Proposal to Establish a
Master of Arts in Psychology

Anticipated Start
Fall 2015

Approved by the
CUNY School of Professional Studies Curriculum Committee
October 23, 2014

Approved by the
CUNY School of Professional Studies Curriculum Committee
December 4, 2014

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EXECUTIVE SUMMARY

The CUNY School of Professional Studies (SPS) is proposing a Master of Arts (M.A.) degree program in Psychology, with a curriculum that will include 30 credits of coursework and an additional six credits of capstone work. Planned specializations in Industrial/Organizational and Developmental Psychology reflect current demand and future trends in the job market, both in the New York City area and elsewhere. The program will serve the needs of students who anticipate further graduate study after completing their Master’s and those who regard this as a terminal degree that will advance their professional skills and prospects.

The proposed program focuses on the following learning outcomes; students will:

- Acquire knowledge of core concepts, theories and applications in three of the following five areas: learning and cognition, biological bases of behavior, social behavior, theories of personality, and psychopathology.
- Exhibit in-depth knowledge of at least one of the following specializations in psychology: Industrial/Organizational Psychology or Developmental Psychology.
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.
- Identify and apply ethical standards in the conduct of human subject and animal research.
- Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels.
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes.
- Work effectively with others, as part of a team and as a project manager.
- Engage in effective problem-solving and integrative, creative thinking and planning.

Need and Justification: New York City, along with other urban areas, is characterized by the concentration of social service and public education departments required by large and often diverse populations. Additionally, large private business organizations need individuals with skills in workforce management and business process improvement. The numbers and caseloads of social services departments in the New York City government need a continuing supply of professionals with the skills to both directly deliver services and to plan and evaluate service delivery. Likewise, the 290 corporations that are headquartered in New York City represent ongoing opportunities for professionals in human resources management and organizational effectiveness. Businesses that have active marketing/market research departments also may have positions that require the quantitative and research skills developed in the program. Finally, colleges and universities with applied research programs also employ staff with expertise in research methods and data analysis. All of these represent important professional opportunities for individuals with the type of advanced training proposed here. Data from the most recent Occupational Outlook Handbook from the Bureau of Labor Statistics on job prospects for psychologists suggest an increase of 12% between 2012-2022.

In addition to psychology specific employment growth, there is anticipated growth in fields where candidates with a Master’s in Psychology will be well positioned. These include Market Research Analysts (+32%) and Survey Researchers (+18%).

Opportunities for Placement of Graduates: A recent search for jobs in the New York City area for which a Master’s in Psychology was listed as an important credential showed 319 jobs within 25 miles of the city. Of these, 61% listed salaries of $60,000 or higher and 85% had salaries at or above $40,000/year.
A salary survey of Master’s degree holders conducted by the APA in 2009 (the most recent year for this survey), found the most prevalent employment was in direct human services, with a mean salary of $52,322 and a median salary of $45,000. Higher average salaries were reported by individuals involved in the administration of research in business/industry or in universities ($86,562 mean; $66,960 median) and in industrial/organizational jobs, with a mean salary of $96,084 and a median of $81,500. Among those involved in the administration of human services, the mean salary was $61,009 (median $54,000). All of these represent the salaries of individuals who had already been in their position for several years (Finno, A., Michalski, D., Hart, B., Wicherski, M. & Kohout, J., 2010).


A Master’s in Psychology also can qualify graduates for professional roles outside of psychology, particularly where a combination of interpersonal and communication skills, along with facility with research and statistics are assets.

In a survey of employment of 2011-2012 Master’s degree recipients in Psychology, the highest percentage of respondents (26.1%) were enrolled in doctoral programs. Other fields were: Mental Health/Health (23.9%), School Systems (19%) and Business/Government (15.6%); 3.4% were still seeking employment (Grus & Cope, 2014).

**Competitive Market:** Although there are a number of Master’s degree programs in Psychology at CUNY, there are none that are offered online. Among Master’s programs in liberal arts fields, enrollments in psychology programs are the largest in the University. Further, with the exception of an online Master’s at Buffalo in Rehabilitation, there are no online degree programs in Psychology at SUNY. The popularity of these programs, coupled with the current lack of online options at CUNY, suggests an opportunity for the proposed offering.

**Student Interest:** Recruitment for the program will focus on three major categories of students: (a) those who have recently completed a baccalaureate degree in psychology and are seeking to add to their credentials for either work or application to doctoral programs; (b) those already in the workforce who want to qualify for higher level positions and pay, especially in social services, human resources departments, market research or related fields; and (3) those who majored in another field as undergraduates and want to acquire skills and credentials for a job or doctoral study in psychology.

Applicants to the MA in Psychology program are expected to include students from a wide variety of educational backgrounds. While student will not be required to have an undergraduate major in Psychology, they must have completed courses in General/Introductory Psychology, Statistics, and Research Methods with grades of “B” or better. Applicants without this coursework may be admitted to the program conditionally and required to take these courses before matriculating.

**Curriculum:** The proposed curriculum provides a foundation in the areas of psychology that underlie work across all specializations and in research methods, along with coursework and a capstone in a specialization that is aligned with both job opportunities and requirements for doctoral study. As mentioned previously, the American Psychological Association’s Guidebook for Competency Benchmarks, includes a detailed outline of graduate level competencies that are aligned with the curricular framework of the proposed program.

The program’s structure and credit requirements have been modeled after other programs in CUNY and at other institutions, including two courses in research methods, three courses in core/foundation areas, five courses in one of the two specializations (Industrial/Organizational Psychology or Developmental Psychology, and finally, two semesters of a capstone project or research. The capstone topic will be aligned with the student’s area of specialization and the nature of the project guided by their immediate post-degree plans.
**Faculty:** The broad characteristics of the program, along with details of the admissions requirements and curriculum, evolved through an extended process of information-gathering and discussion by a group of faculty who are leaders in the online BA in Psychology. This group included those with expertise in the two curricular areas – Industrial/Organizational and Developmental Psychology – that will provide the initial foci for the program. All were enthusiastic about the program’s potential to extend training opportunities for high-demand professional roles to new groups of students. Once a concept statement was drafted, the reactions and advice of additional faculty, including those from other CUNY and local private colleges was solicited. These individuals added both very useful recommendations and encouragement for the potential success of the program.

Faculty who will teach in the program include both full-time and part-time faculty, all with Ph.Ds. or equivalent doctoral degrees. The undergraduate BA in Psychology at CUNY SPS has been very successful in attracting fulltime faculty from other CUNY colleges and responses to invitations to teach in the proposed MA program indicates equal success. Many who responded are active investigators and thus will bring cutting-edge content and a research focus to their courses, along with well-honed skills in mentoring student research.

Faculty new to teaching online and/or with CUNY SPS are required to attend and pass with a minimum grade of 85% CUNY SPS’ “Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty.” 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.

**Support Services and Resources:** In delivering resources to students in the MA in Psychology, CUNY SPS will build on its current infrastructure, which supports dozens of degree and certificate programs as well as a portfolio of noncredit programs (both online and in-class). The student, faculty, and administrative services currently offered by CUNY SPS can readily be extended to this new program. All support services at CUNY SPS, from registration to tutoring are provided online.

1. **Academic Advisement:** A dedicated advisor for the MA in Psychology will provide advisement from pre-application through registration, completion of degree and graduation. In addition, students receive advisement from faculty teaching their courses and students interact with each other and with faculty throughout the semester.

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.

3. **Help Desk:** The CUNY SPS Help Desk is available to help students and faculty with any technology issue that may arise. 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.

4. **Library:** CUNY SPS partners with Baruch College’s Newman Library to deliver high quality access to online and in-person services. Students and faculty have 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. The collection of Psychology journals and other relevant resources is more than sufficient for the need of the proposed graduate program. Beyond the Newman Library, CUNY SPS students also have access to other libraries across the CUNY system.

5. **Writing Support and Tutoring:** Online writing and tutoring support is provided to students 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. 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.

**Cost Assessment:** Initial start-up support for the program will be provided by the School with the expectation, based on enrollment projections, that the program will quickly become self-sustaining.
ABSTRACT

The CUNY School of Professional Studies (SPS) proposes to develop a Master of Arts (M.A.) degree program in Psychology, with a curriculum that will include 30 credits of coursework and an additional 6 credits of capstone work. Planned specializations in Industrial/Organizational and Developmental Psychology reflect current demand and future trends in the job market, both in the New York City area and elsewhere. The program will serve the needs of students who anticipate further graduate study after completing their Master’s and those who regard this as a terminal degree that will advance their professional skills and prospects.

Recruitment for the program will focus on three major categories of students: (a) those who have recently completed a baccalaureate degree in psychology and are seeking to add to their credentials for either work or application to doctoral programs; (b) those already in the workforce who want to qualify for higher level positions and pay, especially in social services, human resources departments, market research or related fields; and (3) those who majored in another field as undergraduates and want to acquire skills and credentials for a job or doctoral study in psychology.

Although there are a number of Master’s degree programs in Psychology at CUNY, there are none that are offered online. Among Master’s programs in liberal arts fields, enrollments in psychology programs are the largest in the University. The popularity of these programs, coupled with the current lack of online options, suggests an opportunity for the proposed offering. With the exception of an online Master’s at Buffalo in Rehabilitation, there are no online degree programs in Psychology at SUNY.

