could happen with isolated remote exams. Public course discussion forums provide another device that establishes each student’s narrative voice which is hard for someone else to reproduce. When faculty do give exams, the questions are generally open-ended, so that students must synthesize the material from previous learning modules. This technique limits the chances of someone else doing the students’ work.

II. OUTCOMES AND ASSESSMENT

Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

Answer: Each course syllabus has a clear set of competencies—identifying required subject matter mastery, contextual considerations, and practice-based skills—that students must demonstrate to successfully complete the course. In addition, program outcomes will be clearly outlined in Web site content, bulletins, and other program materials. Faculty will also review these requirements at the beginning of each course. The broad learning outcomes specified for the Bachelor of Arts in Human Relations program were developed in collaboration with full time faculty and current adjunct faculty who are expert practitioners and well as staff of service agencies responsible for staff education.

Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Answer: The majority of courses will emphasize complex project-based and case analysis assignments so that students will have to demonstrate a more complete understanding of the concepts and information in courses and mastery of course content. The majority of courses require presentations, either individually or in teams, that require
students to present their own solutions to problems and cases. Rubrics will be developed for these assignments and shared with students as guides for their work and for the interpretation of feedback. This mode of assessment is a critical supplement to the fact-based measurements afforded by exams and quizzes.

III. PROGRAM EVALUATION

What process is in place to monitor and evaluate the effectiveness of the distance learning program on a regular basis?

Answer: The School of Professional Studies uses a two-part process for monitoring academic quality and tracking programmatic outcomes of its distance learning programs. The program’s academic director—someone holding faculty rank—will supervise ongoing operations on a semester-by-semester basis and be responsible for addressing student concerns in all aspects of their enrollment. In addition, there will be a group of consortial faculty members who will guide the program’s content, quality of education, and student learning. The consortial faculty, along others who teach in the program, will meet twice each semester to evaluate individual student progress as well as macro-level program trends. At these meetings, the larger group will set and refine the agenda for the year to come.

Secondly, the dean and associate deans will (and do) take a proactive role in monitoring and understanding student success and satisfaction for all programs. The School’s senior leadership, academic directors, and senior staff at SPS regularly review student progress and retention metrics.

How will the evaluation results will be used for continuous program improvement?

Answer: Each year, the School of Professional Studies conducts a strategic planning process, tied to the University-wide Performance Management Process (PMP), where administrative and academic directors come together to discuss the successes and challenges of the previous year and to set a course for the next. By combining the perspectives of those who teach and others who provide critical administrative support, the School is better able to create holistic solutions for the problems that students face. By bringing together representatives from across all programs, the School is sure to develop inclusive responses that better serve everyone.

During the planning process, evidence provides the backbone for future action; pass rates, retention and graduation statistics, student survey results, and a breadth of operational performance metrics will guide the planning process and future resource investments. Individual student stories add depth and quality to these metrics and are especially valuable in identifying opportunities for improvement.

How will the evaluation process assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?

Answer: The evaluation process includes an “academic review” each term, attended by the academic director and consortial faculty, as well as any teaching faculty who wish, to meet and discuss each student’s performance. This review of both quantitative and qualitative data provides in-depth information about students’ competency acquisition, beyond simple alpha-numeric grades. It also gives faculty the information they need to guide students in upcoming courses.

Additionally, the Senior Projects that will be required of each student will provide the basis for ongoing summative assessment of the program’s success in preparing students who have mastered each of the identified program outcomes to a satisfactory level.
Articulation Agreements

BMCC

THE BOROUGH OF MANHATTAN COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

ARTICULATION AGREEMENT FORM

Sending College: Borough of Manhattan Community College (BMCC)
  Department: Liberal Arts
  Program: Liberal Arts (Pathways)
  Degree: Associate of Arts (A.A.)

Receiving College: CUNY School of Professional Studies (SPS)
  Department: Human Relations
  Program: Human Relations
  Degree: Bachelor of Arts (B.A.)

ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

Graduates of the A.A. in Liberal Arts degree from Borough of Manhattan Community College (BMCC) will qualify for admission into the SPS Bachelor of Arts degree in Human Relations if they have maintained a minimum overall GPA of 2.5 and are in good standing at BMCC. Applicants will follow the standard admissions process, which includes completing a transfer application, SPS’s supplemental application form measuring readiness for online education, a statement of interest in the Information Systems program, and—at the academic director’s description—a personal interview.

BMCC graduates will be awarded 60 transfer credits toward the bachelor’s degree based on the current (fall 2014) Human Relations curriculum. Should that curriculum change, it will be necessary to reevaluate the transfer agreement. Courses in math and English require a grade of C or better for transfer in accordance with current University policy. Upon matriculation into the B.A. program in Human Relations, students will be required to complete the School of Professional Studies Online Orientation Program and must fulfill elective and major requirements specified on the following pages.

  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 for the B.S. degree in Human Relations: 120

COURSE OUTLINE AND TRANSFER REQUIREMENTS

This articulation agreement puts in place a “2+2” arrangement between the programs identified above. Students who complete their A.A. degree at BMCC (referred to as a “two-year degree”), and then continue full-time in SPS’s B.A. in Human Relations, can complete their B.A. in two years.
## Proposal to Establish a Bachelor of Arts in Human Relations

**CUNY School of Professional Studies**

Approved by the School of Professional Studies Curriculum Committee, November 21, 2013

Approved by the School of Professional Studies Governing Council, December 5, 2013

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<td>HRL 200 Foundations of Human Relations</td>
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<td>HRL 250 Adult Learning and Development in the Workplace</td>
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<td>HRL 270 Human Relations Issues in Management</td>
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<td>HRL 380 Conflict in Human Relations</td>
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<td>HRL 401 Introduction to Action Research</td>
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<td>HRL 440 Independent Study in Human Relations</td>
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<td><strong>TOTAL</strong></td>
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[1] Students who complete General Education courses that are more than 3 credits each will transfer the additional credits to SPS as elective credits
[2] It is strongly recommended that students take PSY 100 and SOC 100 for their Social Science requirement
[3] For maximum transferability of courses, it is strongly advised that students take SOC 200 and SPE 240 as part of their Liberal arts electives
ARTICULATION AGREEMENT FOLLOW-UP PROCEDURES

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

- The Academic Director and Chief Academic Officer from both programs will meet annually to review the articulation agreement. They will be expected to review student retention, progress to graduation, including transitions between prerequisite and follow-on courses, degree completion, and GPA. Modification or termination of this agreement requires the approval of the Chief Academic Officers of both institutions.

- Should the agreement be modified or terminated, the School of Professional Studies shall honor the terms granted to students who have already transferred into the B.A. in Human Relations for a period of four years or graduation, whichever comes first.

- The School of Professional Studies Registrar and the Human Relations Academic Director shall produce reports of the metrics identified above as well as those suggested in the University’s Annual Performance Management Program, which will be circulated to the following groups:

  - **At SPS**: Dean, Associate Dean for Academic Affairs, Academic Director of Human Relations, Human Relations Consortial Faculty, Associate Dean for Administration and Finance, Director of Student Services, Director of Career Services, and Director of Admissions and Advisement.

  - **At BMCC**: Chief Academic Officer, Liberal Arts Chairperson, Director of Student Services, Director of Career Services, and Director of Admission and Advisement.

Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisors, Websites

The School of Professional Studies and the Borough of Manhattan Community College will publicize this opportunity for students in print and web-based materials and in marketing information. Additionally, both institutions will provide information to their own recruitment staff members as well as staff at the University Office of Admission Services.

**Effective Date:** Fall 2014

**Borough of Manhattan Community College**

Robert Massina  
Acting Provost & Senior Vice President  
Borough of Manhattan Community College  
12/4/13

Erwin Wong  
Dean of Academic Programs  
Borough of Manhattan Community College  
12/4/13

**School of Professional Studies (CUNY)**

Dean John Mogulescu  
Senior University Dean  
Dean, CUNY School of Professional Studies  
12/3/13

George Otte  
Associate Dean of Academic Affairs  
CUNY School of Professional Studies  
12/3/13
ARTICULATION AGREEMENT FORM

Sending College: Borough of Manhattan Community College (BMCC)
  Department: Speech, Communications & Theatre Arts
  Program: Communication Studies
  Degree: Associate of Arts (A.A.)

Receiving College: CUNY School of Professional Studies (SPS)
  Department: Human Relations
  Program: Human Relations
  Degree: Bachelor of Arts (B.A.)

ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

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

Total credits required for the B.S. degree in Human Relations: 120

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<tr>
<td>Choice from among BMCC/Pathways approved courses</td>
<td>3</td>
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<tr>
<td>U.S. Experience in Its Diversity (1 course)</td>
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<td>Choice from among BMCC/Pathways approved courses</td>
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<td>Creative Expression (1 courses)</td>
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<td>Choice from among BMCC/Pathways approved courses</td>
<td>3</td>
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<td>3</td>
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<tr>
<td>Individual and Society (1 course)</td>
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<td>Choice from among BMCC/Pathways approved courses</td>
<td>3</td>
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<tr>
<td>Scientific World (1 course)</td>
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<td>Choice from among BMCC/Pathways approved courses</td>
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<tr>
<td>Three credits in any of the above categories (1 course)</td>
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<tr>
<td>Choice from among BMCC/Pathways approved courses</td>
<td>3</td>
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<tr>
<td>College Option</td>
<td>0</td>
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<tr>
<td>Six credits from the following choices: PHIL 110 - Critical Thinking; COM 110 - Digital Literacy; PLA 300 - Portfolio Development for Prior Learning Assessment; QUAN 201 - Quantitative Reasoning and Society; COM 210 - Writing at Work</td>
<td></td>
<td></td>
<td>6</td>
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</tbody>
</table>
### Proposal to Establish a Bachelor of Arts in Human Relations

**CUNY School of Professional Studies**

Approved by the School of Professional Studies Curriculum Committee, November 21, 2013

Approved by the School of Professional Studies Governing Council, December 5, 2013

<table>
<thead>
<tr>
<th>Course</th>
<th>BMCC</th>
<th>SPS</th>
<th>Total</th>
<th>Note</th>
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<tr>
<td><strong>AA in Communication Studies Transfer Credits</strong></td>
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<td>SPE 240 – Interpersonal Communication</td>
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<td>SPE 245 – The Mass Media</td>
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<td>VAT 152 – Intro to Media Applications</td>
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<tr>
<td>COM 250 – Conflict Resolution</td>
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<td>COM 255 – Intercultural Communication</td>
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<tr>
<td>ENG 3xx – Choose from ENG 303, ENG 304, ENG 311, ENG 314, ENG 321 or ENG 322</td>
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<tr>
<td>Choose 2 courses from: BUS 150, BUS 200, CIS 100, THE 141, MAR 100</td>
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<td>Choose 1 course from: COM 260, SPE 103, or SPE 220</td>
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<tr>
<td>Internship (CED 201 &amp; 3xx) or Social Course Recommended</td>
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<tr>
<td><strong>BA in Human Relations</strong></td>
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<td><strong>Required Human Relations Courses</strong></td>
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<tr>
<td>HRL 200 Foundations of Human Relations</td>
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<tr>
<td>HRL 210 Interpersonal and Group Communication</td>
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<td>Fulfilled at BMCC with SPE 240</td>
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<tr>
<td>HRL 250 Adult Learning and Development in the Workplace</td>
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<td>HRL 270 Human Relations Issues in Management</td>
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<td>HRL 300 Power and Inequality in the Workplace</td>
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<td>HRL 350 Ethical and Legal Dimensions of Human Relations</td>
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<td>HRL 380 Conflict in Human Relations</td>
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<td>HRL 401 Introduction to Action Research</td>
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<td>HRL 499 Human Relations Capstone</td>
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<td><strong>Additional Required Courses</strong></td>
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<td>PSY 101 General Psychology</td>
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<td>Fulfilled at BMCC with PSY 100</td>
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<tr>
<td>QUAN 201 Quantitative Reasoning and Society</td>
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<tr>
<td>COM 210 Writing at Work</td>
<td>3</td>
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<td>SOC 216 Social Problems</td>
<td>3</td>
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<tr>
<td>PSY 340 Contemporary Issues in Adulthood and Aging</td>
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<tr>
<td>BUS 341 Contemporary Organizational Structure and Change</td>
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<td><strong>Electives</strong></td>
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<td>HRL 340 Special Topics in Human Relations</td>
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<td>HRL 440 Independent Study in Human Relations</td>
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<td>HRL 450 Human Relations Internship</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>60</td>
<td>60</td>
<td>120</td>
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</tbody>
</table>

[1] Students who complete General Education courses that are more than 3 credits each will transfer the additional credits to SPS as elective credits
ARTICULATION AGREEMENT FOLLOW-UP PROCEDURES

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

- The Academic Director and Chief Academic Officer from both programs will meet annually to review the articulation agreement. They will be expected to review student retention, progress to graduation, including transitions between prerequisite and follow-on courses, degree completion, and GPA. Modification or termination of this agreement requires the approval of the Chief Academic Officers of both institutions.

- Should the agreement be modified or terminated, the School of Professional Studies shall honor the terms granted to students who have already transferred into the B.A. in Human Relations for a period of four years or graduation, whichever comes first.

- The School of Professional Studies Registrar and the Human Relations Academic Director shall produce reports of the metrics identified above as well as those suggested in the University's Annual Performance Management Program, which will be circulated to the following groups:

  - **At SPS:** Dean, Associate Dean for Academic Affairs, Academic Director of Human Relations, Human Relations Consortial Faculty, Associate Dean for Administration and Finance, Director of Student Services, Director of Career Services, and Director of Admissions and Advisement.

  - **At BMCC:** Chief Academic Officer, Communication Studies Chairperson, Director of Student Services, Director of Career Services, and Director of Admission and Advisement.

**Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisors, Websites**

The School of Professional Studies and the Borough of Manhattan Community College will publicize this opportunity for students in print and web-based materials and in marketing information. Additionally, both institutions will provide information to their own recruitment staff members as well as staff at the University Office of Admission Services.

**Effective Date:** Fall 2014
Letters of Support

December 2, 2013

Dr. Carol Robbins
Director, CUNY SPS Off-Campus College Program
School of Professional Studies
119 West 31st Street
New York, NY 10001

Dear Dr. Robbins:

After reviewing your proposal to establish an undergraduate human relations degree program at CUNY, I enthusiastically endorse it. As you know, I created the master’s degree program in Human Relations at the University of Oklahoma in 1970. Within ten years after it was established, the Human Relations Program became the university’s largest graduate degree program. From 1996 to 2000, I was dean of the College of Liberal Studies, an interdisciplinary college established in 1960 for nontraditional (older and full-time employed) students. While I was dean, the faculty and staff of the college initiated several cohort programs for undergraduates; designed and offered several online undergraduate and graduate courses; and implemented the first online undergraduate degree program at the University of Oklahoma.

Based on my experiences in creating and administering interdisciplinary academic programs, I believe that you, Sofia Biniaris, and Holli Broadfoot have developed an innovative and academically inclusive undergraduate human relations program. But there is more to my endorsement than those few words of general praise.

The human relations curriculum that you propose would be taught in a spiral manner. That is, cornerstone human relations topics and issues would be taught in an introductory course and expanded upon in subsequent courses that are listed in your proposal. This spiral, or building blocks, approach to learning is pedagogically sound.

The curriculum would provide students with practical bridges of knowledge that connect course theories to real-world organization practices. Sufficiently, your students would develop the understanding and skills they need to discern and prevent or abate interpersonal, intergroup, and organization conflicts. That is, your students would most likely be proactive in initiating and perpetuating positive, instead of negative, workplace interactions.

The proposed courses would address the dilemmas inherent in technological advances, new organizational structures, cultural changes in workforce populations, and ethical mandates, all within national perspectives. Consequently, students who graduate from your proposed human relations program would be well prepared for a wide variety of
public and private jobs, especially jobs that require employees to work in teams with people who are culturally different from them. These differences include race, ethnicity, gender identity, sexual orientation, social class, and national origin.

As more organizations become computerized and networked in order to travel the information highways that characterize increasingly large numbers of jobs, students in your proposed program would be able to successfully interact with their co-workers through computers. Also, your graduates would be able to effectively communicate with their clients by using computers.

There are countless employed persons who do not have an undergraduate degree. Many of those persons need a degree to keep their jobs or to advance in them. These individuals, as your surveys indicate, could benefit from having an undergraduate degree, especially an undergraduate degree in human relations. Relatedly, I believe that the human relations program you are proposing for CUNY would be an attractive double major or minor for some students who are majoring in other subjects.

Finally, I predict that a small number of your graduates, those who are the most diligent scholars and willing learners, would continue their education and earn post-graduate degrees in the social and behavioral sciences or business. And a few of those students would probably earn doctorates and become the next generation of consultants, researchers, and college professors.

It has been exhilarating for me to read your proposal and to speculate about possible good outcomes. In conclusion, I think that your proposed undergraduate human relations program has the potential to become a top quality CUNY program. Please tell the members of the School of Professional Studies Governing Council that for the reasons I have cited and others, I wholeheartedly and without reservations endorse the proposal to establish a Bachelor of Arts in Human Relations Program at CUNY. You have created a curriculum that is forward thinking and social justice focused. If approved, I believe that your program would be a viable model for other universities emulate.

Sincerely,

George Henderson, Ph.D.
Sylvan N. Professor Emeritus, David Ross Professor Emeritus, and Regents’ Professor Emeritus of Human Relations, Education and Sociology
July 17, 2013

Carol Robbins, Ed.D.
Academic Director & Distinguished Lecturer
CUNY School of Professional Studies
101 West 31st Street, 7th Floor
New York, NY 10010

Dear Carol,

I’ve been in workforce development for thirty years and have experienced many approaches to educating employees. Most recently the programs have ranged from teaching skills in engine repair to financial literacy to job training for ex-offenders. While these very specific skills are key to successful employment, I cannot stress enough that the technical skills alone are not enough for career success or advancement.

I have reviewed the goals and learning outcomes SPS’s proposed BA degree in Human Relations and believe that you have identified an essential body of competencies required for people who looking for a meaningful career pathway. I applaud you for your emphasis on critical thinking, communication, problems solving and continuous learning. Now, can It really happen?

My collaboration with CUNY SPS over the last six years has been very positive. You have delivered what you say you will deliver. Your programs have resulted in improved employee performance and and increased confidence. I have seen consistent wage increases and job advancement as a result of your efforts. Given what I have read in your proposal, I have no reason to believe that you would not be equally as successful.

I am not one to rubber stamp any Bachelor’s degree. However, I think your research in the area of Human Relations, combined with your track record and approach to serving adult learners, suggests that you will be successful.

I look forward to hearing more and supporting your project.

Sincerely,

Dale Grant, CEO
Grant Associates
60 Madison Avenue

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Proposal to Establish a Bachelor of Arts in Human Relations
CUNY School of Professional Studies
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July 11, 2013

Carol Robbne, Ed.D.
CUNY School of Professional Studies
101 West 31st Street, 7th Floor
New York, NY 10001

Dear Carol,

Thank you for sharing the City University of New York’s School for Professional Studies plans to develop a Bachelor of Arts in Human Relations.

I was thrilled to hear about the proposed program. As part of an organization dedicated to leadership development in girls, we seek to employ staff who can model leadership qualities and workplace competencies that can not only support our growing movement, but that can build a healthy, productive workplace.

In particular, understanding concepts such as change strategies, diversity and leadership, critical thinking and adult learning are critical to supporting an effective evolving organization. These key concepts are well represented in the core courses proposed in the new program.

Recently, the Girl Scouts of the USA announced four key competencies that will be essential for success in our collective culture. These are: empathy, possibility thinking, innovation, and courageous leadership. I see these aligning brilliantly with the learning outcomes framed in your proposed Human Resources degree.

By enabling students to master a broad range of transferrable skills, such as problem-solving, creative and critical thinking, communication, and ethical decision-making, you are positioning them for present day positions as well as careers of the future.

I believe CUNY is headed in exactly the right direction by preparing students for a promising career future with a degree in Human Relations.

Sincerely,

Sandy Thomas,
Vice President of Global Girl Scouting & Strategic Alliances

Proposal to Establish a Bachelor of Arts in Human Relations
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 21, 2013
Approved by the School of Professional Studies Governing Council, December 5, 2013
July 15, 2013

Carol Robbins, Ed.D.
CUNY School of Professional Studies
101 West 31st Street, 7th Floor
New York, NY 10010

Dear Carol,

Thank you for sharing the outline of the BA in Human Relations Program that CUNY SPS is developing for adult learners. Having reviewed the program’s goals and objectives I wanted to express my strong encouragement and support for this endeavor.

As a Human Resources professional that has worked in a variety of industries over the course of my 30+ year career, and having worked in major international corporations like CitiGroup, American Express and IBM, I can truly say that such a program would be extremely valuable to the individuals in the program and to the businesses in which the graduates of the program will work.

Corporations today are fast-paced international environments that require exceptional human relations skills. They require people who are self aware, creative and who are problem solvers. Employees need to be able to work across organizations and team with peer groups that are extraordinarily diverse in order to collaborate on finding solutions for clients across the world. The workplace is not just the employees in the next office or on the same floor or even in the same building. In an international enterprise employees are often on conference calls working across geographic borders to collaborate with peers in other countries. The need for an appreciation of cultural diversity and cultural sensitivity is paramount. Employees need exceptional listening and communication skills. They need to be adept at building strong relationships with people and have the human relations skills to influence people and work teams they don’t manage directly in order to achieve the goals set for the group. These are the skills of effective leaders and influencers. These skills and those described in your program are a necessity to succeed in organizations. They are most certainly needed in order to advance.

I have been a long standing supporter of SPS given our successful collaboration at American Express that prepared so many adult learner employees to contribute more in their work assignments and to advance in their careers. It is clear that adult learners in the SPS program must have a minimum of a bachelors degree to achieve their career objectives in today’s global economy. A program such as the BA in Human Relations will give them an incredible advantage and help them do exactly that.

Karen Coakley
IBM Human Resources
US East Senior HR Partner
IGF, STG / S&D Finance, S&D Sales Transformation
3A-56
North Castle, New York 10504-1785
1(914) 765-6329, t/l 251-6329
Student Interest Survey

Please note: For the purposes of this survey, reference has been made to the Off-Campus College, the institute that currently houses many of SPS’s undergraduate certificates (http://sps.cuny.edu/institutes/occ). The Off-Campus College was founded in 1980 as part of Cornell University’s School of Industrial and Labor Relations to provide college courses for working adults in preparation for advancement in the workplace and in their academic pursuits. The Off-Campus College joined the CUNY School of Professional Studies in 2007, and continues its mission of advancing the world of work by offering undergraduate credit-bearing certificates in areas such as communication, finance, management, leadership, diversity, education, and adult learning.

Because the survey was distributed to many current for former students familiar with the OCC, we referred to the program under that name. However, we intend to promote and market the B.A. in Human Relations to a broader student population under the CUNY School of Professional Studies.
3. Educational Background and Goals

These questions pertain to your educational background and goals.

1. My highest level of education is:
   - A Bachelor's Degree
   - An Associate's Degree
   - Some College Courses
   - High School Diploma or GED

2. My goal is to earn a Bachelor’s Degree:
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

3. My goal is to earn a Master’s Degree:
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

4. Taking classes with the CUNY Off-Campus College has motivated me to pursue a degree:
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree
4. BA Degree in Human Relations

The following questions pertain to the BA degree in Human Relations.

5. Having a BA degree in Human Relations would help me get a job, keep my job, advance at my current job, or increase my salary:
   - [ ] Strongly Agree
   - [ ] Agree
   - [ ] Neutral
   - [ ] Disagree
   - [ ] Strongly Disagree

6. The skills taught in the CUNY Off-Campus College's BA degree in Human Relations would increase my effectiveness at work:
   - [ ] Strongly Agree
   - [ ] Agree
   - [ ] Neutral
   - [ ] Disagree
   - [ ] Strongly Disagree

7. I would be interested in enrolling in the CUNY Off-Campus College's BA degree in Human Relations program:
   - [ ] Strongly Agree
   - [ ] Agree
   - [ ] Neutral
   - [ ] Disagree
   - [ ] Strongly Disagree

5. Contact Information (Optional)

[ ] [ ]

If you would like to be notified when the BA degree in Human Relations becomes available, please include your contact information in the spaces below.

8. I would like to be notified if this program becomes available (optional):
   - [ ] Name:
   - [ ] Telephone Number:
   - [ ] Email Address:

6.

[ ] [ ]

Thank you for your participation.
Student Interest Survey Results Data Tables

Q1 My highest level of education is:

![Bar chart showing highest level of education]

Q2 My goal is to earn a Bachelor’s Degree:

![Bar chart showing goal to earn a Bachelor's Degree]
Q5 Having a BA degree in Human Relations would help me get a job, keep, my job, advance at my current job, or increase my salary:

Q6 The skills taught in the CUNY Off-Campus College’s BA degree in Human Relations would increase my effectiveness at work:
Q7 I would be interested in enrolling in the CUNY Off-Campus College's BA degree in Human Relations program:
Faculty Curriculum Vitae

This section contains the first two pages of the Curriculum Vitae for the following faculty:

- Barbara Barnes
- Beverly Brown
- Susan Fountain
- Amanda Nicole Gulla
- Bonnie Johnson
- Janet McEneaney
- Carol Robbins
- Beth Rosen
- Denise Williams
Barbara Barnes
41 West 96th Street, Apt. 3B, New York. NY 10025
(212) 222-2892

EDUCATION
Ed.D. 1977 Columbia Teachers College. Major Field: Curriculum Development and Teaching with an emphasis on supervision and the social sciences
M.A. 1971 Columbia Teachers College. Major Field: Music Education
M.A. 1967 Columbia Teachers College. Major Field: Social Sciences Education
B.A. 1964 Vassar College, Poughkeepsie, New York Major Field: History

SELECTED QUALIFICATIONS AND SKILLS
• Experience teaching graduate level courses in multicultural education, diversity and inclusion, and in classroom management.
• Experience mentoring staff developers in the Resolving Conflict Creatively Program in the New York City public schools.
• Experience presenting at the IIPE, an international peace education institute, on methods of critical pedagogy using role play.
• Experience designing curriculum and workshops for educators in equity issues and consensus and conflict resolution skills.
• Experience coordinating faculty from a ten-college consortium in developing a project focusing on multicultural issues curriculum and pedagogy.
• Experience managing a ten-college consortium's project to provide diversity training for 1500 professional and support staff.
• Experience teaching undergraduate education courses in educational psychology, current issues in education, philosophy of education as well as American history, world civilization, U.S.-Soviet relations, African studies, urban studies, labor studies, peace studies, women's studies, economics, global ecology, and conflict resolution.
• Experience teaching English language skills using social science and humanities content.

SELECTED WORK HISTORY
• Adjunct Associate Professor: Brooklyn College School of Education, Teaching areas: Diversity and Inclusion, Classroom Management, Foundations of Education, Spring 2005 – present.
• Staff Developer, Staff Mentor, Curriculum Developer: Educators for Social Responsibility Metropolitan Area, now called the Morningside Center for Teaching Social Responsibility. New York City Public Schools, April 1991-June 1993 and Fall 1996 -present.
• Facilitator: Basic Practicum in Negotiation and Mediation and Conflict Resolution Pedagogy and Curriculum, Columbia Teachers College, Fall 1997 -present.
• Training and Curriculum Consultant: Equity Assistance Center and NYTAC, Metro Center, New York University, Fall 1996 – Spring 2002.
• Project Director: Westchester Colleges Project on Racial Diversity, September 1991- July 1996. Administrative Duties: Development and implementation of a ten college project to improve the racial climate for learning through peer facilitated workshops and other activities.
• Adjunct Assistant Professor: Iona College, New Rochelle, NY, January 1993- June 1995. Teaching Areas: Conflict Resolution and Multicultural Education.
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• **Assistant Professor**: Social Science Department. Seton College (Adjunct Assistant Professor, Graduate Educational Department. Iona College, September 1989 - August 1991. Teaching Areas: American History, Contemporary World Problems from a Peace & Justice Perspective, Macroeconomics, Freshman Retention Course, Multicultural Education in Urban Settings, Teaching Methods for Adults.