The proposed program focuses on the following learning outcomes; students will:

- Acquire knowledge of core concepts, theories and applications in three of the following five areas: learning and cognition, biological bases of behavior, social behavior, theories of personality, and psychopathology.
- Exhibit in-depth knowledge of at least one of the following specializations in psychology: Industrial/Organizational Psychology or Developmental Psychology.
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.
- Identify and apply ethical standards in the conduct of human subject and animal research.
- Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels.
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes.
- Work effectively with others, as part of a team and as a project manager.
- Engage in effective problem-solving and integrative, creative thinking and planning.
## Task 1: Institution and Program Information

### Institution Information

<table>
<thead>
<tr>
<th>Institution Name:</th>
<th>CUNY School of Professional Studies at the Graduate School and University Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Code (6 digits):</td>
<td>310500</td>
</tr>
<tr>
<td>Institution Address:</td>
<td>365 Fifth Avenue</td>
</tr>
<tr>
<td>City:</td>
<td>New York</td>
</tr>
<tr>
<td>State/Country:</td>
<td>NY</td>
</tr>
<tr>
<td>Zip:</td>
<td>10016</td>
</tr>
<tr>
<td>Regents Regions:</td>
<td>New York City Region</td>
</tr>
</tbody>
</table>

### Specify campus(s) of the institution where program is offered, if other than the main campus:

| N/A |

### Specify any other additional campus(s) where the program is offered besides the ones selected above:

|  |

### If any courses will be offered off campus, indicate the location and number of courses and credits:

|  |

### If the program will be registered jointly with another institution, please provide the partner institution's name:

|  |
# Proposal to Establish a Master of Arts in Psychology

**CUNY School of Professional Studies**

Approved by the CUNY School of Professional Studies Curriculum Committee, October 23, 2014

Approved by the CUNY School of Professional Studies Curriculum Committee, December 4, 2014

## Program Information for New Programs

<table>
<thead>
<tr>
<th>Program Title:</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Award:</td>
<td>M.A.</td>
</tr>
<tr>
<td>HEGIS code:</td>
<td>2001.00</td>
</tr>
<tr>
<td>Number of Credits*:</td>
<td>36</td>
</tr>
</tbody>
</table>

* If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

<table>
<thead>
<tr>
<th>Option/Concentration Name: Industrial/Organizational Psychology</th>
<th>Credits: 36 total credits for degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option/Concentration Name: Developmental Psychology</td>
<td>Credits: 36 total credits for degree</td>
</tr>
<tr>
<td>Option/Concentration Name:</td>
<td>Credits:</td>
</tr>
<tr>
<td>Option/Concentration Name:</td>
<td>Credits:</td>
</tr>
</tbody>
</table>

If program is part of a dual degree program, provide the following information:

<table>
<thead>
<tr>
<th>Program Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Award:</td>
<td></td>
</tr>
<tr>
<td>HEGIS code:</td>
<td></td>
</tr>
</tbody>
</table>

## Contact Information

<table>
<thead>
<tr>
<th>Name of contact person</th>
<th>George Otte</th>
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<tr>
<td>Title of contact person</td>
<td>Associate Dean for Academic Affairs</td>
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<tr>
<td>Telephone:</td>
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</tr>
</tbody>
</table>
### Task 2 - Proposed Program Information

Guidance for this task can be found by clicking here: [Department Expectations, Admissions, Academic Support Services, Credit for Experience and Program Assessment and Improvement](#)

Relevant Regulations for this task can be found by clicking here: [Relevant Regulations for Task 2](#)

**a. Program format**

Check all scheduling, format, and delivery features that apply to the proposed program. Unless otherwise specified below, it is assumed the proposed program may be completed through a full-time, day schedule. Format definitions can be found by clicking here: [Format Definitions](#)

- **Evening:** All requirements for the award must be offered during evening study.
- **Weekend:** All requirements for the award must be offered during weekend study.
- **Evening/Weekend:** All requirements for the award must be offered during a combination of evening and weekend study.
- **Day Addition:** For programs having EVENING, WEEKEND, or EVENING/WEKEND formats, indicates that all requirements for the award can also be completed during traditional daytime study.
- **Not Full-Time:** The program cannot be completed on a full-time basis, e.g., an associate degree that cannot be completed within two academic years. Such programs are not eligible for TAP payments to students.
- **5-Year baccalaureate:** Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.
- **4.5 Year baccalaureate:** Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.
- **Upper-Division:** A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.
- **Independent Study:** A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.
- **Cooperative:** The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.
- **Distance Education:** 50% or more of the course requirements for the award can be completed through study delivered by distance education.
- **External:** All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.
- **Accelerated:** The program is offered in an accelerated curricular pattern which provides for early completion. [Semester hour requirements in Commissioner’s Regulations for instruction and supplementary assignments apply.](#)
- **Standard Addition:** For programs having Independent, Distance Education, External, or Accelerated formats, indicates that all requirements for the award can also be completed in a standard, traditional format.
- **Bilingual:** Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.
- **Language Other Than English:** The program is taught in a language other than English.
- **Other Non-Standard Feature(s):** Please provide a detailed explanation.
### Diploma Programs

If the program is credit bearing and will lead to a Diploma or Advanced Diploma, list the 5-digit program code of the registered degree program(s) to which the credits will apply: [ ]

### Program Description and Purpose

1. Provide a brief description of the program as it will appear in the institution’s catalog.
   
   **Answer:** See narrative

2. List the educational and (if appropriate) career objectives of the program.
   
   **Answer:** See narrative

3. How does the program relate to the institution’s mission and/or master plan?
   
   **Answer:** See narrative

4. What is the documented need for this program?
   
   **Answer:** See narrative

5. Describe the role of faculty in the program’s design.
   
   **Answer:** See narrative

6. Describe the input by external partners, if any (e.g., employers and institutions offering further education).
   
   **Answer:** See narrative

7. What are the anticipated Year 1 through Year 5 enrollments?
   
   **Answer:** See narrative

### Admissions

1. List all program admission requirements (or note if identical to the institution’s admission requirements).
   
   **Answer:** See narrative

2. Describe the process for evaluating exceptions to these requirements.
   
   **Answer:** See narrative

3. How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?
   
   **Answer:** See narrative

### Academic Support Services

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

**Answer:** See narrative

### 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:** See narrative
g. Program Assessment and Improvement

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

Answer: See narrative

h. 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.

Not Applicable: ☒

Task 3 - Sample Program Schedule

NOTE: The sample program schedule is used to determine program eligibility for financial aid.

Guidance for this task can be found by clicking here: Department Expectations: Curriculum (including Internships, Financial Aid Considerations, and Liberal Arts and Sciences)

Relevant regulations for this task can be found by clicking here: Relevant Regulations for Task 3

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

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

Answer: 

c). As required under §52.2(c)(6), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.

Answer: See narrative

d). For existing courses that are a part of the major, enter the catalog description of the courses:

Answer: See narrative

e). Syllabi:

For undergraduate programs, provide syllabi for all new courses in the major.
For graduate programs, provide syllabi for all new courses.

The expected components of a syllabus are listed in Department Expectations: Curriculum of the Guidance Document.

Note: Although it is required to submit syllabi for all new courses as noted, syllabi for all courses required for the proposed program should be available upon request.

Instructions for submitting syllabi:

All required syllabi must be included in a single, separate PDF document.
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**Task 4. Faculty**

Guidance for this task can be found by clicking here: [Department Expectations: Faculty](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 4](#)

- **a)** Complete the faculty tables that describe faculty (Table 2 and 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? Include the number of credits expected to be taught by full-time faculty per academic term.

   **Answer:** The annual undergraduate teaching contact hour workload shall be as follows, it being understood that the term “undergraduate teaching contact hour workload” includes reassigned time assigned to the individual and approved in the college.

   Professors, Associate Professors, Assistant Professors in the senior Colleges - 21 hours
   Professors, Associate Professors, Assistant Professors in the Community Colleges - 27 hours
   Instructors and Lecturers - 27 hours

**Task 5. Financial Resources and Instructional Facilities**

Guidance for this task can be found by clicking here: [Department Expectations: Financial Resources and Instructional Facilities](#)

Relevant Regulations for this task can be found by clicking here: [Relevant Regulations for Task 5](#)

- **a)** Summarize the instructional facilities and equipment committed to ensure the success of the program.

   **Answer:** See narrative. For financial tables, see appendix.

- **b)** Complete the new resources table (Table 5).

   **Not Applicable:**

**Task 6. Library Resources**

Guidance for this task can be found by clicking here: [Department Expectations: Library Resources](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 6](#)

- **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:** See narrative

- **b)** Describe the institution’s response to identified needs and its plan for library development.

   **Answer:** See narrative
NARRATIVE

Purpose and Goals

The proposed Master of Arts in Psychology is designed to prepare students for both advanced academic work and for jobs that require an in-depth understanding of the factors that influence and motivate behavior, along with strong research, communication and teamwork skills. The two areas of specialization available to students – Industrial/Organizational (I/O) Psychology and Developmental Psychology – were selected because they represent areas with strong current job availability and projections for future growth. The emphasis on research throughout the program will enable students to be well-prepared for work at the doctoral level, or in research related jobs. The program is designated as a Master of Arts, rather than a Master of Science, since it focuses more on applied topics and to a lesser degree on rigorous empirical research.

Although the online, asynchronous format of the program responds to the needs of working adults in a wide variety of locations, the curriculum is especially well-suited to prepare individuals for workforce needs in large urban areas like New York, where size of the local population requires a large public social service sector and where, because of the concentration of corporate offices, opportunities in human resource management are substantial. New York City supports twenty-five different governmental departments, with nine of these focused on providing social services. Departments such as Aging, Consumer Affairs, Correction, Mental Health and Hygiene, Probation, and Youth and Community Development, serve thousands of New Yorkers, require the skills developed in the proposed program. Likewise, with 290 major corporations headquartered in New York City, there are numerous and varied opportunities for individuals with expertise in Industrial/Organizational Psychology. Thus, the curricular focus of the program is especially well-matched to ongoing professional opportunities and organizational needs in our area and comparable urban centers.

The national need to provide more routes to both higher education and professional jobs for those from low-income backgrounds is a current focus in the media and among policy-makers in government. The online nature of the proposed program coupled with the low tuition suggest this program as a model for expanding access to the advanced academic work increasingly required for well-paying professional positions.

Program Goals

For enrolled students, the program will serve one or more of the following goals:

- Creating an academic bridge between Bachelor’s level and doctoral studies: For students who complete an undergraduate degree, whether in psychology or in another field, a Master’s program provides the opportunity to acquire both the advanced skills and the academic credentials that support applications to doctoral study. This is a common strategy for students interested in pursuing a doctorate in clinical psychology, but also attracts students aiming for PhDs in other specializations.

- Preparing students for professional work in social services, human resources, education, research and other fields: A review of national job placement reports and job postings for Psychology Master’s degree holders indicates that positions are available in social service agencies, academic institutions, and research, as well as in businesses where skills in data analysis and applied research are required.

- Positioning students for advancement in a current job: Both earning a Master’s degree in general and acquiring new skills, especially related to applied research and management of human resources, can qualify an individual for positions with more responsibilities and a higher salary scale.

Learning Outcomes

The proposed program focuses on the following learning outcomes; students will:

- Acquire knowledge of core concepts, theories and applications in three of the following five areas: learning and cognition, biological bases of behavior, social behavior, theories of personality, and psychopathology.
Proposal to Establish a Master of Arts in Psychology
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Approved by the CUNY School of Professional Studies Curriculum Committee, October 23, 2014
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- Exhibit in-depth knowledge of at least one of the following specializations in psychology: Industrial/Organizational Psychology or Developmental Psychology.
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.
- Identify and apply ethical standards in the conduct of human subject and animal research.
- Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels.
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes.
- Work effectively with others, as part of a team and as a project manager.
- Engage in effective problem-solving and integrative, creative thinking and planning.