• **Assistant Professor and Director**: Public Policy Program, St. Peter's College, Jersey City, NJ, June 1981 - January 1984. Teaching Urban History and Politics, Urban Education, Perspectives on Education, and Peace Studies.

• **Adjunct Assistant Professor**: English Department, College of Staten Island, New York, NY, September 1980 - June 1981. Teaching reading and writing through social science content.


• **Instructor**: Applied Language and Math Center, School of Public and Community Service, University of Massachusetts, Boston, MA, October 1979- June 1980. Teaching quantitative reasoning skills, reading, math, and the arts in the city.

• **Cultural Education Program Officer**: National Office of Culture (Maputo, Mozambique). May 1977 - June 1979. Assisted in establishing a school of the arts and teaching music history and theory.

• **Teacher/Administrator**: Veterans Upward Bound Programs, LaGuardia Community College and Bronx Community College, New York, NY, Winter 1972 - Summer 1974.


• **Liaison to the School of the Arts**: Columbia Urban Center, New York, NY, Spring 1968 - Spring 1970.

• **Sixth Grade Teacher**: JHS 139, Bronx, NY, Winter 1967 - Summer 1968.


SELECTED PUBLICATIONS AND PRESENTATIONS


• "Challenging Eurocentric Bias in Education: Can Multiculturalism Do the Job?", COPRED Conference, Dayton, OH, September 1990.

Professional Objective: Adult educator who draws on interrelated subjects of education, psychology and religion to create learning communities for individuals and organizations that challenge participants to question, set goals and achieve their unique missions across a broad range of topics. Use a broad base of experience and excellent facilitation, presentation and interpersonal skills.

EDUCATION:


New York University, New York, NY. Doctoral Program Community Psychology Total coursework 60+ credits completed 1996.


Bronx Community College, Bronx, NY. Associate of Arts, Major: Liberal Arts, June 1966.

EXPERIENCE:

9/07-Present Adjunct Professor CITY UNIVERSITY of NEW YORK:

School of Professional Studies, New York, NY.

9/00-6/07, 9/89- 5/91 CORNELL UNIVERSITY: Off Campus College, New York, NY.


9/08— 3/12 Staff Chaplain (Board Certified Chaplain)

VETERANS AFFAIRS NEW YORK HARBOR HEALTHCARE SYSTEM, New York, NY.

Provided pastoral counseling and spiritual support to veteran inpatients/outpatients, their families and hospital staff. Mentored and supported the training and development of clergy in Clinical Pastoral Education (CPE) and supervised ministry as they moved into chaplaincy. Developed and designed seminars, workshops, retreats and didactics with a special focus on Post Traumatic Stress Disorder, Pastoral Identity & Authority, Empowerment for the Oppressed, Pastoral communication Skills and Spirituality. Designated Palliative Care and Hospice Chaplain for new unit support patients, staff and families. Facilitated grief and bereavement groups.

1/93 - Present President/CEO & Founder WORKSMARTS, New York, NY.
Provide consulting on staff development and training services to organizations in the private and public sectors. Assessed individual and system needs, created programs and interventions.

Examples of contracted services include: professional development training for human service providers, strategic planning sessions, board development, needs assessments, customer service skills training, organizational development processes to merge companies, establish criteria and evaluate and assess programs, mediate changing market and corporate cultures that support institutional change.


9/91 - 9/92  **Program Associate Fellow**  JOYCE MERTZ-GILMORE FOUNDATION, New York, NY.
Reviewed, assessed and responded to inquiries and proposals from potential grantees locally and internationally as match foundation’s guidelines which totaled over $5 million. Program areas included human rights, sustainable development, New York City Human and Built Environment, cultural arts.

11/89 - 12/92  **Program Director and Adjunct Professor**
BROOKLYN COLLEGE, Women Studies Department, Brooklyn, NY.

Developed and implemented an internship project for young women to explore executive careers in the human services; non-profit human service organizations. Foster leadership development and awareness and sensitivity to political dynamics of urban women’s challenges. Developed curriculum and taught courses -- Women in the Cities and Independent Studies projects.

**1968-1989** Over twenty years experience working as **Teacher, Trainer and Consultant** working with diverse organizations. Details of services and client list available upon request.

**Freelance Writer**--Published articles women and social issues.

**COMPUTER SKILLS:**
Knowledge and expertise in Windows Office programs—Word, Excel, Power point.

*References provided upon request*
SUSAN FOUNTAIN
Instructor/Trainer • Curriculum Designer • Evaluator
31 Hudson Harbour Drive, Apt. E, Poughkeepsie, N.Y. 12601
(845) 485-3266 (home office) / (845) 705-7403 (cell) / (845) 452-6041 (fax)
Email: shfountain@msn.com

EDUCATION

- **2006-present:** Ed. D. program in Adult Learning and Leadership, Teachers College, Columbia University, New York.
- **1999:** Certificate of Graduate Studies in Conflict Resolution, Teachers College, Columbia University, New York.
- **1987:** Diploma in Applied Educational Studies (Global and Multicultural Education) University of York, England.
- **1983:** Master of Science in Education, Bank Street College of Education, New York.
- **1975:** Bachelor of Arts in Psychology, Vassar College, Poughkeepsie, New York.

TEACHING EXPERIENCE

2001-present: Adjunct Professor, CUNY School of Professional Studies, Off-Campus College (formerly part of Cornell University’s School of Industrial and Labor Relations).
Undergraduate courses taught include:
  - Managing Conflict; Interpersonal Behavior; Dynamics of a Multi-cultural Workplace; Leadership: Organizational and Personal Vision; How Adults Learn; Understanding Adult Development

Graduate-level courses taught include:
  - Basic Practicum in Negotiation and Mediation Skills; Conflict Resolution in Schools K-8: Pedagogy and Curriculum Design

INSTRUCTIONAL DESIGN EXPERIENCE

2008: Research Foundation, CUNY.
  Workforce development training modules: “Better Energy” and “Money Concepts”.

2006-2008: United States Fund for UNICEF.
  “TeachUNICEF” curriculum guides for teachers.

2006: United Nations Secretary General’s Study on Violence Against Children.
  Training manual for facilitators.

  Curriculum modules on global issues.

  “Basic Practicum in Negotiation and Mediation” (graduate-level course).

OTHER WORK EXPERIENCE

2000-present: Susan Fountain Consulting, Poughkeepsie, NY
  Consulting business specializing in training, curriculum design, and program evaluation for adult education programs in conflict resolution and global issues. Clients have included:
Center for Social and Emotional Education; Creative Response to Conflict; Department of Foreign Affairs and International Trade (Canada); Educators for Social Responsibility; ERIC Japan; InterConnections 21; Landmine Survivors Network; Norwalk (CT) Dispute Settlement Center; Peaceful Kids Early Childhood Social-Emotional Learning Program; UNESCO Associated Schools Project; UNICEF Belgrade; UNICEF New York; United States Institute for Peace

Developed and evaluated peace education programs for early childhood through adulthood; carried out training in 23 different countries.

1987-1989: Research Fellow and In-Service Teacher Educator, Centre for Global Education, University of York, England
Developed curriculum on conflict resolution for early childhood programs, gender issues for middle school, and global issues for kindergarten through high school. Taught in-service diploma course on teaching Global and Multicultural Education.

1982-1987: Head Teacher, The International School of Geneva, Switzerland
Taught kindergarten-1st grade in bilingual program.

Taught 3-4 year old classes; supervised student teachers.

Taught in mixed nursery-kindergarten program (3-5 year olds).

PUBLICATIONS

References available upon request.
CURRICULUM VITAE

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates</th>
<th>Degree &amp; Major</th>
<th>Date Conferred</th>
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<tbody>
<tr>
<td>Sarah Lawrence College</td>
<td>9/75-5/79</td>
<td>BA Theater &amp; Psychology</td>
<td>5/1979</td>
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TEACHING

<table>
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<tr>
<th>Institution</th>
<th>Dates</th>
<th>Rank/Position</th>
<th>Department</th>
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<tbody>
<tr>
<td>Lehman College/CUNY</td>
<td>2013-current</td>
<td>Associate Professor</td>
<td>Middle and High School Education</td>
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<tr>
<td>Lehman College/CUNY</td>
<td>2004-2013</td>
<td>Assistant Professor</td>
<td>Middle and High School Education</td>
</tr>
<tr>
<td>New York City Writing Project</td>
<td>2002-2004</td>
<td>Teacher-Consultant</td>
<td>Institute For Literacy Studies</td>
</tr>
<tr>
<td>New York University</td>
<td>2000-2003</td>
<td>Lecturer</td>
<td>Teaching &amp; Learning</td>
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</table>

PEER-REVIEWED SCHOLARLY PUBLICATIONS


Chapter in a Book


POEMS PUBLISHED IN LITERARY JOURNALS


Grants Received

PSC CUNY Enhanced Cycle 44 (2013): Writing Across the Curriculum for Secondary English Language Learners: Creating a Model of Effective Instruction and Sustainable Professional Development. $12,000 to establish after school writing centers in three Bronx high schools.

PSC CUNY 42 Grant (2011): See what the arts can teach: Assessing the impact of inquiry-based learning through the arts on middle and high school students’ literacy learning. $5,985 to develop assessments examining inquiry-based learning through the arts teaching techniques in light of Common Core Standards.

PSC CUNY Grant (2008): Aesthetic education and the scholarship of teaching. $5,300 for a study gathering both qualitative and quantitative data to determine how aesthetic education practices taught in graduate education courses are being used in middle and secondary classrooms.

Bonnie Johnson

PROFESSIONAL EXPERIENCE

**Trainer/Consultant**
**B2E Associates**
Founding partner of a consortium of trainers who educate on issues of racism, sexism, class discrimination and homophobia. Provide training paying particular attention to problems arising from fear of cultural difference and a deficient social justice system. Develop multicultural and human relations materials for private and public organizations. Clients include public and private sector health, education and welfare agencies, grassroots organizations, colleges and universities, housing groups, nursing homes and public schools.

**Adjunct Instructor**
**Off Campus College Program**
School of Professional Studies, City University of New York
(formerly Cornell University, NY State School of Industrial and Labor Relations, through June 2007)
Designed and taught undergraduate level courses: Cultural Diversity 1 and 2, African American Women Leaders, Leadership through the eyes and lives of women. Consulted on curriculum development. Mentored faculty on working with issues of difference in the classroom.

**Director of Academic Counseling**
**Hofstra University/District 65, United Auto Workers**
Institute of Applied Social Science
Responsible for the coordination and ongoing development of counseling services for rank and file union members enrolled in a union based college program. Developed and supervised peer counseling program. Developed and led workshops on time management, study skills and credit for prior learning. Advisor to District 65/UAW on student recruitment strategies. Member of Institute’s Curriculum Planning and Evaluation Committee.

**Adjunct Instructor**
**Hofstra University/District 65, United Auto Workers**
Institute of Applied Social Science
Taught undergraduate level courses in Women’s History, Black and Ethnic Studies, Adult Education and Women’s Studies.

**Adjunct Instructor**
**Black and Puerto Rican Studies**
Hunter College, City University of New York
Taught senior seminar course entitled, “Black Women: Myths and Realities.”

**Adjunct Instructor**
**Women’s Studies**
Ramapo College, Mahwah, New Jersey
Taught senior seminar on Black Women’s History.

RELATED EXPERIENCE

**Consultant**
**Girl Scouts of America, New York, New York**

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Approved by the School of Professional Studies Governing Council, December 5, 2013
Designed and implemented a three-day national conference: “Women are History – The History of Women of Color.” Delivered the keynote address: “What is Women’s History?”

**Consultant** 1980  
*Household Employment Project*  
*National Urban League, New York, New York*  
Coordinated history project focusing on the contributions and organizing efforts of household workers in the United States. Lectured and led discussion groups with household workers on the history of household employment. Designed, implemented and evaluated the bi-annual conference of household workers in Memphis, Tennessee.

**Trainer** 1974 – 1976  
*Peace Corps/Action*  
*Jamaica and Barbados, West Indies*  
Developed and conducted inter-racial group interaction workshops for Peace Corps volunteer training programs in Barbados, West Indies. Developed and facilitated workshops on intercultural communications for new volunteers and host country nationals in Jamaica, West Indies.

**EDUCATION**

**Master of Arts, Women’s History** 1982  
*Sarah Lawrence College, Bronxville, New York*  
Advisors: Dr. Gerda Lerner

**Bachelor of Arts, History** 1971  
*New York University, New York, New York*

**SELECTED SPEAKING ENGAGEMENTS**

- Existing Curricula in Spelman College, Atlanta, Georgia. “Integrating Black Women’s Studies into Traditionally Black Colleges and Universities.”
- National Committee on Household Employment, Memphis, Tennessee. Keynote address: “You Didn’t Bring Me this Far to Leave Me Here.”
- University of Massachusetts at Amherst. “The Black Household Worker – No More Gettin’ on Our Knees.”
- Hofstra University, Hempstead, New York. “African American Women in the Civil Rights Movement.”
- Sarah Lawrence College, Women’s Issues Lecture Series. “An Overview of Black Women’s History.”
- The Simone DeBeauvoir Second Sex Conference. Panelist, “The Personal and the Political.”
- Women’s Caucus for Art, New York City. “Black Women and Art – An Historical Perspective.”
JANET McENEANEY
205-02 33rd Avenue
Bayside, New York 11361

TELEPHONE: (718) 428-8369 E-MAIL: McEneaneyJ@aol.com

ADMINISTRATIVE JUDGE, HEARING OFFICER AND ARBITRATOR EXPERIENCE
Arbitrator and Mediator of Labor and Employment Cases - 2000 to present
• Arbitrate and mediate labor-management grievances and statutory employment claims in public and private sectors, including federal agencies; unionized and non-unionized settings; large and small businesses; and non-profit organizations.
• Preside over formal evidentiary hearings; mediate complex statutory claims; advise parties of their rights and responsibilities; hold case management conferences and settlement conferences; manage caseload and calendar; rule on pre-hearing and post-hearing motions; write substantial, complex decisions adjudicating contractual and statutory claims; oversee discovery.
• Conduct internal investigations of discrimination and workplace-violence claims.
• Resolve collective bargaining impasses and render fact finding decisions in the public sector.
• Provide external ombuds and dispute resolution training services for corporations and non-profit organizations.
• Admitted to the Bar in New York State.

Per-Session Hearing Officer, New York City OATH Health Tribunal - 2010 to present
Hear and decide disputes about alleged violations of NYC codes at adjudicative agency. Duties include holding evidentiary hearings, advising parties of their rights and responsibilities and rendering written decisions.

Labor Relations Trial Examiner (ALJ), New York City Office of Collective Bargaining - 1990 to 2000
As a full-time, neutral Trial Examiner (Administrative Law Judge), decided or mediated labor disputes between the City of New York and the municipal unions. Duties included holding settlement conferences and pre-hearing conferences; presiding over formal evidentiary hearings; ruling on pre-hearing and post-hearing motions; advising parties of their rights and responsibilities; overseeing discovery; writing substantial decisions and research memoranda; managing caseload and calendar.

ACADEMIC EXPERIENCE
Adjunct Professor teaching in undergraduate degree programs at:
New York University (1996-Present)
Cornell School of Industrial and Labor Relations (1997 - 2008)
CUNY Graduate Center (2008-Present)
Course taught include: Business Ethics, Employment Law, Labor Law, Labor Relations, Workplace Conflict Management, Business Law

PERMANENT ADR PANEL APPOINTMENTS
• American Arbitration Association; Federal Mediation and Conciliation Service
• National Mediation Board; United States Postal Service
• New York Public Employment Relations Board
• New York State Employment Relations Board
• New Jersey Public Employment Relations Commission
• New Jersey State Board of Mediation
• EEOC Contract Mediation Panel
• Mediation Education and Research Project
• AFGE/SSA Arbitration Panel
• Teamsters Local 282 Arbitration Panel
• Town of Hempstead Arbitration Panel

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• U.S. District Court (E.D.N.Y.) Mediation and Arbitration Panels
• International Chamber of Commerce

PROFESSIONAL AFFILIATIONS
• N.Y.S. Bar Association Labor and Employment Law Section: Editor, Labor and Employment Law Journal, 2001-2009
• Executive Committee member, 2001-2011 · N.Y.S. Bar Association Dispute Resolution Section, Continuing Legal Education Committee
• City Bar Association: Labor & Employment Law Committee, 2000-2003
• ADR Committee, 2003-2004
• Sports Law Committee, 2004-2006
• Labor and Employment Relations Association: Chair, National Dispute Resolution Section, 1998-2000
• President, New York City Chapter, 1997-1998
• Executive Committee Member, 1998-Present
• Associate, London Court of International Arbitration
• Society of Federal Labor Relations Professionals

PUBLICATIONS


TRAINING AND LECTURES
• Conducted mediation, negotiation and conflict resolution training for employees of United Airlines, Philadelphia Gas Works, American Express, Morgan Stanley, Mt. Sinai Hospital, Pacifica Radio Network, Chase Bank and Xerox Corporation.
• Created and chaired lectures, professional conferences and training programs for the New York City Bar Association, Labor and Employment Relations Association, American Bar Association, Society for Human Resources Professionals, Cornell University, New York State Bar Association, University College-Dublin, University of Hawaii, CUNY Dispute Resolution Center, International Law Weekend and New York University School of Law.

EDUCATION
• J.D., Cardozo School of Law
• LL.M in E.U. Employment Law, University of Leicester School of Law (U.K.)
• B.A., SUNY-Regents College

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Carol B. Robbins, Ed.D.  
Carol.robbins@mail.cuny.edu / 917-532-8486  
54 Morningside Drive #4, New York, NY   10025

Qualifications Summary
A leader in the field of Higher Education with expertise in innovative program design, the recruitment and development of faculty, and assessing student success. Qualified to collaborate with diverse groups to respond to educational needs with relevant programs, courses, outreach activities and professional development opportunities. Builds teams of staff and faculty to generate a community of learners who strive to make a difference.

Core demonstrated accomplishments and strengths:
- Higher Education Leadership
- Budget Management
- Community Relations
- Collaborative Program Design
- Faculty Evaluation
- Adult Literacy
- Faculty Development
- Change Management
- Student Recruitment
- College Teaching

Professional Experience

City University of New York, New York 2007-present
Director, CUNY Off-Campus College
Distinguished Lecturer
- Lead faculty and staff in the administration of graduate and undergraduate programs, certificates, and degree proposals
- Oversee curriculum development and design process
- Develop collaborative professional development and training programs with NYC Organizations (Alzheimer’s association, American Express, MTA, NYC Department of Education, NYC Transit)
- Organized and lead the cultural and operational change management process involving the transfer of the Off Campus College Program (entire faculty and staff) which resided with Cornell University for 30 years
- Design and lead all faculty development and training efforts
- Oversee internal and external marketing efforts to include brochure and handbook development, on-line promotions, and materials for information sessions and college fairs
- Initiate intensified student recruitment efforts
- Developed graduate curriculum in Adult Learning and Development, graduate curriculum in, Managerial and Executive Coaching and Management, and undergraduate course series in disabilities, supervision, diversity, leadership, transportation, social change.
- Teach graduate and undergraduate classes in adult learning and communication
- Capstone advisor for CUNY SPS Applied Theater program
- Lead student and faculty team to design arts centered graduation that reflected unique student experience in the OCC program

Cornell University ILR, New York City 1991-2007
Director, Cornell Off-Campus College
Senior Faculty Associate
- Lead Cornell Off Campus College Program expansion from six 1.5 credit courses to 72 three credit courses and increased New York City program partners from one to seven
- Managed 1.2 million budget
- Directed the Design and implementation of Online Curriculum and Faculty Development Process which resulted in the development of 15 successful on-line courses
- Acquired grants from Sloan and Staples Foundations, and the 9/11 Commission
- Lead effort to examine the elements of program’s holistic approach to retention
Designed Women empowerment projects in India and Honduras

New York University 1995- Present
Faculty Development Consultant
- Member of the groundbreaking NYU Faculty Development Team of consultants which works with university faculty members at all levels to improve teaching effectiveness
- Conduct consultations with NYU faculty to examine teaching practices, identify core teaching philosophy, and increase effectiveness
- Design and facilitate micro teaching seminars for national and international teaching audience
- Conduct large group feedback sessions of up to 150
- Evaluate and produce report on teaching within schools in the university
- Conduct research on large class teaching methods, role of teaching assistants, value of practitioners teaching in professional schools
- Lead professional development sessions: 1) The first class session; 2) Engaging more; 3) Thinking with your students; 4) Responding to students’ need to know;

Director, Evening Student Services
- Supervised staff providing services to evening graduate student body of 6,000
- Assessed student needs for new evening services
- College liaison for all evening activities and organizations
- Designed and taught new student orientation programs
- Coordinated and lead leadership retreats

Community College of Vermont 1980-1983
Regional Coordinator of Instruction
- Directed and coordinated college’s program design and delivery in multiple sites (Montpelier, Barre, White River Junction)
- Opened new office and program sites in southern Vermont

Education

Columbia University, NY, New York
Ed.D. Philosophy of Education; Dissertation: Critical/Feminist Pedagogy: An Examination of its Practice

University of Texas, Austin Texas
Ph.D. program (abdi) Two-Year College Leadership

University of Vermont, Burlington, Vermont
M.Ed. Education and Counseling; Kellogg Fellow

Duke University, Durham, North Carolina
B.A., Interdisciplinary Studies and German Education certification

College and University Instruction: Leadership, German, Cultural Diversity, Interpersonal Communications, Adult Learning and Development, Teaching Adults Practicum

Other interests and activities: German, Spanish, tennis, fiddle, singing
BETH ROSEN MSW, CSW
610 West 110th Street 3C
New York, New York 10025
(h) 212-666-6417
(w) 212-865-2853

VITAE

EDUCATION
1980-1985   Gestalt Association for Psychotherapy
Received certification in Gestalt Therapy
1976-1979   Training/supervision with Molly Rawle, MSW
in the treatment of eating disorders
1974-1976   Columbia School of Social Work
Received MSW
City College of New York
Received BA

WORK HISTORY

2003 to present   EFFECTIVE LISTENING SEMINARS
Staff development seminars offered at American Express, Xerox Corp., New York
Department of Education, NYC Health Clubs and Court Reporters in NYC and Syracuse.

2001 to present   OFF CAMPUS COLLEGE:
CORNELL (2001-2007)
CUNY (2007-to present)
ADJUNCT PROFESSOR
Taught Dynamics of Interpersonal Behavior, Speaking and Listening for the
Professional, Psychology in the Workplace, Psychology of Child and Adolescent
Development, Memoir Writing: An Exploration of The Workplace, and Sociology of
Work and Family. Team-taught: Dynamics of Diversity Issues in the Workplace and
Leadership in the Workplace.

1981 to present   PRIVATE PSYCHOTHERAPY PRACTITIONER
Individuals, couples, family and group work
Age range 10-80

1976-1981   JEWSH GUILD FOR THE BLIND SOCIAL WORKER
Responsibilities: facilitated groups, conducted casework sessions for the elderly and
young adult mentally challenged, provided supervision for undergraduate students
and developed new programs.

References available upon request
Denise A. Williams, Ed.D.
208 Hampshire Court • Piscataway, New Jersey 08854 • 732-979-7953 • daw1214@optonline.net

CAREER PROFILE:
Corporate Development Manager with a professional history of strategic thinking and strong interpersonal skills, as well as proficiency in human resource development; change management; performance management, trainer development; program design; program development; program launch; measuring training impact; and project management. Expertise emphasizes a range of professional development programs in Fortune 500 companies that span industries in local and international markets. Excellent ability in assessing organizational challenges and creating solutions. Demonstrated track record of effectively managing relationships and interacting with professionals at any corporate level. Recognized as being tenacious with an ability to engender advocacy.

PROFESSIONAL EXPERIENCE

New York University  New York, NY – Adjunct Professor  2007-Present
Skilled in developing an engaging 12- or 16-week curriculum in relevant leadership and organizational practices for business professionals. Demonstrated proficiency in applying innovative adult learning principles along with assessment models to produce blended learning solutions.

Course titles include:  Leadership & Management  
                      Organizational Behavior  
                      Business Organization and Management

JPMorgan Chase  New York, NY – Development Manager, Vice President  2002–2007
Developed talent management initiatives and oversaw a range of strategic educational projects aimed at employees’ leadership talent and overall professional development. Was sought consistently to lead or consult on several complex and highly visible educational initiatives, focused on employee development programs as well as securing niche providers of training solutions. Achieved results through leveraging strategic relationships with business units; corporate leaders; and premier suppliers of best-in-class performance improvement solutions. Responsibilities included the following:

• Developed and implemented career development infrastructure resulting in increased self-direction for 65 job roles in managing their career development.
• Developed corporate university infrastructure to facilitate employees’ development, and mobility, and measurable improvement in performance, retention, and satisfaction, which resulted in 30% increase in utility of career development tools.
• Established strategic business plan and aggressively implemented global learning needs assessment initiatives for ongoing enhancement of a robust learning curriculum poised to support evolving businesses.
• Managed and deployed enterprise-wide curriculum in Leadership, Technology, and eCommerce competence to drive and sustain employees’ leadership capabilities.
• Co-managed the sourcing and rollout of a firm-wide Project Management curriculum that resulted in consistent learning opportunities across the firm with savings of 40% or $2 million over 3 years.
• Delivered a range of superior consulting services to internal business partners across the firm to utilize our broad capabilities, leverage the corporate curriculum, deliver efficiencies, attract new business, and execute on corporate initiatives. Performing these services resulted in consistent course offerings, consistent delivery and lower costs to business units.
• Developed and rolled out level 1/2/3 evaluation to assess training impact for several curricula and used feedback to inform changes to instructional materials.
• Held multi-functional vendor management responsibilities including RFPs, contract negotiations, marketing, product evaluations, and continuous improvement processes resulting in competitive pricing, as well as operating efficiencies due to development and delivery of a range of learning solutions.
• Managed a staff of five employees (including two Assistant Vice Presidents) responsible for internal consulting projects, content design and acquisition, program measurement, and administration for over 100 instructor-led courses, resulting in over 500 class sessions per year, for over 7,000 participants.


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Provided business or consulting services to clients across a range of industries, while specializing in talent management, organization development, recruitment and retention programs, and program management. Consulting Projects include:

- Program Management for major Telecommunications Company’s new product deployment
- Developed and executed e-Business Strategy for major Telecommunications Company
- Organization Design and Restructuring for Consulting firm
- Organization Strategy for major Pharmaceutical Company
- SAP Implementations for Paper and Pulp Manufacturer and Consumer Products Company

Responsibilities included the following:

- Developed and implemented program management activities that allowed stakeholders to communicate essential information, thereby maximizing team efficiencies and eliminating redundancies.
- Developed and conducted extensive analysis of early e-Learning solutions and led their adoption and implementation to create a portable learning solution for global clients.
- Developed and implemented training, promotion, communication and deployment strategies to accelerate the transition to emerging Internet-based business transactions for enterprise customers
- Developed, distributed and analyzed a comprehensive organization survey to assess the baseline profile of the organization (including demographics, workload, and employee satisfaction).
- Identified, designed and developed new business processes for new organization, to provide performance metrics guidelines for professional development.
- Created learning programs to develop a leadership pipeline and strengthen entrepreneurial competencies among employees at every level.
- Redesigned the recruitment, retention, and development infrastructure to support pharmaceutical company’s safety surveillance system designed to ensure consumers’ safety in the use of medication.
- Created and implemented a leadership program for employees to gain the skills, knowledge, and abilities needed to support their new responsibilities.
- Developed competency models to align the organization’s recruitment, training, and development processes.
- Led the design, development and implementation of instructor-led training for 18 courses, including coaching materials and a web-based online help tool to support two enterprise-wide SAP implementations. This effort resulted in employees across the firm being able to carry out critical financial processes using the newly implemented SAP system.