National and Local Educational Trends
Master’s programs across all fields have grown substantially both nationally and at CUNY. In the decade between 1998-99 and 2008-09, the number of Master’s degrees awarded increased 49% nationally and 45% at CUNY (CUNY Master Plan 2012-16). Although Master’s program enrollments at CUNY have declined somewhat in recent years, much of this decline is tied to drops in programs in teacher education.

Enrollment in Psychology programs nationally is strong at all academic levels. This pattern suggests a continuing demand for Master’s study in the field, which serves a bridging function between baccalaureate and doctoral level work. Significant baccalaureate enrollments should ensure a continuing supply of applicants, many of whom are aiming eventually for popular Ph.D. and Psy.D. programs.

Impact on the CUNY School of Professional Studies
The CUNY School of Professional Studies (CUNY SPS) was created to serve the educational needs of working adults, along with those of its key business, organizational and government/public sector partners. This has meant that both the content and mode of delivery of its educational offerings have been developed in response to needs defined in terms of professional proficiencies and access. Its leadership role in online education in the University, with over a dozen online programs launched since 2006, reflects both its commitment to innovation and to offering rigorous programs that are tailored to the complex schedules of working adults.

The proposed online Master of Arts program in Psychology is fully consistent, both in content and format, with the program development trajectory which characterizes CUNY SPS. It has been developed around national disciplinary standards and a careful review of professional opportunities for individuals with Master’s level training in Psychology. The American Psychological Association (APA), as part of their effort to promote outcomes-based assessment at the graduate level, produced A Practical Guidebook for the Competency Benchmarks (2012). This includes a detailed set of competencies across a number of different professional skill areas and was an important resource in planning the proposed M.A. program.

An online Psychology program is an especially good fit with existing programs at CUNY SPS because it will offer undergraduates in our online programs in Psychology, Sociology and Disabilities Studies, an attractive, professionally relevant pathway to advanced training. For online graduate students, in Business and the planned online program in Disability Services in Higher Education, the electives in the Psychology program in industrial/organizational and developmental psychology may complement learning in their major field.

The parameters of the proposed program were defined after review of Master’s-level Psychology programs at other institutions. Locally it is unique in offering this degree in a completely online format, and is therefore expected to attract a significant number of enrollees. In this sense, it will support the overall goals and growth of the School.
Faculty Support
Design of the proposed program was accomplished through consultation and extensive discussion with faculty, including those who are active in the undergraduate online Bachelor’s program in Psychology at CUNY SPS and others in the University with experience in delivering graduate programs in the discipline. Because some of the current instructors are also active practitioners in either clinical or business contexts, their advice in shaping the learning outcomes and curriculum was especially useful.

Need and Justification

Program Need
As mentioned earlier, New York City, along with other urban areas, is characterized by the concentration of social service and public education departments required by large and often diverse populations. Additionally, large private business organizations need individuals with skills in workforce management and business process improvement. The numbers and caseloads of social services departments in the New York City government need a continuing supply of professionals with the skills to both directly deliver services and to plan and evaluate service delivery. Likewise, the 290 corporations that are headquartered in New York City represent ongoing opportunities for professionals in human resources management and organizational effectiveness. Businesses that have active marketing/market research departments also may have positions that require the quantitative and research skills developed in the program. Finally, colleges and universities with applied research programs also employ staff with expertise in research methods and data analysis. All of these represent important professional opportunities for individuals with the type of advanced training proposed here. Data from the most recent Occupational Outlook Handbook from the Bureau of Labor Statistics on job prospects for psychologists suggest an increase of 12% between 2012-2022 (http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm#tab-6).

In addition to psychology specific employment growth, there is anticipated growth in fields where candidates with a Master’s in Psychology will be well positioned. These include Market Research Analysts (+32%) and Survey Researchers (+18%).

Employment Opportunities for Program Graduates
A recent search for jobs in the New York City area for which a Master’s in Psychology was listed as an important credential showed 319 jobs within 25 miles of the city. Of these, 61% listed salaries of $60,000 or higher and 85% had salaries at or above $40,000/year (http://www.indeed.com/q-Psychology-Graduate-New-York-jobs.html).

A salary survey of Master’s degree holders conducted by the APA in 2009 (the most recent year for this survey), found the most prevalent employment was in direct human services, with a mean salary of $52,322 and a median salary of $45,000. Higher average salaries were reported by individuals involved in the administration of research in business/industry or in universities ($86,562 mean; $66,960 median) and in industrial/organizational jobs, with a mean salary of $96,084 and a median of $91,500. Among those involved in the administration of human services, the
mean salary was $61,009 (median $54,000). All of these represent the salaries of individuals who had already been in their position for several years (Finno, A., Michalski, D., Hart, B., Wicherski, M. & Kohout, J., 2010). According to the U.S. Department of Labor (2012), the specific focus of an M.A. program can play a key role in job prospects available. The report recommends that students anticipate opportunities for jobs as research assistants, lab managers, and market researchers, as well as teaching positions at the community college level. Academia also offers opportunities in career counseling, academic advising, and academic recruiting.


A Master’s in Psychology also can qualify graduates for professional roles outside of psychology, particularly where a combination of interpersonal and communication skills, along with facility with research and statistics are assets.

In a survey of employment of 2011-2012 Master’s degree recipients in Psychology, the highest percentage of respondents (26.1%) were enrolled in doctoral programs. Other fields were: Mental Health/Health (23.9%), School Systems (19%) and Business/Government (15.6%); 3.4% were still seeking employment (Grus & Cope, 2014).

**Student Interest and Enrollment**

**Admissions Requirements**
Consistent with admissions practices in most graduate programs in the field, the proposed Master’s program will require letters of recommendation, a statement of goals and interests, and transcripts for all prior undergraduate and graduate work. A minimum undergraduate GPA of 3.0 will be required for admission. Previous research experience and performance in Psychology courses also may be considered in reviewing applications.

Students are not required to have an undergraduate major in Psychology, but must have completed courses in General/Introductory Psychology, Statistics, and Research Methods with grades of “B” or better. Applicants without this coursework may be admitted to the program conditionally and required to take these courses before matriculating.

**Demand**
Of students who complete an undergraduate degree in Psychology, approximately one-quarter will move on to graduate study either in Psychology or another field. Given the popularity of Psychology at the baccalaureate level, this suggests a continuing and strong demand for Master’s degree programs in the field. At CUNY, there were 908 students enrolled in Master’s programs in Psychology in Fall 2010, the last year for which there are data available (CUNY Office of Institutional Research and Administration). Since all current programs at CUNY are offered in a traditional face-to-face format, participation by those working fulltime can be problematic, particularly if they have family responsibilities as well. Thus, the proposed online program is expected to expand access to Master’s-level coursework to new groups of students.

**Marketing Plan**

**Competitive Market**
The proposed program will offer prospective students the advantages of low tuition, online delivery, and a curriculum with the rigor and scope to meet the needs of both those intending to complete the MA as a terminal degree and those aspiring to doctoral-level study. As shown in the Program Comparison Worksheet, included later in this proposal, online programs with a national reach (Southern New Hampshire University and University of Phoenix)
charge higher tuition. Private university programs in the New York City area (New York University and Adelphi) charge substantially higher tuition and only offer in-person classes in their Master’s programs in Psychology.

- Programs at CUNY: Although there are a number of Master’s degree programs in Psychology at CUNY, there are none that are offered online. According to the CUNY Master Plan 2012-16, among Master’s programs in liberal arts fields, enrollments in psychology programs are the largest at CUNY. Master’s programs in Psychology are offered by Brooklyn, City, Hunter, John Jay and Queens Colleges. At all of these schools, Psychology Master’s programs are among the ten most popular programs (CUNY Office of Institutional Research). The popularity of these programs, coupled with the current lack of online options, suggests an opportunity for the proposed offering.

- Programs at the State University of New York: With the exception of an online Master’s at Buffalo in Rehabilitation, there are no online degree programs in Psychology at SUNY. There are face-to-face Master’s programs in Psychology at Stony Brook, Albany, Buffalo and New Paltz.

Target Audience
Recruitment for the program will focus on three major categories of students: (a) those who have recently completed a baccalaureate degree in psychology and are seeking to add to their credentials for either work or application to doctoral programs; (b) those already in the workforce who want to qualify for higher level positions and pay, especially in social services, human resources departments, market research or related fields; and (3) those who majored in another field as undergraduates and want to acquire skills and credentials for a job or doctoral study in psychology.

Proposed Outreach Efforts
The program’s likely appeal will be to undergraduates who are motivated to continue on for further study in Psychology and those already in the workforce with aspirations for advancement in their current job or who aim to shift their career trajectory to one within the behavioral sciences. The current online B.A. program in Psychology at the CUNY School of Professional Studies is expected to be an important source of applicants.

To reach the first group, current undergraduates, information about the proposed online M.A. in Psychology will be distributed to campus offices that provide advisement to undergraduate students, e.g., career services and departmental and divisional offices in the social and behavioral sciences. Print information about the program could also be sent for posting at campuses in the New York City area, with relevant web addresses and a QR code noted to guide students to more detailed information about the program. In addition, to reach these same groups, print cards will be distributed at graduate school fairs in the tri-state area and mailed to more remote colleges for posting or distribution. The online format of the program will be emphasized, since there is limited local competition.

Because social services agencies and business/corporate offices that employ individuals in social service-delivery roles abound in the New York City area, outreach to human resources offices will be emphasized. Organizations in these categories include employees who aim to upgrade their skills and credentials. In addition, these organizations might become important partners in providing ongoing guidance and instructors for the program.