**Additional Professional Highlight:**

**Independent Business Consultant**

**Provide coaching, facilitation, training and development services to organizations in industries including academic institutions, consumer products, aerospace, and health industries.**

- Inclusive Leadership workshop
- Diversity Awareness workshop
- Coaching for Effectiveness workshop
- Change Management workshop

**EDUCATION:**

- **Columbia University, NY**
- **Northwestern University, IL**
  Master of Science – Organization Design and Workplace Learning, 1996
- **City University of New York - Bernard M. Baruch College, NY**
  Bachelor of Business Administration - Computer Information Systems, 1994

**PROFESSIONAL AFFILIATIONS:**

- ARCHIVE Institute, Director
- New Jersey Organizational Development Association
- Society for Human Resource Management
- Baruch College Alumni Association
<table>
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<tr>
<th>School</th>
<th>Location</th>
<th>Program Title</th>
<th>Tuition /credit*</th>
<th>Target audience</th>
<th>Online/ In Person</th>
<th>Credits for major</th>
<th>Courses</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Pace University</td>
<td>New York City and Pleasantville, Westchester Campuses</td>
<td>B.A. in Applied Psychology and Human Relations</td>
<td>$1,054/credit</td>
<td>Traditional-aged undergraduates</td>
<td>In person</td>
<td>42 Credits (Pleasantville) or 40-44 Credits (NYC)</td>
<td>Social Psychology; Psychological Testing; Research Methods; Group Relations &amp; Interviewing; Psychological Counseling</td>
<td>Prepares students for careers in counseling and clinical psychology.</td>
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<tr>
<td>St. Joseph's College</td>
<td>Brooklyn, NY and Long Island, NY Campuses</td>
<td>B.A. in Human Relations</td>
<td>$690/credit</td>
<td>Traditional-aged undergraduates</td>
<td>In person</td>
<td>36 Credits</td>
<td>Required: Intro to Psychology; Intro to Sociology; Social Problems; Elements of Social Science Research; Social Psychology; Research Methods; Experimental Methodology; Seminar in Human Relations</td>
<td>Interdisciplinary program focusing on combination of courses in Psychology and Sociology. Program is also offered as an area of concentration for Child Study Majors.</td>
</tr>
<tr>
<td>Grambling State University</td>
<td>Online</td>
<td>B.A. in Organizational Leadership with Human Relations Concentration</td>
<td>$325/credit</td>
<td>Adult degree completers</td>
<td>Online</td>
<td>30 Credits (Major Core)</td>
<td>Principles of Interpersonal Communications; Principles of Human Relations Management; Workforce Productivity; Building Relationships with External and Internal Publics; Conflict Management and Negotiation; Problems and Issues in Human Relations Management</td>
<td>Part of University of Louisiana-wide Organizational Leadership Online B.A. completers' program; Concentration in Human Relations offered by Grambling State; Entrance requirements include minimum of 60 credits and age of 25-years-old; Offered in five 8-week terms per year.</td>
</tr>
<tr>
<td>City College Center for Worker Education, CUNY</td>
<td>New York, NY</td>
<td>B.A. in Liberal Arts, Interdisciplinary Arts &amp; Science Degree</td>
<td>Standard CUNY Rates</td>
<td>Adult Degree Completers</td>
<td>In person</td>
<td>16 Credits (Required Core)</td>
<td>Required Core: Core Humanities I; Core Humanities II; Work, Family, and the Community; Nature and Human Beings (4 credits/course)</td>
<td>Available Concentrations: - Public Administration - Human Services - Literature, Communication &amp; the Arts - Cultural and Historical Studies - Labor Studies -Self-Directed Concentration</td>
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<tr>
<td>Lehman College, CUNY</td>
<td>Bronx, NY</td>
<td>Professional Studies Program (Adult Degree Program)</td>
<td>Standard CUNY Rates</td>
<td>Adult Degree Completers</td>
<td>In person with online and weekend options</td>
<td>Varies by major.</td>
<td>Students select from any traditional major or create an individualized major. Courses vary by major.</td>
<td>Program Features for Adults Learners: Flexible Class Schedules; Individualized Majors; Life Experience Credits</td>
</tr>
<tr>
<td>Queens College, CUNY</td>
<td>Queens, NY</td>
<td>Adult Collegiate Education (ACE) Accelerated Bachelor's Program</td>
<td>Standard CUNY Rates</td>
<td>Adult Degree Completers</td>
<td>In person</td>
<td>Varies by major.</td>
<td>Students select from any traditional major. Courses vary by major.</td>
<td>Entrance Requirement: minimum age 25-years-old; offers up to 36 Life Achievement Credits for ACE students.</td>
</tr>
</tbody>
</table>
Site Supervisor, Mobile

Job Title: Site Supervisor, Mobile
Department: Mobile
Division: Programs
Location: Mobile
Reports To: Manager, Mobile
Status: Full-Time, Temporary (13 Months), Exempt

Position Overview

The Site Supervisor reports to the Manager, Mobile and is a senior member of the Mobile Department, which oversees StoryCorps’ Mobile Tour and the operations of the MobileBooths. A MobileBooth is an Airstream trailer outfitted with a recording studio that travels the country year-round collecting stories. These MobileBooths partner with local public radio stations for 4-6 weeklong visits to towns and cities nationwide.

The Mobile Site Supervisor is assigned to manage a MobileBooth, and is responsible for managing all aspects of the Booth’s operations, logistics and staffing needs. S/he serves as the primary on-the-ground liaison to community organizations, public radio partners, and press. The Site Supervisor lives and works on the road for one year.

The Site Supervisor also supervises a rotating team of two Facilitators, the front-line staff who support the recording of StoryCorps interviews. The Site Supervisor ensures that the Facilitators receive regular supervision, training, and performance assessment; s/he coordinates and delegates work and sets performance goals. The Supervisor also ensures that all tasks related to the operation of the MobileBooth are quality checked, including maintaining the facility and recording equipment and regularly communicating and troubleshooting issues with various StoryCorps departments. Additionally, two days per week, the Site Supervisor acts as a Facilitator at the MobileBooth, guiding participants through the StoryCorps interview process.

The term of employment for the Mobile Site Supervisor hired for the 2014 Mobile Tour will be November 25, 2013 – January 2015. There will be a mandatory training period from December 9, 2013 – December 20, 2013.

StoryCorps records, shares, and preserves stories from a diverse range of American voices – from our Griot Initiative to preserve stories of African Americans, to our Historias Initiative to collect the experiences of Latinos. Candidates with work experience in diverse communities are strongly encouraged to apply. Spanish language fluency is a plus.

Excellent benefits package that includes medical, dental, vision, Flexible Spending Accounts, 403(b) Retirement Savings Plan, Employee Assistance Plan, pre-tax transit benefits, and paid time off (vacation, sick leave, personal days, and holidays).

Essential Duties and Responsibilities

- Manage administration, operations, and logistics of MobileBooth including: overall delegation of tasks and supervision of Facilitators; review of interview activity reports and archival processing work completed by Facilitators; preparation and quality check of administrative work, etc.
- Supervise and assess performance of Facilitators
- Function as primary contact for StoryCorps community partners and press
- Sustain relationships with public radio stations and act as primary contact during the MobileBooth stop
- Regularly facilitate interviews two days per week and as necessary
- Provide first level of support for technical problems occurring at the Booth
- Coordinate Booth repairs with the Recording and Archive Department, as needed
- Regularly communicate with the Mobile Manager regarding field operations and field staff performance, and work closely with the Mobile Senior Coordinator on the planning of each stop
- Perform other duties to support the Mobile department, as assigned

Knowledge, Skills, and Qualifications

Required:
- 2 or 4-year college degree
- Minimum 1 year experience supervising staff
- Minimum 1 year experience in managing programs or projects, with strong multi-tasking and organizational skills and attention to detail
- Minimum 1 year experience working in diverse communities, including conducting outreach and engaging communities
- Driving proficiency and a valid driver’s license
- Ability to work independently and as part of a team
- Ability to be flexible and adaptable in order to contribute to problem-solving activities within a growing, changing organization
- Experience as an effective team leader; team-building skills
- Strong conflict negotiation and problem solving skills
- Strong interpersonal, written and verbal communication skills
- Strong conflict negotiation and collaborative skills
- Demonstrated experience delivering effective public presentations and engaging diverse audiences
- Strong computer skills and proficiency in Microsoft Office, email, and database software
- Basic level of comfort learning and working with new technical equipment (e.g., audio recording equipment, databases, digital cameras)
- Cultural humility and the ability to work successfully with diverse groups of people

Preferred:
- Spanish language fluency, both orally and in writing
- Proficiency on a Mac platform
- Experience with audio recording equipment and/or digital cameras
- Experience with technical troubleshooting
- Experience in long-term travel is a plus

To apply, please send cover letter and resume to employment@storycorps.org and include your last name and “Site Supervisor, Mobile” in the subject line. Include your cover letter and resume as attachments entitled “YourNameLetter” and “YourNameResume.” In your cover letter, please tell us how you found out about this opportunity and whether you have any experience managing events on the road.
Network Special Projects Coordinator

Job posted by: Uncommon Schools
Posted on: October 2, 2013

Job description

UNCOMMON SCHOOLS

Uncommon Schools (Uncommon) is a nonprofit organization that starts and manages outstanding urban charter public schools that close the achievement gap and prepare low-income students to graduate from college. Uncommon builds uncommonly great schools by developing and managing regional networks that are philosophically aligned and highly accountable and by designing and implementing "best-in-class" teacher training. Uncommon currently manages 38 schools serving more than 6,000 students in Boston, New York City, upstate New York, and Newark, New Jersey. Uncommon plans to grow to 44 schools by 2016. The organization has achieved outstanding academic results based on internal assessments, statewide exams, and graduation milestones. Its schools consistently outperform their district schools and are among the highest-performing urban schools in their cities and states.

Position:

The Network Special Projects Coordinator supports the leadership team in all administrative areas, the network team on various projects and research assignments, and other special events and duties as needed. The Special Projects Coordinator works closely with all levels of organization, especially school-based Directors of Operations and Principals, Home Office Directors, Network Directors of Special Projects, other Managing Directors and Chief Operating Officers. For the Home Office, the Special Projects Coordinator supports the Chief of Staff and Chief Executive Officer.

Responsibilities:

(1) Support operations of the Uncommon Schools or Uncommon Schools New York City or Newark, including:

- Managing website content and updates for all campuses.
- Managing student recruitment, including supporting advertising, materials creation, solicitation, through a third-party mailhouse, attending recruitment events, hosting recruitment event, and annual lottery logistics and follow-up.
- Managing student enrollment including initial enrollment, communication with campuses, and waitlist management and communication.
- Complete and submit state reports on behalf of Uncommon Schools Newark or New York City.

(2) MD/COO or CEO administrative support, including:

- Manage the MD/COO or CEO calendars, arranging meetings and conference calls and maximizing efficiency.

Location

New York, NY, US

Details

Start date
October 2, 2013

Application deadline
December 3, 2013

Education requirements
4-year degree

Employment type
Full time

Professional level
None specified

Job function
Management, Database management, Administration, Non-Profit, Clerical and data entry, Education, Project management

Owner's areas of focus
Urban, School Administration, Education Reform, Charter Schools, Achievement Gap, Educational Nonprofit, Teachers, Teaching, Education, Network of nonprofits
Proposal to Establish a Bachelor of Arts in Human Relations
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 21, 2013
Approved by the School of Professional Studies Governing Council, December 5, 2013

- Serve as liaison for MD/COO or CEO for all external constituents, maintain contact lists, screen & prioritize MD communication.
- Make travel arrangements and provide directions and materials for off-site meetings.
- Attend meetings to record follow-up assignments of MD and others; prepare and distribute meeting agendas and minutes.
- Manage Board Binder, meeting logistics, data collection & preparation.
- Perform general clerical duties, including, but not limited to, photocopying, faxing, mailing, filing, and preparation of expense reimbursements.
- Additional administrative tasks, as assigned.

(3) MD/COO or CEO strategic planning support, including:
- Create tool to track & prioritize MD/COO tasks.
- Manage calendar of high-priority tasks for MD/COO.

(4) Support MD/COO and campus leaders, including:
- Event logistics support for Uncommon Schools Boston or New York City student events.
- Project planning and implementation support for staff culture events, as well as outreach events.
- Project management of summer programming work (databases, research, etc.).
- Additional projects related to the development of network-wide systems for scale.

(5) Perform special school- and network-wide projects.

(6) Support school start-up operations, as needed.

(7) Coordinate logistics and information flow among network schools.

(8) Perform various administrative and other related duties as required and assigned, as well as those identified through professional development plan.

Qualifications:
- A bachelor’s degree from a competitive university.
- Very strong organizational skills; an obsessive attention to detail and follow-through.
- Excellent writing skills.
- Solid analytical and problem-solving skills.
- Ability to create and maintain systems that enhance organizational efficiency.
- Ability to thrive in a fast-paced, entrepreneurial environment; flexible; able to work autonomously as well as take direction as needed.
- A high level of proficiency in the use of Microsoft Office programs.
- Upbeat, positive, outgoing, and personable.
- Ability to work well in a team, as well as independently.

Compensation:
We offer a generous compensation package which includes base salary and comprehensive health benefits. All staff members are equipped with the tools needed to succeed, including a dedicated workspace, laptop computer, email, high-speed internet access, and all necessary supplies.

How to apply

TO APPLY

If you are passionate about improving educational opportunities for historically underserved children and communities, please visit our website at www.uncommonschools.org and apply online at www.uncommonschools.org/careers.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.
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Position Title: Store Management
Brand: *American Eagle Outfitters
Job Category: Stores
Location: 100 WEST 125TH STREET
Department: Store Management
Job Status: *Full Time
Job City: NEW YORK
Job State: New York
Job Country: United States
Job Description:

POSITION TITLE: Store Manager
REPORTS TO: District Manager
SUPERVISES: Store Management and Associates
Status: Full Time

POSITION SUMMARY:
Provide leadership and guidance to their team that creates an environment focused on customer satisfaction, maximum productivity and profitability

RESPONSIBILITIES:
Leadership
• Motivate team through a compelling vision and direction to encompass American Eagle Outfitter’s Core values
• Communicate clear expectations and hold the store team and themselves accountable to achieving all brand, performance and behavior standards
• Lead and inspire a customer service culture by recognizing and rewarding team
• Build effective relationships with peer and upper management partners
• Lead management team effectively through proper implementation of division of responsibilities
• Conduct productive management and team meetings
• Proactively seek personal learning and development opportunities

People Development
• Recruit, hire, develop and retain top management and sales talent for the organization, to include maintaining optimal staffing levels
• Train and develop store management and sales team in all areas of job responsibility
• Consistently assess and provide ongoing performance feedback to include performance reviews, IDPs and providing merit recommendation to all levels of store team
• Recognize performance issues in a timely manner and partner with District Manager to develop action plans for resolution

Visual Merchandising
• Ensure that all visual directives are executed seamlessly and within scheduled time frame and allotted payroll budget
• Direct and execute strategic, brand appropriate merchandising to maximize sales and presentation standards
• Supervise and direct all merchandise processing and flow to the floor in conjunction with exceptional backroom standards

Drive for Results
• Manage the execution of the store business plan that drives KPI results and maximizes business opportunities
• Achieve predetermined financial budgets to include payroll management
• Drive AE brand loyalty through demonstrating sales leadership, coaching and connecting with the customer experience
• Achieve store shrink goals and maintain all operational standards to secure the assets of the store’s physical location
• Ensure proper scheduling practices that lead to maximization of sales potential

QUALIFICATIONS:
• Minimum high school education or equivalent. Bachelor’s degree preferred
• Minimum three years retail management experience, or equivalent Store Manager experience
• Strong analytical, prioritizing, interpersonal, problem-solving & planning skills
• Strong verbal and written communication skills
• Collaborative skills and ability to work well within a team
• Ability to work in a fast-paced and deadline-oriented environment
• Ability to work a flexible schedule to meet the needs of the business, including holidays, nights and weekends
• Must be able to perform all essential job functions identified in the “Store Manager essential job functions”

AEO is an Equal Opportunity Employer and is committed to complying with all federal, state and local equal employment opportunity (“EEO”) laws. AEO prohibits discrimination against associates and applicants for employment because of the individual’s race or color, religion or creed, alienage or citizenship status, sex (including pregnancy), national origin, age, sexual orientation, disability, gender identity or expression, marital or partnership status, domestic violence or stalking victim status, genetic information or predisposing genetic characteristics, military or veteran status, or any other characteristic protected by law. This applies to all AEO activities, including, but not limited to, recruitment, hiring, compensation, assignment, training, promotion, performance evaluation, discipline and discharge. AEO also provides reasonable accommodation of religion and disability in accordance with applicable law.

Posting Job Title: Associate Store Manager- Training & Development
Proposal to Establish a Bachelor of Arts in Human Relations
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 21, 2013
Approved by the School of Professional Studies Governing Council, December 5, 2013

Brand: *American Eagle Outfitters
Job Category: Stores
Location: AMERICAN EAGLE OUTFITTERS, INC
Department: Store Management
Job Status: *Full Time
Job City: NEW YORK
Job State: New York
Job Country: United States
Job Description:

POSITION SUMMARY:
Provide leadership and guidance to their team that creates an environment focused on customer satisfaction, maximum productivity and profitability

RESPONSIBILITIES:
Leadership
• Motivate team through a compelling vision and direction to encompass American Eagle Outfitter’s Core values
• Communicate clear expectations and hold the store team and themselves accountable to achieving all brand, performance and behavior standards
• Lead and inspire a customer service culture by recognizing and rewarding team
• Build effective relationships with peer and upper management partners
• Participate in productive management and team meetings
• Proactively seek personal learning and development opportunities

People Development
• Recruit, hire, develop and retain top management and sales talent for the store, to include maintaining optimal staffing levels
• Train and develop sales team in all areas of job responsibility
• Consistently assess and provide ongoing performance feedback to all levels of store team
• Recognize performance issues in a timely manner and partner with Store Manager to develop action plans for resolution

Visual Merchandising
• Ensure that all visual directives are executed seamlessly and within scheduled time frame and allotted payroll budget
• Direct and execute strategic, brand appropriate merchandising to maximize sales and presentation standards
• Partner in store’s execution of all merchandise processing and flow to the floor in conjunction with exceptional backroom standards

Drive for Results
• Partner with Store Manager in the execution of the store business plan that drive KPI results and maximizes business opportunities
• Achieve predetermined financial budgets to include payroll management
• Drive AE brand loyalty through demonstrating sales leadership, coaching and connecting with the customer experience
• Achieve store shrink goals and maintain all operational standards to secure the assets of the store’s physical location

QUALIFICATIONS:
• Minimum high school education or equivalent. Bachelor’s degree preferred
• Retail Management Experience preferred, or equivalent education
• Strong analytical, prioritizing, interpersonal, problem-solving & planning skills
• Strong verbal and written communication skills
• Collaborative skills and ability to work well within a team
• Ability to work in a fast-paced and deadline-oriented environment
• Ability to work a flexible schedule to meet the needs of the business, including holidays, nights and weekends
• Must be able to perform all essential job functions identified in the “Assistant Manager essential job functions”

AEO Inc. is an Equal Opportunity Employer
Retail Store Manager in Queens New York United States

GNC, helping people to Live Well

It is a really exciting time to be at GNC! Rising costs and a growing emphasis on prevention have convinced increasing numbers of consumers to take charge of their health. This self-care explosion has spawned a lucrative $21.3 billion nutritional supplement industry - and GNC leads the way! But in order to maintain this lead, we need exceptionally motivated, capable, and driven people like you. We offer a fast-paced collaborative environment where each of us directly contributes to the company’s success. Come join our growing industry and be part of helping others “Live Well”

GNC is currently seeking store managers that are looking to “fast track” their career with a dynamic and growing organization.

- Manage the operations, staffing, and sales/profit goals in a single assigned retail store
- Ensure total compliance with all store operations policies
- Sell merchandise to customers by following GNC’s prescribed selling methods
- Manage the store’s inventory with GNC guidelines. Receive, check, and shelve all merchandise orders
- Responsible for keeping store clean and uncluttered
- Manage work schedules within established budgets for optimal store coverage
- Hire, train, discipline, review, and terminate employees

Required:
At least 2 years of retail sales and/or store management experience in a specialty retail environment

Preferred:
Bachelor’s degree and at least 2 years of retail sales and/or store management experience in a specialty retail environment

*Skills and Abilities:
- Basic math skills
- Strong interpersonal and ethical behavior to manage the company’s assets and employees
- Excellent customer service skills to develop a relationship-selling culture

GNC offers a competitive salary with excellent benefits

GNC is an Equal Opportunity/Affirmative Action employer

Req ID: 2012-12162 # of Openings: 1

Job Summary:
GNC, helping people to Live Well
It is a really exciting time to be at GNC! Rising costs and a growing emphasis on prevention have convinced increasing numbers of consumers to take charge of their health. This self-care explosion has spawned a lucrative $21.3 billion nutritional supplement industry - and GNC leads the way! But in order to maintain this lead, we need exceptionally motivated, capable, and driven people like you. We offer a fast-paced collaborative environment where each of us directly contributes to the company’s success. Come join our growing industry and be part of helping others “Live Well”

GNC is currently seeking store managers that are looking to “fast track” their career with a dynamic and growing organization.

*Essential Duties and Responsibilities:
- Manage the operations, staffing, and sales/profit goals in a single assigned retail store
- Ensure total compliance with all store operations policies
- Sell merchandise to customers by following GNC’s prescribed selling methods
- Manage the store’s inventory with GNC guidelines. Receive, check, and shelve all merchandise orders
- Responsible for keeping store clean and uncluttered
- Manage work schedules within established budgets for optimal store coverage
- Hire, train, discipline, review, and terminate employees

*Job Specifications:
- Required:**
At least 2 years of retail sales and/or store management experience in a specialty retail environment

Preferred:
Bachelor’s degree and at least 2 years of retail sales and/or store management experience in a specialty retail environment

GNC offers a competitive salary with excellent benefits

GNC is an Equal Opportunity/Affirmative Action employer

Date: 2013-08-29 Country: US State: NY City: Queens Postal Code: 11432 Category: Retail Operations - Store Management Job Type:
Proposal to Establish a Bachelor of Arts in Human Relations
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, November 21, 2013
Approved by the School of Professional Studies Governing Council, December 5, 2013

Support Store Manager in the implementation of strategic initiatives and achievement of goals and objectives with a primary focus on 1 to 2 of the core accountabilities of Revenue Generation, Establishing Extraordinary Brand Selling & Service Culture, Operational Excellence, Product & Visual Merchandising and Management of Human Resources/Creating Team Success.

Core Accountabilities:

Revenue Generation:
- Achieve/Exceed personal and store sales goals and performance metrics through the implementation of revenue building strategies.
- Coach and develop staff to exceed individual and store goals.

Maintain Customer Centric Brand Experience Culture:
- Coach and develop staff to provide a world class shopping experience through the effective execution of Extraordinary Brand Selling and Service Culture and Concierge Program by establishing a client base, staying connected to customer needs, anticipating customer changes, and meeting customer challenges.

Operational Excellence:
- Support the Store Manager in the achievement of all financial and operational objectives with regards to expense control, Loss Prevention audits/checklists, and weekly reports.
- Monitor and maintain compliance of all company policies and procedures to make sound business decisions and communicate/educate all staff members

Product and Visual Merchandising:
- Partners with the Store Manager on the implementation of visual merchandising directives and maintains standards consistent with company brand strategies.
- Communicates with Store Manager and/or directly to Corporate partners regarding product mix, trends and needs

Management of Human Resources/Creating Team Success:
- Assist in the creation and maintenance of positive employee relations through building, developing and leading a quality store team.
- Partners with the Store Manager to ensure on-going specific and immediate coaching and feedback are provided to the staff.
- Assist with the delivery of all performance documentation in a timely manner, including coaching and conflict resolution.
- Assist Store Manager with recruitment, hiring, and on-boarding of all store positions.
- BA in Business Administration, or related field.
- 2-3 years of high volume store management experience.
- Retail Operations knowledge including: sales, customer service, merchandising, inventory control, store budget preparation and loss prevention.
- Strong Computer skills; POS Systems and Microsoft Office.
- Staff Development Experience: Knowledge in staffing, coaching, counseling, training and development.
Title Retail Manager
Company City Sports
Location New York City, New York
Referral Code 105006
Apply Forward to a Friend

Description
If New York City is not just a city but your home and being an athlete is not just a hobby but who you are then we want you to join our cutting edge Sporting Goods Company as a Retail Manager. At City Sports you can incorporate your passion for sports, the city, and the products you love with your work. Our Retail Managers are enthusiastic, thrive in a fast paced retail environment, welcome challenges, take initiative, are eager to lead a store team and are passionate about the products and services we provide. A City Sports Retail Manager has an eye for merchandising and fosters the store environment based on brand philosophies and strategies to deliver the best possible customer experience.

About City Sports
Headquartered in Boston, MA, City Sports is an award-winning, specialty sports retailer. The company was founded in 1983 and now operates 22 retail stores in metropolitan locations in Boston, Providence, New York, Washington D.C., Philadelphia, Baltimore as well as online at citysports.com. City Sports caters to the athletic adult who lives, works or studies in the city. Its product assortment stresses a selection of performance footwear, apparel and equipment, geared towards running, triathlon, fitness, swim, outdoor, and racquet sports. City Sports offers a friendly, upbeat, and casual work environment with other great employee benefits such as a competitive wage, a comprehensive benefits package, and a great discount on merchandise. City Sports is an equal opportunity employer.

Responsibilities (included but not limited to):
- Deliver the best possible customer experience by leading sales associates in providing product knowledge, and maintaining the shopping environment.
- Collaborate with visual merchandising team on completing merchandising initiatives and maintaining high standards of visual presentation and overall brand experience.
- Motivate staff by promoting and developing a team atmosphere.

Qualifications
- Two years of retail experience.
- Proven leader and have the ability to motivate others.
- Experience recruiting, hiring, developing and retaining the highest quality team members.
- Have the ability to organize and manage multiple priorities in a fast paced customer service environment.
- Demonstrate superior customer and employee relations skills.
- Knowledge of business and management principles involved in strategic planning, asset allocation and HR.
- Excellent written and verbal communication skills especially email.
- Strong working knowledge of Microsoft Office, particularly Excel.
- Able to work a flexible schedule including nights, weekends, and holidays.
- A College Degree is preferred.
- We would also prefer to see past experience with retail systems such as point of sale and time & attendance.

Status
Full-time
Required Education
Not specified
Required Experience
2+ years
Management
Manager
Travel Requirement
Not specified
Salary Range
Not specified
Night Sales & Merchandising Manager - Bronx, NY: 854799

Position Summary:
Responsible for total store operations, front end, sales & merchandising activities. The Sales & Merchandising Manager is responsible for creating a culture focused on the customer experience and delivering profitable sales and margin. This position is highly focused on delivering and coaching to our sales and service behaviors daily. Establishes and maintains an environment to support and strengthen our Staples brand.

Primary Responsibilities:
• Leadership: Ensures accountability and consistency across the store in delivering sales and service results. Engages and inspires the team daily to achieve maximum performance. Fosters a sense of energy, ownership, teamwork and personal commitment for themselves and the team. Coaches all of the time and sets clear performance expectations
• People Management: Is responsible to ensure that the store culture embodies the Staples values and its commitment to the community. Pursues, attracts, hires, coaches and retains talented candidates for key roles. Seeks diverse ideas and points of view to achieve business success
• Selling & Customer Service: Consistently searches for ways to improve the customer experience. Can demonstrate and teach consultative selling behaviors to model the way. Acts as a role model to the entire store through coaching to lead generations to support the services business through partnership with the Sales & Services manager
• Store Operations/Results: Holds themselves and the team accountable for flawless execution of operational excellence. Driving profitable sales and margin through fostering a sense of urgency in others to achieve their work

Qualifications

Essential Skills and Experience:
• Leadership: Engage & Inspire, Develop team capabilities, Delegate and monitor, Time management
• People Management: Build relationships, Listen attentively, Create a culture of accountability, value diversity and inclusion
• Selling & Customer Service: Anticipate service needs, Demonstrate adaptability, Foster open communication, Drive for results
• Store Operations/Results: Analysis, Planning, Financial Acumen, Organizational skills
• Model the way to establish and create a customer centric environment
• Extensive knowledge in merchandising and retail operations
• Recruit, hire, teach, and coach to reinforce behaviors that result in associates delivering exceptional sales & service results
• Experience creating a consultative selling environment that provides a total solution to all customers
• Experience leading a team committed to achieving operational excellence; driving profitable year over year sales and margin while strengthening and supporting the customer experience
• Champion of Staples values; Own it, Say it like it is, Be Caring, keep it simple, and Work together

Basic Qualifications:
• High School diploma or equivalent
• Two to Three years progressively responsible store management experience in a retail environment or service industry

Preferred skills and experience:
• Bachelor’s Degree in Business Administration or related field

Job: Retail Management
Location(s): US-NY-Bronx
Schedule: Full-time
Job Level: Manager/Supervisor
Job Type: Experienced

Employment Statement
Staples is an Equal Opportunity Employer who values the diversity of our people, products, and services.
Human Resource Coordinator

Job posted by: Hamilton-Madison House
Posted on: October 3, 2013

Job description
Hamilton-Madison House is seeking a Human Resources Coordinator. The Human Resource Coordinator is responsible for providing administrative support to the Director of Human Resources in the administration and coordination of all HR functions.