Marketing Materials
Given the online format of the program, a very well-designed, informative web presence for the program, accessible via the CUNY SPS website, will be a critical element in the program marketing strategy. Online information will facilitate tuition comparisons and stress the quality of the faculty and connections between the proposed specializations and projected job opportunities in the field. Modeling other online graduate programs in Psychology, the website will display contact numbers prominently and encourage prospective students to leave their email addresses and questions. More traditional print materials, such as brochures and viewbooks, for publicizing the program will be designed for distribution, especially to local prospects at open houses and graduate school fairs.
Messaging
Communications about the proposed program will emphasize:
- The strong foundation of knowledge and skills in the fundamental areas of psychology that underlie all applications as well as opportunities to gain in-depth expertise in a specialization where job opportunities are especially strong – Industrial/Organizational or Developmental Psychology
- Frequent, hands-on experience in the behavioral research methods that are needed in many jobs that involve program evaluation and market research and for admission to doctoral programs in psychology
- The flexibility of fully online, asynchronous coursework coupled with course activities that stress lively, interactive discussions and collaborative projects with other students and the instructor
- Relevance of the program both for those building on existing expertise in the behavioral sciences and those that intend to shift their careers to ones that involve providing assistance and services to people in agency or business contexts.
## Program Comparison Worksheet

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Title</th>
<th>Tuition</th>
<th>Target Audience(s)</th>
<th>In person, online or both?</th>
<th>Credit or non-credit?</th>
<th># of courses for completion</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYU Department of Psychology</td>
<td>MA General Psychology; MA Industrial/ Organizational Psychology</td>
<td>$4437/course</td>
<td>Applicants with strong undergraduate record from accredited 4-year school</td>
<td>In-person</td>
<td>Credit</td>
<td>12</td>
<td>Expected to take two years to complete</td>
</tr>
<tr>
<td>Adelphi University, Derner Institute</td>
<td>MA in General Psychology</td>
<td>$3165/course</td>
<td>Individuals seeking career advancement, qualifying for doctoral study, or those with general interest in psychology</td>
<td>In-person</td>
<td>Credit</td>
<td>12</td>
<td>Students in I/O also can qualify for Certificate in Human Resource Management</td>
</tr>
<tr>
<td>Southern New Hampshire University</td>
<td>MS in Psychology</td>
<td>$1881/course</td>
<td>Individuals wanting to gain professional skills and/or prepare for a Ph.D.</td>
<td>Online</td>
<td>Credit</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>University of Phoenix</td>
<td>MS in Psychology</td>
<td>$2220/course</td>
<td>Students interested in general study of individual behavior; preparing as supervisors in variety of fields</td>
<td>Online</td>
<td>Credit</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Colorado State University</td>
<td>Master of Applied Industrial/ Organizational Psychology</td>
<td>$665/credit</td>
<td>Students interested in gaining applied skills; a terminal master’s</td>
<td>Online</td>
<td>Credit</td>
<td>12</td>
<td>Strong emphasis on quantitative research methods; designed to be completed in two years.</td>
</tr>
</tbody>
</table>
Enrollment Projections

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Fa</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Sp</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Full-Time</td>
<td>17</td>
<td>29</td>
<td>44</td>
<td>62</td>
<td>71</td>
</tr>
<tr>
<td>Part-Time</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
<td>34</td>
<td>50</td>
<td>68</td>
<td>77</td>
</tr>
</tbody>
</table>

Detailed five-year enrollment projections are presented in Table 8 in the Appendix.

Retention and Graduation
The CUNY School of Professional Studies has evolved an extensive set of student services, beginning at the point of inquiry and designed to maximize student retention and success and promote efficient completion of degree requirements. The proposed program expects to build upon these services and offer students:

- Individualized advisement on course selection that takes into account the full set of demands on the student’s time and their career and academic goals
- Career and further academic planning services beginning in their first semester, delivered by the Career Services office, faculty, and representatives from organizations that employ individuals with Master’s degrees in Psychology
- An interactive orientation to online study and to the mechanics of using Blackboard, the program’s content delivery system
- Ongoing assessment of the foundation skills that underlie academic and professional success, especially in communication and management of quantitative information, coupled with tutorial services in these areas
- Access to training in the use of software tools required in courses and in the professional workplace, along with helpdesk services
- Online library services and training in the skills underlying information literacy
- Full financial aid services

Curriculum
The proposed curriculum provides a foundation in the areas of psychology that underlie work across all specializations and in research methods, along with coursework and a capstone in a specialization that is aligned with both job opportunities and requirements for doctoral study. As mentioned previously, the American Psychological Association’s Guidebook for Competency Benchmarks, includes a detailed outline of graduate level competencies that are aligned with the curricular framework of the proposed program.

The program’s structure and credit requirements have been modeled after other programs in CUNY and at other institutions, including two courses in research methods, three courses in core/foundation areas, five courses in one of the two specializations (Industrial/Organizational Psychology or Developmental Psychology, and finally, two semesters of a capstone project or research. The capstone topic will be aligned with the student’s area of specialization and the nature of the project guided by their immediate post-degree plans.

Data for research projects, within courses and at the capstone level, will be derived from a number of different sources, including:

- Large social science and general population databases, e.g. those from the General Social Survey (GSS) and US Census Bureau;
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- Observations of public behavior using techniques that do not require prior IRB approval;
- Researchers from other academic institutions and organizations willing to provide data for case studies or other research purposes, e.g. the Research Council;
- Web-based surveys and other research launched by SPS faculty (with prior IRB approval); and,
- Conventional in-person studies addressing questions relevant to the specializations within the programs (with prior IRB approval and, where relevant, approval by off-site personnel and participants).

Identification of data sources will be part of the course design process, as well as being a focus of broader program build-out efforts.

Degree Requirements
Completion of the M.A. in Psychology will require a total of 36 credits, distributed as follows:

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>9 credits (3 courses) required from the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY 600 - Learning &amp; Cognition</td>
</tr>
<tr>
<td></td>
<td>PSY 605 - Biological Foundations of Behavior</td>
</tr>
<tr>
<td></td>
<td>PSY 610 - Social Behavior</td>
</tr>
<tr>
<td></td>
<td>PSY 615 - Theories of Personality</td>
</tr>
<tr>
<td></td>
<td>PSY 620 - Psychopathology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Methods</th>
<th>6 credits (2 courses) required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY 625 - Advanced Statistics</td>
</tr>
<tr>
<td></td>
<td>PSY 630 - Advanced Research Methods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization</th>
<th>9 credits (3 courses) required from one of the following specializations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial/Organizational Psychology</td>
<td>PSY 635 - Introduction to Industrial/Organizational Psychology</td>
</tr>
<tr>
<td></td>
<td>PSY 640 - Organizational Development and Effectiveness</td>
</tr>
<tr>
<td></td>
<td>PSY 645 - Performance Management &amp; Motivation</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>PSY 650 - Perspectives on Developmental Psychology</td>
</tr>
<tr>
<td></td>
<td>PSY 655 - Child &amp; Adolescent Development</td>
</tr>
<tr>
<td></td>
<td>PSY 660 - Adult Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>6 credits (2 courses) required from the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY 665 - Practicum in Advanced Research Methods</td>
</tr>
<tr>
<td></td>
<td>PSY 670 - Cognitive Development</td>
</tr>
<tr>
<td></td>
<td>PSY 675 - Atypical Development</td>
</tr>
<tr>
<td></td>
<td>PSY 680 - Personnel Selection</td>
</tr>
<tr>
<td></td>
<td>PSY 685 - Group Dynamics</td>
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<tr>
<td></td>
<td>PSY 690 – Special Topics in Psychology</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Capstone</th>
<th>6 credits (2 courses) required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY 698 - Psychology Capstone Project Planning</td>
</tr>
<tr>
<td></td>
<td>PSY 699 - Psychology Capstone</td>
</tr>
</tbody>
</table>

Core Courses
Students will select which three core courses they will complete based on their specific professional goals and after consultation with their advisor and other program staff.

Research Methods
Students will complete two required courses that will cover all phases of the research process in psychology.
Specializations
To ensure that students complete their degree with sufficient depth in a specialization, students will select one of two areas: Industrial/Organizational Psychology or Developmental Psychology.

Electives
Students will complete two elective courses based on their interests. Electives may be relevant to more than one specialization. As program enrollment increases, the number of electives also will expand.

Capstone
Students will complete a two-semester project related to a specific topic within their area of specialization, either Developmental or Industrial/Organizational Psychology. The initial semester will involve a review of the research literature and other works related to the topic and, in consultation with a mentor, the student will develop a detailed plan for the capstone project. During the second semester, students will collect and analyze data and/or engage in other forms of scholarship related to the focal topic. Completion of a substantive written and/or digital report of the project will be required.

Course Descriptions

PSY 600 – Cognitive Psychology and Learning (3 credits)
Prerequisite(s): None
This course deals with how we process information, think and learn. Topics include memory, problem solving, perception and attention. Students will be expected to engage with the material at an advanced level and we will therefore be evaluating, comparing and contrasting various assumptions (behaviorist, information-processing, cultural-historical) that inform theories of learning and cognition.

PSY 605 - Biological Foundations of Behavior (3 credits)
Prerequisite(s): None
The course will familiarize students with the biological principles and theories related to human behavior and introduce various approaches within the field of biopsychology. Topics including genetic influences on behavior, the relationship between brain function and behavior, anatomy and the nervous system, motor systems, neurons and brain plasticity. Reflecting recent advances in the field regarding the age-old nature-nurture question, the course takes a dynamic-systems approach to understanding how biology and environment contribute to human behavior and development.

PSY 610 - Social Behavior (3 credits)
Prerequisite(s): None
Social psychology is the scientific attempt to understand and explain how the thoughts, feelings, and behaviors of individuals are influenced by the actual, imagined, or implied presence of other human beings. A primary goal of this course is to introduce the theories, research methods, and empirical findings of social psychology. Throughout the course, we will be placing emphasis on developing critical and integrative ways of thinking about theory and research in social psychology.

PSY 615 - Theories of Personality (3 credits)
Prerequisite(s): None
This course aims to provide students with an in-depth introduction to the field of personality psychology. Students will learn about the various theories related to conceptualizing personality (traits, context-specific, narrative) as well as the influences that shape personality. The course also will address assessments and research methods used within this field and students will be engaged in applying the theories to real-life contexts. Knowledge of personality psychology can aid one in thinking usefully and critically about human behavior patterns, relevant not only in psychology and human services professions, but in other areas of life.
PSY 620 - Psychopathology (3 credits)
Prerequisite(s): None
This course will provide students with an in-depth review of the various psychopathological conditions, their etiology, symptoms and criteria for differential diagnosis. Students will become familiar with the DSM-V and will apply it as they work through case studies. Some of the questions that we will be engaging in this course are: 1) What makes behavior abnormal? 2) What are the major psychological disorders? 3) How do we arrive at the diagnoses? 4) What causes the disorders? At the end of the course, students are expected to be familiar with the various theoretical perspectives in the general field of psychopathology as well as the empirical support for these theories.

PSY 625 - Advanced Statistics (3 credits)
Prerequisite(s): None
This course is designed to prepare students to conduct advanced statistical analyses in the social sciences. Students will become familiar with the major ideas of probability and statistics, including procedures related to hypothesis testing. Topics include, among others, descriptive statistics, normal distribution, t-tests, correlation and regression, probability distribution and linear regression. At the end of the course students are expected to master both the conceptual as well as practical approaches to statistics. Students will apply and practice their knowledge of statistics through assignments that require use of statistical software.

PSY 630 - Advanced Research Methods in Psychology (3 credits)
Prerequisite(s): PSY 625
The course will introduce the major concepts, issues and techniques of social science research, including the epistemological and ontological principles behind the different methods employed in the field of psychology. We will be reviewing quantitative, qualitative and mixed-methods approaches. Students will be engaged in evaluating the pros and cons of the different approaches and in exploring various data-collection methods available in the field. Students will become skilled consumers and critics of empirical social science research across a wide range of methodologies and substantive fields; develop research questions and relevant research designs; and gain experience in the collection and analysis of data.

PSY 635 - Introduction to Industrial/Organizational Psychology (3 credits)
Prerequisite(s): None
This course will introduce students to the key concepts, theories and research methods in industrial and organizational psychology (I/O). The course will take an applied approach to explore how the field of psychology influences and informs the workplace, including how to facilitate both individual and organizational development. Industrial/Organizational Psychology deals with the psychological dynamics of people in the workplace and focuses on topics such as motivation, stress and worker well-being.

PSY 640 - Organizational Development and Effectiveness (3 credits)
Prerequisite(s): 9 credits of core courses
Organizational Development is the planned process of developing an organization to insure the optimum level of performance as measured by effectiveness, productivity and health. Organizational Development (OD) is achieved by facilitating change for individual employees, groups and teams, and the organization at large. Starting with an initial historical perspective of the field, we will explore the core organizational model of entry/contracting, diagnosis, feedback, implementation and evaluation. Working from this core model, we will examine the range of OD interventions used in the past and present. At the end of the course students are expected to be knowledgeable about the various paradigms within the field of OD as well as well prepared to apply the various approaches to assess organizations.
PSY 645 - Performance Management and Motivation (3 credits)
*Prerequisite(s):* 9 credits of core courses
This course is designed to introduce students to the various approaches in the field of performance management and motivation. Specifically, the course allows students to become familiar with how to assess an organization’s performance relative to its goals and, based on thorough analysis, how to develop strategies for organizations to improve both performance and motivation. Students are expected to use their analytical skills to critically evaluate the research that informs practice in the field of performance management and to apply the knowledge acquired in the course to evaluate specific case studies.

PSY 650 - Perspectives on Developmental Psychology (3 credits)
*Prerequisite(s):* None
The goal of this course is to familiarize students with the major theoretical perspectives and empirical studies in the field of developmental psychology. By the end of the course, students are expected to be able to both analyze (compare, contrast and synthesize) developmental theories as well as clearly distinguish the different paradigms within the field. The exploration of canonical works will include reading both works of and about theorists such as Erikson, Freud, Piaget and Vygotsky. Students will learn the defining features of the different approaches and there will be an emphasis on evaluating how these theories influence practice in various settings.

PSY 655 - Child and Adolescent Development (3 credits)
*Prerequisite(s):* 9 credits of core courses
This course will familiarize students with the field of child and adolescent development. Students will be engaged in reviewing, summarizing, discussing and interpreting research from the developmental field. During the second part of the course, students will be encouraged to draw parallels and identify the similar and different principles of development that apply to childhood and adolescence. Drawing on Arnett’s notion of a dynamic approach, we will be approaching the field from a cultural-historical perspective. Students will be engaged in various activities to apply the knowledge of the developmental field to real-life settings, such as family contexts, educational and other institutional settings, including the use of psychometric tools in assessing children and adolescents.

PSY 660 - Adult Development (3 credits)
*Prerequisite(s):* 9 credits of core courses
In this course we will be investigating the theories and related practices in the field of adult development and aging. While the scope of developmental psychology for many years was narrowly restricted to investigating development in children and youth, the developmental field now encompasses the later stages of development, which will be the focus of this course. We will explore how biological, physical, cultural and social influences structure learning, memory, emotions, personality and intelligence in adult life. In addition to reading the canonical works of adult development, we will also be applying the theories to real life contexts and case studies.

PSY 665 - Practicum in Advanced Research Methods (3 credits)
*Prerequisite(s):* PSY 625, PSY 630 & 6 additional credits
This mentored research practicum is intended to develop students’ knowledge of and competency in using specialized research techniques related to their focal area and professional objectives. Students will work with a mentor in specific areas in industrial/organizational or developmental psychology and will identify advanced research techniques, read reports based on their implementation, and gain skill in their use.

PSY 670 - Cognitive Development (3 credits)
*Prerequisite(s):* 9 credits of core courses
This course will examine two related issues: theories of cognitive development and development in core domains (e.g., language, space, time, and social cognition). Our focus will be primarily on the development of children’s thinking, although we will also discuss cognitive development in other periods of the lifespan. Students will be evaluating, comparing and contrasting the various assumptions (behaviorist, information-processing, cultural-historical) that lie behind the various theories of cognitive development.
PSY 675 - Atypical Development (3 credits)
Prerequisite(s): 9 credits of core courses
This course will introduce the study of atypical development in childhood and adolescence. There will be a brief historical review of society’s progress in the understanding and treatment of children with atypical behavior. We will explore the interaction of emotional, cognitive, biological, behavioral, and environmental components that factor into the development of chronic dysfunctional behavior and mental illness in children and adolescents. We will also examine the various theories of the development of childhood and adolescent disorders, as well as the efficacy of the many current treatment interventions. We will maintain a developmental focus and continue to refer back to typical developmental processes throughout the course.

PSY 680 - Personnel Selection (3 credits)
Prerequisite(s): 9 credits of core courses
This course addresses the skills and knowledge that underlie effective personnel selection processes: (1) the professional and legal requirements for personnel selection systems, including equal opportunity employment laws; (2) strategies for conducting job analyses that provide a strong foundation for recruitment and hiring; (3) options for evaluating candidate skills and credentials, and (4) approaches to assessing on the job performance.

PSY 685 – Group Dynamics (3 credits)
Prerequisite(s): 9 credits of core courses
In this course, you will analyze human behavior in the context of the groups that are the most significant influences on people’s actions and emotions: families, friends, and work groups. The processes that characterize the formation of groups and differentiate effective groups from others also will be studied. Leadership strategies, a key element in group functioning, will be identified and leadership training options discussed. Finally, the role of groups in therapeutic and behavioral support programs will be examined, with an emphasis on successful models.

PSY 690 – Special Topics in Psychology (3 credits)
Prerequisite(s): 9 credits of core courses
The purpose of this course is to provide students with an opportunity to explore a variety of contemporary topics in psychology. These will be in-depth investigations on subjects of special interest to the instructor.

PSY 698 – Psychology Capstone Project Planning (3 credits)
Prerequisite(s): 12 credits and approval of the academic director
In this course, students will work with a mentor in defining a research question of interest within the area of specialization and consistent with the student's future professional plans. Students will conduct a thorough literature review related to the focal question, then critically analyze and synthesize the results of past work. Based on this analysis, the research question will be revised and refined and a capstone project designed. If required, an application will be submitted to the Institutional Review Board in time for review and revision before the end of the semester.

PSY 699 – Psychology Capstone (3 credits)
Prerequisite(s): PSY 698 and 24 additional credits in the program
Under the supervision of a research mentor, the student will conduct the research project planned in PSY 698, Psychology Capstone Project Planning. There should be no more than one-semester between completion of PSY 698 and enrollment in this course. After the collection and analysis of data, students will prepare a detailed written report and a narrated presentation, suitable for in-person delivery or web viewing. A capstone defense session will be scheduled, with the research mentor and 1-2 other faculty as reviewers.
## Learning Outcomes by Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Meets Learning Outcome</th>
</tr>
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<tbody>
<tr>
<td>PSY 600</td>
<td>Learning and Cognition</td>
<td>x</td>
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<tr>
<td>PSY 605</td>
<td>Biological Foundations of Behavior</td>
<td>x</td>
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<tr>
<td>PSY 610</td>
<td>Social Behavior</td>
<td>x</td>
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<tr>
<td>PSY 615</td>
<td>Theories of Personality</td>
<td>x</td>
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<tr>
<td>PSY 620</td>
<td>Psychopathology</td>
<td>x</td>
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<tr>
<td>PSY 625</td>
<td>Advanced Statistics</td>
<td>x</td>
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<tr>
<td>PSY 630</td>
<td>Advanced Research Methods</td>
<td>x</td>
</tr>
<tr>
<td>PSY 635</td>
<td>Introduction to Industrial/Organizational Psychology</td>
<td>x</td>
</tr>
<tr>
<td>PSY 640</td>
<td>Organizational Development and Effectiveness</td>
<td>x</td>
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<tr>
<td>PSY 645</td>
<td>Performance Management &amp; Motivation</td>
<td>x</td>
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<tr>
<td>PSY 650</td>
<td>Perspectives on Developmental Psychology</td>
<td>x</td>
</tr>
<tr>
<td>PSY 655</td>
<td>Child and Adolescent Development</td>
<td>x</td>
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<tr>
<td>PSY 660</td>
<td>Adult Development</td>
<td>x</td>
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<tr>
<td>PSY 665</td>
<td>Practicum in Advanced Research Methods</td>
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<td>PSY 670</td>
<td>Cognitive Development</td>
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<td>PSY 675</td>
<td>Atypical Development</td>
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<td>Personnel Selection</td>
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<tr>
<td>PSY 698</td>
<td>Psychology Thesis Project Planning</td>
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<tr>
<td>PSY 699</td>
<td>Psychology Project</td>
<td>x</td>
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</tbody>
</table>

### Learning Outcomes

1. Acquire knowledge of core concepts, theories and applications in three of the following five areas: learning and cognition, biological bases of behavior, social behavior, theories of personality, and psychopathology.
2. Exhibit in-depth knowledge of at least one of the following specializations in psychology: Industrial/Organizational Psychology or Developmental Psychology.
3. Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.
4. Identify and apply ethical standards in the conduct of human subject and animal research.
5. Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels.
6. Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes.
7. Work effectively with others, as part of a team and as a project manager.
8. Engage in effective problem-solving and integrative, creative thinking and planning.
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 student surveys that students in our online courses average 9-12 hours a week in the site of each undergraduate course and 12 -15 hours in each graduate 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.

**Faculty**

The broad characteristics of the program, along with details of the admissions requirements and curriculum, evolved through an extended process of information-gathering and discussion by a group of faculty who are leaders in the online BA in Psychology. This group included those with expertise in the two curricular areas – Industrial/Organizational and Developmental Psychology – that will provide the initial foci for the program. All were enthusiastic about the program’s potential to extend training opportunities for high-demand professional roles to new groups of students. Once a concept statement was drafted, the reactions and advice of additional faculty, including those from other CUNY and local private colleges was solicited. These individuals added both very useful recommendations and encouragement for the potential success of the program.