Minimum Qualifications:
- Bachelor's Degree in Human Resources or Business Administration
- Minimum 3 years relevant work experience in Human Resources
- Knowledge of HR operations and administration required
- Knowledge of HR related state and federal regulations required
- Generalist experience in a company with 200+ employees strongly preferred

Main Responsibilities:
- Maintains knowledge of legal requirements and government reporting regulations affecting human resources functions and ensures policies, procedures and reporting are in compliance
- Recruits, interviews, and screens potential candidates to fill vacant positions
- Plans and conducts new employee orientation as needed
- Manages EZLabor Time Management System and generates pay information
- Keeps records of benefits plans participation such as insurance and pension plan, personnel transactions such as hires, promotions, transfers, performance reviews, and terminations, and employee statistics for government reporting
- Advises management in processes related to interviewing, hiring, terminations, promotions, performance review, etc.
- Advises management in appropriate resolution of employee relations issues
- Responds to inquiries regarding policies, procedures and programs
- Administers benefits programs such as life, health, dental and disability insurances, FSAs, retirement plans, vacation, sick leave, leave of absence, and employee assistance
- Investigates accidents and prepares reports for insurance carrier
- Maintains OSHA Log to ensure agency compliance
- Prepares employee separation notices and related documentation, and conducts exit interviews
- Maintains strict confidentiality of agency and personnel information
- Adheres to policies and procedures of Hamilton-Madison House
- Other duties as assigned by supervisor

Competencies:
- Project Management Skills
- Strong organizational, analytical, and interpersonal skills
- Excellent written and verbal communication skills
- Detail oriented
- Ability to multi-task and work independently
- Ability to interact with staff at all levels in a fast-paced environment

Computer Skills
- Proficient using software programs such as MS Word, PowerPoint, Excel and Outlook

How to apply
To Apply:
Submit cover letter and resume to:
Human Resources Department
Hamilton-Madison House
253 South Street
New York, NY, 10038
Fax: 212-349-2793
Email: hrdept@hmhonline.org
Manager – Learning & Development

**Location:** New York, New York  
**Job Function:** Human Resources  
**Requisition ID:** PRI00468

**Job Overview:**  
Provide for management development training and systems training as needed for executives to meet job requirements and increase readiness for next level job responsibilities.

**Essential Functions:**

**KEY ACCOUNTABILITIES:**
- Ensure timely development and implementation of standardized programs to fulfill basic management skills training needs.
- Ensure that new and newly promoted managers are effectively integrated into their new positions.
- Provide advanced developmental opportunities for high potential, promotable, and senior level executives.
- Enhance Leadership Performance Review process to ensure that individual development is maximized.

**Detailed Accountabilities:**
- Ensure management development training administrative infrastructure is in place.
- Actively participate in and support Macy’s Learning initiatives as they apply to MMG.
- Develop and manage management development training budget.
- Manage delivery of entire Management development curriculum to intended audience.
- Conduct needs assessments; develop training, pilot and implement to intended audience as directed.
- Coach executives through challenges utilizing the Macy’s Inc PACT Coaching model.
- Develop and manage a direct report.
- Regular, dependable attendance and punctuality

**QUALIFICATIONS:**
- **Education/Experience:**
  - Masters Degree in HR, HRD, Organizational Development or combination of Bachelor’s Degree and Relevant Job Experience.
  - Advanced training and facilitation skills.
  - Advanced instructional design capabilities.
  - Proficiency in MS Office, Excel.
- **Language Skills:**
  - Excellent verbal and written communications skills.
- **Reasoning Ability:**
  - Strong analytical skills and attention to detail.

Macy’s is an Equal Opportunity Employer, committed to a diverse and inclusive work environment.
Macy's Destiny USA Mall, Syracuse, NY: Human Resources Manager

**Location:** Clay, New York  
**Job Function:** Human Resources  
**Requisition ID:** 71125543  
**Overview:**
As a Human Resources Manager, you will support My Macy's by providing guidance to Store Executives regarding employment, staffing, training, development, employee relations, compensation, and performance management for a store or a group of stores. You will coach and counsel Store Executives on HR policies and procedures.

**Key Accountabilities:**

Sales
- Conduct exit interviews, monitor Associate turnover, recommend actions to improve retention  
- Review and manage associate job openings daily  
- Role model exemplary service  
- Plan and execute internal/external local recruitment strategy, consistent interview process and job offers  
- Provide a positive work environment by recognizing outstanding selling performance, consistently facilitating open, two-way communication and resolving all associate relation issues in a timely manner and by training and developing management team to do the same.  
- Provide leadership to executive and Associate Talent Assessment process and Performance Management process  
- Coordinate recognition programs and assist with celebrations and tracking of associate compliments  
- Partner with store management to support business strategies through assessment, development and placement of talent

Customer
- Provide leadership to the store and all team members that focuses on a high energy, high morale store with customer service as the top priority  
- Ensure accurate timekeeping/payroll reports and that attendance from employees is managed

People
- Recruit and hire results-oriented team leaders and associates  
- Create a positive, inclusive work environment  
- Prioritize open door communication with all associates and resolve issues promptly  
- Educate, motivate and develop team to ensure effective performance through consistent on-the-job training  
- Maintain Associate Job Posting process  
- Manage administration of Worker's Compensation claims/Accident Reports  
- Lead associates in support of community service opportunities  
- Ensure timely return of all required WOTC documentation

**Skills Summary:**
- A minimum of 3-5 years retail management in a department or specialty stores  
- Demonstrated ability to empower and develop a team of highly motivated associates  
- Demonstrated ability to collaborate as a member of a team and leader  
- Demonstrated ability to be flexible, execute plans, strategies and achieve desired results  
- Outstanding leadership, interpersonal and communication skills  
- Superior communication and organizational skills  
- Ability to anticipate and solve problems, act decisively and persist in the face of obstacles  
- Commitment to exemplifying the highest integrity and professional business standards

Macy's is an Equal Opportunity Employer, committed to a diverse and inclusive work environment.

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Proposal to Establish a Bachelor of Arts in Human Relations  
CUNY School of Professional Studies  
Approved by the School of Professional Studies Curriculum Committee, November 21, 2013  
Approved by the School of Professional Studies Governing Council, December 5, 2013

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Program and Special Projects Assistant
Job posted by: Harlem Educational Activities Fund
Posted on: September 30, 2013

Job description
HEAF is a comprehensive supplemental education and youth development organization that works to help motivated students develop the intellectual curiosity, academic ability, social values and personal resiliency they need to ensure success in school, career and life.

The Programs and Special Projects Assistant provides administrative support to programs and admissions. This position requires outstanding analytical and problem-solving skills and the ability to effectively and efficiently handle multiple, simultaneous, and complex tasks and projects. The Program and Special Projects Assistant must have the capacity to communicate effectively both verbally and in writing with staff, students and the public. The ideal candidate is flexible, creative and results oriented. The Program and Special Projects Assistant reports directly to the Vice President of Programs.

Responsibilities include, but not limited to:
θ Monitor program budget and expenditures
θ Update and maintain schedule for room usage
θ Coordinate and manage program and admissions related mailings
θ Facilitate the purchase of materials and supplies for all program activities
θ Manage administrative files, databases and project management tools.
θ Draft program publications for families, donors and the general public.
θ Assist with clerical and general office duties; including greeting guests and monitoring phones
θ Manage the flow of materials and supplies for program activities
θ Assist with the coordination of special projects
θ Assist with the planning and the coordination of events and staff development initiatives
θ Conduct research for special projects and materials
θ Coordinate volunteer recruitment and selection
θ Supervise volunteers and support personnel as necessary
θ Update and maintain agency calendars
θ Monitor and maintain appearance of program spaces
θ Interact with volunteers, staff, consultants, partnering agencies and/or public.
θ Maintain student database (entering student information, attendance, etc.)
θ Fulfilling all other duties deemed vital to the organization

Job Requirements
θ An undergraduate degree from a competitive college
θ A minimum of 1-2 years work experience
θ Ability to read, write and speak Spanish
θ Ability to conduct research and summarize data
θ Knowledge of Microsoft Office and desktop publishing
θ Strong work ethic
θ Ability to work with a wide range of constituencies in a diverse community
θ Ability to work with a high level of confidentiality.

How to apply
Send a cover letter and resume to jobs@heaf.org or fax 212-663-9736. Send a cover letter in the body of the message and attach your resume in MS Word or Adobe PDF format (no ZIP files please). Put Program Assistant in the subject line. No Calls Please
Program Coordinator - College Advisor

Job posted by: The Educational Alliance, Inc. of New York
Posted on: October 1, 2013

Job description

The Position:
The Program Coordinator will advise students throughout the college application process. The Coordinator will serve as an Acting Director as needed.

Responsibilities:
• Assist students with applying, transferring or re-enrolling in college.
• Conduct individual college counseling and case management sessions with students.
• Lead small group advisory sessions.
• Provide guidance in the development of college application lists.
• Edit personal statement and supplements for content, style and grammar.
• Develop relationships with admissions representatives.
• Advocate for students with prospective colleges.
• Write recommendation letters for students.
• Conduct detailed research on colleges and scholarship opportunities to meet students’ and interests needs.
• Coordinate and chaperone college trips and tours.
• Plan and facilitate workshops and peer support activities/events for students.
• Assist with the Family Literacy and Financial Literacy components.
• Conduct data entry and collection activities.
• Work closely with education and research partners.
• Conduct outreach, recruitment and assessments at various program sites.
• Track and follow up with students enrolled in college.
• Direct efforts of program instructors and support staff.
• Provide updates on students to Program Director.
• Perform other duties as assigned by supervisor.

Qualifications:
Bachelor’s degree in education or related field or a minimum of 2 years of experience working in education, counseling, preferably with adult students. Interest in assisting low-income families apply to and enroll in college and gain access to scholarships and financial aid. Demonstrated ability to work collaboratively and manage multiple priorities and projects effectively. Excellent organizational, interpersonal, verbal and written communication skills. Knowledge of MS Office and Outlook applications.

How to apply
Please apply at: https://home.eease.adp.com/recruit/?id=6755041

The Educational Alliance is committed to being an equal opportunity employer, and does not discriminate because of race, creed, color, national origin, sex, age, disability, marital status, sexual orientation or citizenship status. Accommodations will be provided to qualified individuals requiring them.
Education Associate

Job posted by: ACE (Association of Community Employment Programs for the Homeless, Inc.)
Posted on: October 2, 2013

Job description

Position Summary:
ACE (The Association of Community Employment Programs for the Homeless) seeks a full-time Education Associate for its vocational rehabilitation program. The ideal candidate will have experience teaching adults and feel comfortable working with formerly incarcerated and homeless individuals in recovery from substance abuse. The Education Associate will lead and assist with basic literacy, math and computer classes, one-on-one literacy sessions, and job-readiness workshops, and will report to the Education Coordinator.

Duties & Responsibilities
• Teach and assist with basic literacy, math and computer classes, one-on-one literacy sessions, and job-readiness workshops
• Manage a case load of 7-10 participants by tracking vocational goals and requirements, assisting participants in reaching goals, and providing individual counseling
• Give presentations about ACE services to other programs
• Assist with administering education assessments at intake to determine class placement
• Track participant attendance and educational progress
• Prepare for education sessions and classes
• Support students in overcoming barriers to educational success
• Report to the Education Coordinator and assist with administrative work, including data entry into participant-tracking database, Salesforce.
• Complete all other duties as assigned by supervisor

Skills & Qualifications
• Bachelors Degree
• 1-3 years of Social Services and/or teaching experience
• Excellent classroom facilitation skills
• Excellent interpersonal skills and comfortable working with a diverse population
• Proficiency in Microsoft Word, Excel and internet navigation
• A commitment to helping formerly homeless individuals transition to self sufficiency and pursue their long-term vocational goals

How to apply
Email your resume and cover letter to ovanosch@acenewyork.org. Please include 'Education Associate' in the subject line.
Program Coordinator, Teen Leadership Opportunities
Job posted by: Girl Scouts of Greater New York
Posted on: October 9, 2013

Job description

POSITION OBJECTIVE:
To promote and support the development of the Girl Scout program in the five boroughs, through the design and delivery of Council-sponsored program activities and events. The concentration of activities will relate to middle and high school girl programming including the Gold and Silver Awards, leadership awards, and special short-term, intense programs for teens.

RESPONSIBILITIES:

- Ensure the development and implementation of positive youth development programs for girls in New York City.
- Assist in managing the Gold and Silver Award process including: developing materials, delivering trainings, overseeing the Gold and Silver Award Committee, and organizing the annual ceremony.
- Work with administrative volunteers to provide girls with training and placement opportunities, to earn the related recognitions, and support the Council-Wide Program Committee in organizing borough events related to middle and high school girls.
- Assist with special short term intense programs for teens including special events and trips.
- Research and develop Girl Scout program materials and events, information and confirmation packets, and other resources that reflect and are responsive to the identified needs of middle and high school girls.
- Research and write program content for council newsletters, as requested, as well as develop seasonal publications for middle and high school girls.
- To work with diverse volunteers to assist in the delivery of Council-sponsored programs and articulate Council policy and program procedures, and relevant information as needed to the membership.
- Support the Girl Scout Leadership Institute and other middle and high school programs by assisting in recruitment, processing paperwork, providing customer service, being onsite for all sessions and preparing materials.
- Process program registrations, confirmations and information.
- Provide customer service by answering and researching telephone requests from membership and staff.
- Function as a team member to help achieve Council goals and objectives.
- Interpret and support GSUSA and Council policies and standards.
- Other duties, as deemed necessary.