A sample of the faculty who will teach in the program is included later in this proposal; it includes both full-time and part-time faculty, all with Ph.Ds. or equivalent doctoral degrees. The undergraduate BA in Psychology has been very successful in attracting fulltime faculty from other CUNY colleges and responses to invitations to teach in the proposed MA program indicates equal success. Many who responded are active investigators and thus will bring cutting-edge content and a research focus to their courses, along with well-honed skills in mentoring student research.

**Faculty Development**

Faculty new to teaching online and/or with CUNY SPS are required to attend and pass with a minimum grade of 85% 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, but additional assistance (in person or online) is available.

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.

An important emphasis in preparing both course developers and trainers will be specific strategies for creating and responding to written assignments. The program aims to develop student competence in writing not only in standard academic forms, but also for the purposes they encounter in the professional workplace. A writing handbook will be required for incoming students and used throughout the curriculum. Instructors will learn how to reference sections of the handbook as they are creating writing assignments and later giving feedback to students.

The proposed M.A. will also take advantage of CUNY SPS’ Faculty Peer Mentoring Program (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.

**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
Support Services and Resources

In delivering resources to students in the Master of Arts in Psychology, CUNY SPS will build on its current infrastructure, which supports dozens of degree and certificate programs as well as a portfolio of noncredit programs (both online and in-class). The student, faculty, and administrative services currently offered by CUNY SPS can readily be extended to this new 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.

6. Academic Advisement: A dedicated advisor for the MA in Psychology will provide advisement from pre-application through registration, completion of degree and graduation. In addition, students receive advisement from faculty teaching their courses and students interact 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.

7. 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, registration, and grade reporting, which are all available online or in-person. Web-based tools, 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.

8. Library: Library support will be robust. 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. The collection of Psychology journals and other relevant resources is more than sufficient for the need of the proposed graduate program. 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.
9. **Writing Support and Tutoring:** Online writing and tutoring support 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.

10. **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. For the MS degree proposed here, this Office would be a partner in arranging internship experiences for students who would like to explore this option. 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 CUNY School of Professional Studies can contact an inquiry specialist or an advisor at 212-652-CUNY (2869) or information@sps.cuny.edu.

**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.

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.

**External Evaluation**

External evaluation was conducted by Barbara A. Fritzsche, Ph.D., Associate Professor and Director, M.S. Program in Industrial and Organizational Psychology, University of Central Florida.

Professor Fritzsche concluded her review by saying: “Online delivery will also increase access for full-time employees and low-income students, which are markets that are currently underserved. The program is flexible and accessible, and there are jobs awaiting the eventual graduates. This program will likely be a huge success.”

Professor Fritzsche also included several recommendations in her review; these are listed below, along with responses from the program developers:

**Professor Fritzsche**: The required undergraduate psychology prerequisites are fairly light, as applicants are only required to have taken 3 psychology courses: general psychology, statistics, and research methods. I’d recommend increasing the psychology prerequisites so that students are set up for success.

**CUNY SPS Response**: These prerequisites are somewhat standard within the University, both for Psychology and related disciplines, and appear to be sufficient for most incoming M.A. students. Advisement for individual students might, in rare cases, include the recommendation to take 1-2 additional courses.

**Professor Fritzsche**: The GRE is not listed as an admissions requirement. Average GRE score of applicants is used to rank the quality of graduate programs, so you might consider adding that to the admissions requirements.

**CUNY SPS Response**: CUNY SPS does not require GREs for any of its MA or MS programs. We feel strongly that an applicant’s prior academic work along with his/her experiences provides us with sufficient information to assess his/her ability to do well in the program.

**Professor Fritzsche**: Since this is an online program that requires a thesis, will priority be given to applicants who reside in NYC? I ask this for 2 reasons. One is that your program is designed to serve NYC residents (primarily) and to serve NYC businesses with your graduates. The second reason that I ask this question is that a thesis is required, which often (but not always) necessitates face-to-face meetings for defenses, supervision, and sometimes, data collection.

**CUNY SPS Response**: SPS has experience in mentoring fully online students in capstone projects, both at the undergraduate and graduate levels. Close engagement with students’ work is maintained and virtual meeting tools are used where a synchronous conversation is important.

**Professor Fritzsche**: I would recommend more emphasis on psychometrics, quasi-experimental design, and workplace training than is currently offered. Specifically, I would recommend PSY 665 focus on psychometrics, as alumni commonly report to us that their psychometrics training is what gives them the edge over competitors with human
resource degrees. Quasi-experimental design could be emphasized in the research methods course, and workplace training might be an elective that is added later.

**CUNY SPS Response:** Psychometrics has been added to the course description for PSY 655, Child and Adolescent Development. Quasi-experimental design is routinely covered in our research methods training and will be in the Advanced Research Methods course as well. The course description does not include an exhaustive list of topics. A course in workplace training likely would be an attractive option for students in both specializations and we will hope to add this soon after the courses proposed here have been designed.

Professor Fritzshe: I did not notice a required practicum/internship experience. Faculty-supervised applied experience is typically an important part of training in applied graduate programs.

**CUNY SPS Response:** Faculty-supervised practica are problematic in a fully online program with students distributed geographically. Students can be urged to seek internships and the SPS Career Services Office can assist them in locating such opportunities.

Professor Fritzshe: I suggest adding Colorado State’s program as a comparison program. They also have a fully online master’s program in I/O psychology at $665/credit hour that is well respected in our field.

**CUNY SPS Response:** This has been added to the program comparison chart.

Professor Fritzshe: Consider how to increase training of professional behavior (e.g., business acumen, interpersonal skills, presentation skills) in the program. Employers of graduates of our MS program often say that our students are smart, have strong knowledge of I/O, and are strong researchers, but they need more polish in professional behavior in order to succeed in interacting with business executives.

**CUNY SPS Response:** Given that our program will be entirely online this is an important concern. Wherever feasible, students will be required to record presentations, with follow-up critiques by fellow students and instructors.

Professor Fritzshe: It is relevant to note that all of the faculty with backgrounds in industrial and organizational psychology are part-time faculty. This may become an issue when students are seeking mentors to supervise their thesis research projects.

**CUNY SPS Response:** We are confident that our past experience in engaging part-time faculty as research mentors will allow us to provide high-quality supervision to capstone project students in both specializations.

The evaluation report is including in the appendix.
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APPENDICES
Course Syllabi
Program: Master of Arts in Psychology
Course Name and Number: Cognitive Psychology and Learning (PSY 600)
Credits: 3 credits - Graduate Course
Prerequisite(s): None

Course Summary:
PSY 600 – Cognitive Psychology and Learning (3 credits)
Prerequisite(s): None
This course deals with how we process information, think and learn. Topics include memory, problem solving, perception and attention. Students will be expected to engage with the material at an advanced level and we will therefore be evaluating, comparing and contrasting various assumptions (behaviorist, information-processing, cultural-historical) that inform theories of learning and cognition.

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

- Identify the different paradigms in the field of learning and cognition, including the basic assumptions, concepts, and principles of each theory
- Apply the knowledge from the field to everyday life settings (e.g. apply educational theories to analyze instructional settings)
- Compare and contrast the usefulness of theories of the field in the various settings of interest to you and other professionals for whom learning and cognition is central
- Apply the information processing approach to understand how humans think and learn
- Interpret and describe experimental data from cognitive psychological research
- Use critical thinking and scientific reasoning to evaluate psychological claims, both in research and in everyday life

Students will be required to:

- Participate in online discussions
- Complete various activities to apply the theories of cognition and learning to relevant cases and questions
- Write and submit several papers, including a substantive final project
- Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:

- Acquire knowledge of core concepts, theories and applications in the area of learning and cognition;
- Engage in effective problem-solving and integrative, creative thinking and planning;
- Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels;
- Identify and apply ethical standards in the conduct of human subject and animal research
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes; and,
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

Required Texts:
Additional Resources:
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Grading:

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1. Opening Statement (5 points): Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.

2. Discussion Board Participation (30 points): Students are required to post two questions each week to the discussion board from the required readings as well as respond to at least two other students’ questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”. Students are also expected to make one weekly post in response to another student’s questions.

3. Bi-Weekly Response/Reaction Papers (10 Points): Between weeks 3 and 12 students are required to turn in 5 1-page response/reaction papers to the current week’s readings. The paper can be a response to something specifically mentioned in the reading that you related you. The reflection paper should be posted to the blog (see BB) and you will also need to make at least 3 responses to other reaction papers. Each response/reaction paper is worth 2 points. Length: 1 page

4. Preferences for gender-typed activities in children (10 points): Explore the differences between Kohlberg’s cognitive developmental and gender-schema theory (the information processing approach) in terms of their respective positions about children’s preferences for gender-typed activities. Kohlberg’s stage theory predicts that children do not achieve gender constancy until the ages of 5-7 and therefore do not show any preferences for gender-typed activities until around that age, while gender schema theory contradicts this. For this assignment you will need to conduct natural observations of children between the ages of 3-4 in order to explore the question about whether children this young seem to exhibit preferences for gender-typed activities. If you have problems gaining access conducting a natural observation of children playing, you may alternatively conduct a structured interview with a parent of a 3-4 year old child. Based on your data, you are expected to write a 5-7 page paper (APA-formatted) that includes both an introduction, a summary of the literature on the topic followed by an analysis of your data. Make sure to include a reflection on the limits of your study. The paper should be uploaded to BB along with your typed notes for your observation.
5. **Final Project Outline (10 points):** Submit an outline for the final paper. The outline should have a concrete question that you are investigating, as well as at least six articles that you will be referencing in the paper. Please submit to the assignment #2 folder on BB.

6. **Design a study (10 points):** Develop a research design to investigate and seek to answer one of the three following questions: (1) Do children's drawings reflect their feelings? (2) Is children's eye-witness testimony reliable? or (3) Do children learn good/bad behaviors from their siblings? You are expected to make an analysis of the relevant literature and include a minimum of 3 relevant peer-reviewed articles in your literature review. Based on your analysis of the literature develop a design you believe could answer the question. Present the pros and cons of your design. The paper should be 5-7 pages long. You are also allowed to make a PowerPoint Presentation in addition to the paper in order to best explain the different steps in your reasoning. Both paper and PPT should be uploaded to BB.

7. **Final Project (20 points):** For the final project you will need to explore a practical-theoretical problem in the field of learning and cognition in depth. See BB for further instructions on how to develop a good question for your exploration. You are free to choose between the following formats for the final project: (1) create a mini e-book on the topic in which you creatively investigate your question through producing text and illustrations, (2) develop a 10 slide PowerPoint with a script, (3) create a zine, (4) make a small video presentation for which you write a 5-7 page script investigating your topic, or (5) write a formal 6-8 page paper investigating your topic. For this paper, summarize, synthesize and evaluate the literature relevant for your question. However, you have freedom to creatively decide how to present and explore your question(s). Your project should draw on a minimum of 6 references (3 of which you should find yourself through searching in Google Scholar or PsycINFO). Please submit the project to BB. For more information on this assignment, see detailed instructions on BB.

8. **Closing Statement (5 points):** Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

**Course Outline**

**Week 1 - Introduction**
Chapter 1 (Driscoll) Introduction to Theories of Learning and Instruction

**Week 2 - Behaviorism**
Chapter 2 (Driscoll) Radical Behaviorism


*Assignments: DB contribution and opening statement due*

**Week 3 – Social Learning Theory**
Chapter 9 (Driscoll) Self-Efficacy Beliefs


*Assignments: DB contribution, Response/Reaction Paper #1 due*

**Week 4 – Cognitive Information Processing**
Chapter 3 (Driscoll) Cognitive Information Processing

*Assignments: DB contribution and Gender-typed Activities in Children assignment is due*
Week 5 – Motivation and Self-Regulated Learning  
Chapter 9 (Driscoll) Motivation and Self-regulated Learning  


Assignments: DB contribution, Response/Reaction paper #2 due

Week 6 – Meaningful Learning and Schema Theory  
Chapter 4 (Driscoll) Meaningful Learning and Schema Theory  


Assignments: DB contribution

Week 7 – Autobiographical Memory  
Chapter 7 (Robinson-Riegler) Autobiographical Memory  

Assignments: DB contribution, Response/Reaction paper #3 due

Week 8 - Piaget  
Chapter 6 (Driscoll) Cognitive and Knowledge Development  


Assignments: DB contribution and Project Outline is due

Week 9 – Constructivism and Situated Learning: Vygotsky and Bruner  
Chapter 5 (Driscoll) Situation Cognition and Chapter 7 (Driscoll) Interactional Theories of Cognitive Development  


Assignments: DB contribution, Response/Reaction paper #4 due

Week 10 – Constructivism continued  
Chapter 11 (Driscoll) Constructivism  

Assignments: DB contribution and Design a Study is due

Week 11 – Gibson and the Ecologies of Knowing  
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Assignments: DB contribution

Week 12 – Instructional Design


Assignments: DB contribution and Response/Reaction paper #5 due

Week 13 – Technology and Learning


Assignments: Final project due

Week 14 – Applications and Implications
Chapter 12 (Driscoll) Towards a Personal Theory of Learning and Instruction

Assignments: Closing statement due

Week 15 – Final Project Presentations and Discussion

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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: Master of Arts in Psychology
Course Name & Number: Biological Foundations of Behavior (PSY 605)
Credits: 3 credits - Graduate Course
Prerequisite: None

Course Summary:
The course will familiarize students with the biological principles and theories related to human behavior and introduce various approaches within the field of biopsychology. Topics including genetic influences on behavior, the relationship between brain function and behavior, anatomy and the nervous system, motor systems, neurons and brain plasticity.

Reflecting recent advances in the field regarding the age-old nature-nurture question, the course takes a dynamic-systems approach to understanding how biology and environment contribute to human behavior and development.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Identify the different paradigms in the field of the biological basis for behavior, including the basic assumptions, concepts, and principles of each theory
- Apply the knowledge from bio-psychology to specific behavioral topics (e.g. applying knowledge of the brain to disorders, including addictions)
- Apply the dynamic-systems approach to understand how biology contributes to human behavior and development
- Interpret and describe experimental data from bio-psychological research
- Use critical thinking and scientific reasoning to evaluate the various approaches to the central and age-old nature-nurture debate

Students will be required to:
- Participate in online discussions
- Complete various activities to apply the knowledge of the biological basis for behavior to real-life contexts
- Write and submit several papers, including a substantive final project
- Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:
- Acquire knowledge of core concepts, theories and applications in biological bases of behavior;
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;
- Work effectively with others, as part of a team and as a project manager;
- Engage in effective problem-solving and integrative, creative thinking and planning;
- Identify and apply ethical standards in the conduct of human subject and animal research;
- Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels; and,
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

Required Texts:

Additional Resources:
Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library’s e-resources.
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Grading:

- A 4.0
- A- 3.7
- B+ 3.3
- B 3.0
- B- 2.7
- C+ 2.3
- C 2.0
- F Failure

1. **Opening Statement (5 points):** Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.

2. **Discussion Board Participation (25 points):** Students are required to post two questions each week to the discussion board from the required readings as well as respond to at least two other students’ questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”.

3. **Bi-Weekly Response/Reaction Papers (10 Points):** Between weeks 3 and 12 students are required to turn in 5 1-page response/reaction papers to the current week’s readings. The paper should be a response to something specifically mentioned in the reading. The reflection paper should be posted to the blog (see BB) and you will also need to make at least 3 responses to other reaction papers. Each response/reaction paper is worth 2 points. Length: 1 page

4. **Sleep Journal Assignment (15 points):** For 5 consecutive days (including two weekend days), record the following on a chart:
   1. a. The day / date
   2. b. Time you tried to fall asleep for the night
   3. c. Best estimate of when you actually fell asleep
   4. d. Time that you woke up in the morning
   5. e. Amount of nightly sleep (time d minus time c)
   6. f. Amount of sleep debt from that night (8 hours minus time e)

   Read the article assigned to the week 4 about sleep deprivation (http://web.stanford.edu/~dement/sleepless.html). Evaluate your data with respect to the two text theories (recuperation and circadian) and the theory of sleep debt from Dement. Write a 3-4-page paper analyzing your data and submit it to BB.

5. **Final Project Outline (10 points):** Submit an outline for the final project. See the further below. For this outline, you should indicate what you intend to include in your mini e-book on developmental dynamics and evolution. Please submit to BB.
6. **Motor development reconsidered: Esther Thelen’s perspective (10):** Explore what Esther Thelen’s alternative techniques and tools (e.g. treadmills for infants) revealed in the field of the motor development. Explain and explore Thelen’s paradigm of the dynamic system’s approach, including the concepts of *emergence* and *soft assembly* as you review her methodology and discuss how these concepts radically re-conceptualize how the field traditionally has theorized the relationship between biology/the organism and the environment and how the two play together in shaping (motor) behavior/output. The paper should be 5-7 pages long, APA-formatted and should be uploaded to BB.

7. **Final Project: Developmental Dynamics and Evolution (20 points):** Critically examine the controversy around the topic of developmental dynamics and evolution (readings from Week 5). You will have to make a mini e-book explaining to the general public the dispute between on the one hand Gottlieb, Honeycutt and Lickliter (representing the dynamic-systems approach to explaining evolution and epi-genesis) and Buss, Bjorklund, etc. (representing the traditional evolutionary psychology approach). Present the empirical studies that both paradigms draw on to support their arguments and evaluate which of the two sides you find more convincing. The mini e-book should be at least 8-10 pages long and you are free to include drawings/graphs/etc. to support the explanation and analysis of the two different positions on evolution. Please submit the project to BB. For more information on this assignment, see detailed instructions on BB.

8. **Closing Statement (5 points):** Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

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**Course Outline**

**Week 1 - What is Biopsychology?**
Chapter 1: Biopsychology as a Neuroscience


**Week 2 - Foundations of Biopsychology**
Chapter 2: Evolution, Genetics, and Experience

Assignments: DB contribution and Opening Statement due

**Week 3 - Systems and Structures: Focus on Sleep**
Chapter 3: Anatomy of the Nervous System


Assignments: DB contribution, Response/Reaction paper #1 due

**Week 4 - How Neurons Send and Receive Signals**
Chapter 4: Neural Conduction and Synaptic Transmission

Prenatal Exposure to Alcohol (2000). Alcohol Research and Health, 24 (1), 32-41

Assignments: DB contribution and Sleep Journal assignment due.
**Week 5 – Developmental Dynamics and Probabilistic Epigenesis**  


*Assignments: DB contribution*

**Week 6 – Understanding What Bio-Psychologists Do**  
Chapter 5: The Research Methods of Biopsychology:

*Assignments: DB contribution and Response/Reaction paper #2 due*

**Week 7 - Perception: How You Know the World**  
Chapter 7: Mechanisms of Perception


*Assignments: DB contribution, Response/Reaction paper #3 due*

**Week 8 - How You Move**  
Chapter 8: The Sensorimotor System


*Assignments: DB contribution and Final Project Outline is due*

**Week 9 - Brain Plasticity**  
Chapter 9: Development of the Nervous System


*Assignments: DB contribution, Response/Reaction paper #4 due*

**Week 10: Damage To The Brain**  
Chapter 10: Brain Damage and Neuroplasticity
Doidge, N. (2007). Redesigning the Brain, Chapter 3, from The Brain That Changes Itself, pp. 45-76. 
Assignments: DB contribution and Motor Development Reconsidered assignment due

Week 11 - Biopsychology of Motivation
Chapter 15: Drug Addiction and the Brain’s Reward Circuits
Assignments: DB contribution

Week 12 - Disorders of Cognition and Emotion
Chapter 16: Lateralization, Language, and the Split Brain
Assignments: DB contribution and Response/Reaction paper #5 due

Week 13 - The Left Brain and the Right Brain of Language
Chapter 16: Lateralization, Language, and the Split Brain:
Assignments: Final Project due

Week 14 - Psychiatric Disorders and Biology
Chapter 18: Biopsychology of Psychiatric Disorders
Assignments: Closing Statement due

Week 15 - Final Project Presentations and Discussion

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STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
Program: Master of Arts in Psychology
Course Name & Number: Social Behavior (PSY 610)
Credits: 3 credits - Graduate Course
Prerequisite: None

Course Summary:
Social psychology is the scientific attempt to understand and explain how the thoughts, feelings, and behaviors of individuals are influenced by the actual, imagined, or implied presence of other human beings. A primary goal of this course is to introduce the theories, research methods, and empirical findings of social psychology. Throughout the course, we will be placing emphasis on developing critical and integrative ways of thinking about theory and research in social psychology.