QUALIFICATIONS:

- College degree preferred, with previous experience in program development and implementation.
- Experience working with volunteers a plus.
- Excellent verbal, written and interpersonal communications skills.
- Proficiency in identifying, analyzing and solving problems.
- Demonstrated ability to manage multiple responsibilities and deadlines; perform well under pressure.
- Creativity, vision and the ability to motivate volunteers.
- Ability to design relevant and responsive programs for girls that reflect the values of the Girl Scout movement.
- Ability to manage time, work independently, provide customer service, and handle several projects at once.
- Excellent presentation and facilitation skills and ability to interact effectively with youth, school administrators, and corporate volunteers.
- Ability to commit to a flexible work schedule and to travel throughout the five boroughs.
- Computer-literate, with knowledge of Microsoft Office applications, social media, and other web-based applications.
- Knowledge of grant reporting a plus.
- Passionate about the work with older and adolescent girls and in the impact potential of the Girl Scout movement on girl members.

The Girl Scouts of Greater New York are an equal opportunity and affirmative action employer.

How to apply
Send cover letter, resume and salary requirements to hr@girlscoutsnyc.org. Please include "Program Coordinator, Teen Leadership Opportunities" in the subject line of your e-mail. Resumes submitted without a cover letter will not be considered. No phone calls please.
Program Officer

North Star Fund
Posted: 09/23/13

Description
The Program Officer leads North Star’s grantmaking and technical assistance programs, providing the resources to help grassroots social justice organizations be effective in their work. The ideal candidate will be an energetic “doer” with a solid understanding of grassroots community organizing, outstanding writing skills, and top-notch volunteer and administrative management abilities. The Program Officer reports to the Deputy Director. Specific responsibilities include:

- Coordinate all aspects of our activist-led grants programs including grantmaking strategy, grants administration and support of the Community Funding Committee (CFC), which is comprised of activists and organizers from our diverse stakeholder community; assist as needed with our donor advised programs;
- Coordinate North Star’s technical assistance program including partnerships with other foundations, helping to raise resources for the technical assistance program, developing events and workshops to build our grantees’ skills and capacities, and providing technical resources regarding other foundation support for grantees; manage a leadership development program for leaders of grantees;
- Field all inquiries from organizations seeking grants, those seeking information about our grant making programs, and screen Rapid Response grant requests;
- Manage the grants database and collect and disseminate grantee stories and victories to stakeholders and media; write dockets of grants awarded;
- Supervise the Betty Kapetanakis Memorial intern; Represent North Star Fund in philanthropic networks and collaboratives.

Salary range is competitive, based on experience and qualifications, plus a generous benefits package.

Qualifications:
Progressive philosophy and political vision; community or labor organizing experience or knowledge, and the ability to communicate what grassroots organizing is to a diverse audience of grant seekers; Strong writing skills, including communicating grassroots victories to a donor audience; Outstanding attention to detail and administrative skills; strong computer skills, including database management; Experience managing volunteers and coordinating schedules; Excellent communication and facilitation skills; ability to work with diverse grantee and donor constituencies; bilingual in Spanish strongly preferred; Willingness to act as a resource to start-up organizations and strong “customer service” orientation.

North Star Fund is firmly committed to affirmative action and strongly encourages people of color, women, LGBT, elderly and disabled candidates to apply. We appreciate all applicants, but please be advised that we can only respond to those best qualified for the position.

How TO APPLY:
Send resume and cover letter with salary requirements to North Star Fund, 520 8th Ave. Suite 2203, NY, NY 10018-6656 or email search@northstarfund.org. No calls please. Application close date: October 7.

About Organization:
North Star Fund is New York’s community foundation supporting grassroots groups leading the movement for equality, economic justice and peace.
By organizing donors, raising money for grants, and providing technical assistance, we support efforts ranging from better schools, housing and health care, to protecting civil liberties, creating living wage jobs, and advocating for peace, freedom and human rights.
Since our founding in 1979, North Star Fund has distributed $41 million to 1,750 groups working to create a more equitable and democratic city for all New Yorkers.
Assistant to the Executive Director and Manager of Special Events

Job posted by: Student Sponsor Partners New York
Posted on: October 1, 2013

Job description

Essential Duties and Responsibilities:
1. Maintain the calendar and arrange the schedule of meetings, teleconferences, conferences and travel for the Executive Director.
2. Coordinate donor visits and written communications with major donors (foundations, corporations and individuals), including the Board of Directors.
3. Interact regularly with high-level donors and board members, on behalf of Executive Director and SSP.
4. Research and prepare documents and gather information required for Executive Director to smoothly accomplish her responsibilities.
5. Facilitate the administrative details and assist staff in preparation as well as recordkeeping of Board meetings, major and minor events, both inside and outside the office, including the Founder's Dinner, the Fall Benefit, the Graduation Event, Coordinator and Principal's meeting and dinner, as well as monthly student/sponsor events.
6. Provide leadership for volunteers, vendors and additional staff in the planning and execution of all fundraising events.
7. Administer petty cash and reconcile accounts on a monthly basis.
8. Manage accounts payable through QuickBooks.
9. Maintain office supplies inventory by anticipating needed supplies, evaluating new office products and ordering all office materials.
10. Share responsibility for the management of HR functions.
11. Manage hiring and termination paperwork.
12. Manage interns.
13. Keep accurate records of mentor applications.
14. Manage PowerConsulting and all IT issues

Qualifications:

Education: Bachelor's degree required.
Experience: 3 years experience in a relevant field

Qualifications:

• Ability to multi-task in a highly organized and efficient manner, meeting deadlines within a fast-paced environment.
• Confident, articulate communicator, with polished presentation and interpersonal skills.
• Exceptional attention to detail and accuracy.
• Capability of working with a wide range of people in a team-oriented manner; flexible, entrepreneurial attitude.
• Passion for and interest in SSP's mission.
• High energy, positive, "can-do" attitude; possessing of flexibility, and a collaborative; high degree of initiative.
• Strong computer skills, with proficiency in Microsoft Office, particularly Excel; capacity for quick learning of new technologies also essential; knowledge of Raiser's Edge, FileMaker and QuickBooks a plus.

How to apply

Please send a current resume and cover letter to emarchese@sspnyc.org.
Administrative Assistant

**Job description**

**Essential Duties and Responsibilities:**
1. Schedule interviews and meetings.
2. Coordinate and distribute communications with constituents on various topics.
3. Update and manage database including daily preparation of reports.
4. Implement and track monthly activities and events.
5. Process and manage information uploaded to the website.
6. Perform administrative duties related to general office management.
7. Support senior staff as needed.

**Qualifications:**

**Education:** Bachelor's degree required.

**Experience:** 1-2 years experience preferred in education, nonprofit, or relevant field.

**Skills:**
- Ability to multi-task in a highly organized and efficient manner, meeting deadlines within a fast-paced environment.
- Strong interpersonal skills, and a customer-service orientation.
- Good verbal and written communication skills.
- Exceptional attention to detail and accuracy.
- Capability of working with a wide range of people in a team-oriented manner; flexible, entrepreneurial attitude.
- Passion for and interest in SSP's mission.
- High energy, positive, "can-do" attitude; possessing of flexibility, a collaborative nature, and attention to detail; high degree of initiative.
- Strong computer skills, with proficiency in Microsoft Office, particularly Excel; capacity for quick learning of new technologies also essential; knowledge of Raiser's Edge, FileMaker and QuickBooks a plus.
- Conversational Spanish a plus.

**How to apply**
- Please send a current resume and cover letter to emarchese@sspnyc.org.
Sales Associate (Job Number: 100012525)

Description
The Wall Street Journal is America's largest newspaper by total average circulation with more than 2.3 million subscribers and 36 million global digital visitors per month. In recent years, The Journal has expanded its core content offering to include coverage of the arts, culture, lifestyle, sports, and personal health, building on its heritage as the leading source of business and financial news. Published by Dow Jones, one of the world's largest news gathering operations with 2,000 journalists in more than 50 countries, the Wall Street Journal now spans 12 editions in nine languages, engaging readers across newspapers, websites, magazines, social media, and video. The Journal holds 35 Pulitzer Prizes for outstanding journalism.

The Wall Street Journal is seeking a Sales Associate in our Los Angeles or San Francisco office. Sales Associates partner on integrated programs as well as sell display, high impact and standalone online advertising. This position supports the Account Executives (AEs) to prepare proposals, lead generation, facilitate front-end account maintenance throughout the campaign and sell to clients within the assigned territory to achieve quarterly revenue goals. Sales Associates will be exposed to selling high impact online and print campaigns.

Responsibilities:
- Draft proposals and RFP for presentations to clients; arrange client meetings and follow-ups
- Generate and qualify a list of leads consisting of Tier 1 and Tier 2 decision makers within the assigned territory through research, trade references, and cold calls
- Outbound telemarketing, prospecting, and selling to targets determined by AE and Director
- Communicate and follow up with client and internal departments regarding live campaigns to address any concerns
- Review monthly Revenue Sheet to ensure all placements have properly delivered per the IO and revenue has been appropriately recognized. Alert Finance of any issues to be resolved
- Acquire proper internal and client approvals to process documents for optimizations, revisions, make goods, cancellations and renewals
- Research user data and audience metrics via research tools such as AdRelevance, @Plan, Digimine, Hoovers, etc. for preparing proposals as needed
- Emersion into the print industry events and functions representing The Wall Street Journal

Requirements:
- 2+ years experience in advertising sales support is required
- Articulate and intelligent, with highly developed presentation skills
- Candidates must possess initiative, be detail oriented, and able to work independently and within a team environment
- Organized and focused on priorities that move the sales process forward
- Creative thinker who can match marketer's goals with the unique, affluent audiences available through our media properties
- College degree required

Dow Jones: Making Careers Newsworthy
At Dow Jones, our managers work to meet our equal opportunity and affirmative action objectives and our employees help to foster a professional, welcoming and encouraging environment.

EOE/AA/M/F/D/V

*LI-JA1-WSJ

Job Location: New York City, NY
Job ID: 100012525
Training / Learning & Development Coordinator

Job Description

JDRF is the leading global organization focused on type 1 diabetes (T1D) research. The goal of JDRF research is to improve the lives of all people affected by T1D by accelerating progress on the most promising opportunities for curing, better treating, and preventing T1D. JDRF is seeking a Training, Learning & Development Coordinator to assist our National Director of Training and Development in our headquarters located in downtown Manhattan (New York City). She/He will support the National Director of Training and Development with all administrative training duties. Coordinate development, facilitate, monitor and evaluate L & D program activities and evaluate the status of program deliverables and staff development programs. She/He will also demonstrate an understanding of organizational-wide goals, operations, policies, and procedures to perform all duties in alignment with the JDRF mission.

Specific Responsibilities:

Work closely with the National Director, Human Resources to achieve department’s goals and objectives by identifying, supporting and coordinating training development activities and programs. Understand the Foundation, department activities, operations, policies, and procedures to perform all duties.

- Using a variety of software packages, such as Microsoft Word, Outlook, PowerPoint, and Excel produce correspondence and documents and maintain learning and development presentations, records, spreadsheets and databases.
- Develop and maintain office systems
- Coordinate meeting arrangements including booking rooms, conference facilities; coordinate travel & lodging, arrange meals and coordinate WebEx meeting/learning events.
- Attending meetings, take minutes and keep notes;
- Track day to day department expenses and invoicing;
- Collaborate with staff in other departments and with external contacts as needed
- Order and maintain learning supplies, stationery and equipment
- Organize and manage department files, documents and computer-based information
- Photocopy and oversee learning related printing and shipping
- Perform all other responsibilities and projects as assigned
- Consult with senior management as needed.

Specific Training & Development Responsibilities:

- Assist and direct all new hires in their first 90 days by coordinating and facilitating New Hire Onboarding Program. Develop and update related program resources on OnePlace Learning as needed.
- In partnership with National Director and Managers, coordinate content specific learning needs assessment by developing, distributing and reporting needs analyses, surveys, course evaluations and reports.
- Partner with national/regional/department representatives to identify learning objectives, and partner with Curriculum Development Manager to create presentation content to meet learning needs.
- Coordinate training development and delivery with SMEs for National, Chapter and Regional staff via WebEx.
- Record and maintain course curriculum for national office and collaborate with learning partners to ensure excellence in planning and delivery of learning development programs and resources.
- Annually update JDRF Annual Learning and Development Program and Schedule and post to OnePlace Learning and respond to inquiries.

Job Requirements

Requirements include but are not limited to:

- Bachelor’s degree required.
- Additional education in Instructional/Training Design or Organizational Psychology preferred.
- 5 years of training and management experience required or equivalent combination of education and experience. Training experience must be in customer service, fundraising, and/or sales.
- 1-3 years of experience in delivering training to various levels of staff or design/development of training modules required or equivalent combination of education and experience.
- Work experience within nonprofit organizational culture.
- Familiar with online training programs.
- Experience partnering with mid to high-level management experience.
- Understanding of various computer systems and databases. Proficient in Microsoft Office.
- Practice in developing and delivering presentations, reports, and business correspondence.

JDRF offers competitive salaries and a full array of benefits including paid time off (vacation, holiday and sick), medical and dental insurance, flexible spending accounts (FSA), a maternity benefit program, and a retirement plan as well as a business casual work environment.

If you’d like to join our team, please submit your resume and cover letter with salary requirements to JDRF by visiting www.jdrf.org/careers and typing in the keyword searchIRC12933.

Please visit www.JDRF.org/careers for all our Career opportunities.

No Phone Calls Please. Only those candidates who meet our qualifications will be contacted. No staffing agencies please.

JDRF is an Equal Opportunity Employer.