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

- Identify the different paradigms in the field of social behavior, including the basic assumptions, concepts, and principles of each theory
- Apply the knowledge from the field to everyday life settings (e.g. apply theories of attribution to everyday scenarios or theories of group behavior to explain classroom dynamics)
- Describe and interpret experimental data as well as observational data from social psychological research
- Compare and contrast the various concepts and theories within the field of social behavior

Students will be required to:

- Participate in online discussions
- Complete various activities to apply the knowledge from the field to everyday contexts
- Write and submit several papers, including a substantive final project
- Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:

- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;
- Work effectively with others, as part of a team and as a project manager;
- Engage in effective problem-solving and integrative, creative thinking and planning;
- Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels;
- Identify and apply ethical standards in the conduct of human subject and animal research; and,
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

Required Texts:

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1. Opening Statement (5 points): Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.

2. Discussion Board Participation (25 points): Students are required to post two questions each week to the discussion board from the required readings as well as respond to at least two other students' questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”.

3. Bi-Weekly Response/Reaction Papers (10 Points): Between weeks 3 and 12 students are required to turn in 5 1-page response/reaction papers to the current week’s readings. The paper can be a response to something specifically mentioned in the reading that you related you. The reflection paper should be posted to the blog (see BB) and you will also need to make at least 3 responses to other reaction papers. Each response/reaction paper is worth 2 points. Length: 1 page

4. Community Engagement Papers (10 points): This course will include an individual community service-learning component. If you are already engaging in some form of regular community service work, you may use that. If not, you should identify a place that you would be interested in participating in some community service work (e.g. a social movement, activist work, a non-profit organization, e.g. a local community garden, or an after-school program for children and youth). You should engage in a minimum of 20 hours of community work throughout the semester. I am open to a broad range of interpretations of what ‘counts’ as community engagement, so please talk to me if you have questions about an activity.

Community engagement papers are due on the same day as the Response/Reaction papers and should be at least one page long. Each engagement paper is worth 2 points. For each paper you should briefly reflect on your experiences in your community setting (e.g., What did you see? What did you think? What did you feel? What did you do?) and you should connect and/or apply approximately three concepts or theories from class to your experience. However, your first paper will look a bit different. For the first reflection you should write about your community engagement setting and population broadly (e.g., Tell me about the setting, what you do in the setting, and how you got involved) and connect this to social psychology broadly (e.g., How do you think social psychology will help you understand your experience? What about the experience of others in the setting?).

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5. Final Project Outline (10 points): Submit an outline for the final project. The outline should have a concrete question that you are investigating, as well as at least six articles that you will be referencing in the project. Please submit to BB.

6. Interview a Member from your Site (10): As part of your final project you should conduct 1 interview with a member from your community service setting. You will need to prepare an interview guide prior to conducting the interview and the interview guide should be developed in accordance with the question/topic that you are exploring and have committed to in your Final Project Outline. Write a 1-2 page reflection paper/analysis of your interview and upload to BB.

7. Final Project (20 points): For the final project you will explore one of the many topics that we have covered in the course more in depth (e.g. homeless, immigration, education, social movements) through the lens of the literature on social behavior. You are expected to use your community service experience as an empirical reference point. The final project format is a PowerPoint presentation along with a written script and both will need to be uploaded to BB. The presentation should be 10-12 slides long and the script should be between 7-8 pages long. Presentations should relate community service learning experiences to a broader social problem or issue and connect this to social psychological concepts and theories. The presentation should draw on additional scholarly material to support your arguments. Remember to cite your sources using APA format. As you work through your topic, a particularly useful way to do this could be to talk about how you developed an understanding of the setting/individuals in the setting (e.g., How did your understanding of the setting/people change over time? What prompted this change? What do you wish you could change about the setting?).

8. Closing Statement (5 points): Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

Course Outline

Week 1 - A definition of social psychology
Chapter 1 What is social psychology?


Week 2 - Research questions and the role of theory
Chapter 2 Asking and answering research questions


Assignments: DB contribution and Opening Statement due

Week 3 - Forming First Impressions
Chapter 3 Perceiving Individuals


Assignments: DB contribution, Response/Reaction & Community Engagement Papers #1 due

Week 4 - Constructing the self-concept
Chapter 4 The Self


Assignments: DB contribution

Week 5 - Forming impressions of groups
Chapter 5 Perceiving Groups


Assignments: DB contribution, Response/Reaction & Community Engagement Papers #2 due

Week 6 - Me, You and Them
Chapter 6 Social Identity

Assignments: DB contribution

Week 7 - Attitudes
Chapter 7 Attitudes and Attitude Change


Assignments: DB contribution, Response/Reaction & Community Engagement Papers #3 due

Week 8 - Changing Attitudes with Actions
Chapter 8 Attitudes and Behavior


Assignments: DB contribution and Final Project Outline due
Week 9 - Conformity
Chapter 9 Groups, Norms and Conformity


Assignments: DB contribution, Response/Reaction & Community Engagement Papers #4 due

Week 10 - Norms
Chapter 10 Norms and Behavior

Assignments: DB contribution and Site Interview Analysis due

Week 11 - Different kinds of attraction
Chapter 11 Liking and Loving


Assignments: DB contribution

Week 12 - Interaction
Chapter 12 Interaction in Groups


Assignments: DB contribution and Response/Reaction & Community Engagement Papers #5 due

Week 13 - Aggression
Chapter 13 Aggression and Conflict


Assignments: Final Project due

Week 14 - When do people help?
Chapter 14 Helping and Cooperation

Assignments: Closing Statement due

Week 15 - Final Project Presentations and Discussion

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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/)
Program: Master of Arts in Psychology  
Course Name & Number: Theories of Personality (PSY 615)  
Credits: 3 credits - Graduate Course  
Prerequisite: None

Course Summary:
This course aims to provide students with an in-depth introduction to the field of personality psychology. Students will learn about the various theories related to conceptualizing personality (traits, context-specific, narrative) as well as the influences that shape personality. The course also will address assessments and research methods used within this field and students will be engaged in applying the theories to real-life contexts. Knowledge of personality psychology can aid one in thinking usefully and critically about human behavior patterns, relevant not only in psychology and human services professions, but in other areas of life.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Critically assess the different theories of personality, including the basic assumptions, concepts, and principles of each theory of personality
- Compare and contrast major classical theories of personality (e.g. humanism, psychoanalytic/psychodynamic, behaviorism, cognitive, and social-cognitive theories of personality, cultural-historical and narrative theories of personality)
- Identify the theory framework, methodology, and main research findings that support the various theories of personality
- Evaluate the various developmental dynamics and contributing factors (biological, cultural, social, historical, contextual, environmental) that shape personality

Students will be required to:
- Participate in online discussions
- Complete various activities applying the various theories of personality to real life contexts
- Write and submit several papers, including a substantive final project
- Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:
- Acquire knowledge of core concepts, theories and applications in theories of personality;
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;
- Work effectively with others, as part of a team and as a project manager;
- Engage in effective problem-solving and integrative, creative thinking and planning;
- Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels;
- Identify and apply ethical standards in the conduct of human subject and animal research; and,
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

Required Texts:
Additional Resources:
Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library’s e-resources.

Course Grading and Requirements:

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1. **Opening Statement (5 points):** Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.

2. **Discussion Board Participation (20 points):** Students are required to post two questions each week to the discussion board from the required readings as well as respond to at least two other students’ questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”.

3. **Bi-Weekly Response/Reaction Papers (10 Points):** Between weeks 3 and 12 students are required to turn in 5 1-page response/reaction papers to the current week’s readings. The paper should be a response to something specifically mentioned in the reading. The reflection paper should be posted to the blog (see BB) and you will also need to make at least 3 responses to other reaction papers. Each response/reaction paper is worth 2 points. Length: 1 page

4. **Life History Interview (10 points):** This assignment is aimed at allowing you to explore the method of conducting the life history interview. In week 1 we went over the many different research methods available in the field of personality psychology. The Life History Interview is one of them. Explore this method by conducting a life history interview with somebody that you know (e.g. a family member or friend). See this resource on the LHI: [http://www.sesp.northwestern.edu/foley/instruments/interview/](http://www.sesp.northwestern.edu/foley/instruments/interview/). Before conducting the interview, write a detailed script about how you intend to proceed with conducting the interview. Following the interview you are to write a 2-3 page reflection paper about the experience and the nature of the data that you collected, including considerations about what kinds of research questions this method might be useful for. The script as well as the reflection paper should be uploaded to BB.
5. **Autobiography (10 points):** For part one of this assignment, you will write your own autobiography (3-5 typed pages). Describe your personality, including your main traits, your typical style and manner of interacting with people and stressful situations, the main features or “quirks” that make you unique, and the ways that others who know you well would describe you. How do you think you became the person you are today? What psychological, social, genetic, physical, or situational factors do you believe have most influenced your personality development? Be aware that your descriptions and analyses may change over the semester as you read, study, and do more introspection. The paper should be 3-5 pages long and needs to be uploaded to BB.

If you are at all uncomfortable with sharing your personal life experiences, you may instead select an autobiography of someone you are interested in (e.g., Maya Angelou, Barack Obama) to use for the autobiography assignments. The paper requirements are the same. However, you need to clear this with me and present the sources you plan on using to study the person you select.

6. **Final Project Outline (5 points):** Submit an outline for the final project. The outline should have a concrete question that you are investigating as well as at least 6 articles that you will be referencing in the paper. Upload the outline to BB.

7. **Trait Theories vs. Narrative Approaches: A Dialogue (10):** For this assignment explore the question about what role the situation plays in shaping personality according to the vastly different and nearly contradictory approaches within in the field of personality psychology when it comes to this question. Write a hypothetical dialogue between two theorists representing each of the two approaches, one representing the trait approach and one representing the narrative approach. In the dialogue you should present the major assumptions and arguments for their respective positions on the question about the role of the situation in how it shapes personality. The dialogue should be 2-3 pages long and has to be uploaded to BB.

8. **Final Project (20 points):** For the final project you should explore further either (1) your own autobiography, or (2) the Life History data that you collected. Develop a concrete research question grounded in the literature for the class. See BB for further instructions on how to develop a good question for your exploration. You are free to choose between the following formats for the final project (1) create a mini e-book on the topic in which you creatively investigate your question through producing text and illustrations, (2) develop a 10 slide PowerPoint with a script, (3) create a zine (see BB for more info), (4) make a small video presentation for which you write a 5-7 page script investigating your topic, or (5) write a formal 6-8 page paper. For this paper summarize, synthesize and evaluate the literature relevant for your question. However, you are free to creatively decide how to present and explore your question(s). Your project should draw on a minimum of 6 references (3 of which you should find yourself through searching in Google Scholar or Psycinfo). Please submit the project to BB. For more information on this assignment, see detailed instructions on BB.

9. **Closing Statement (5 points):** Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

**Course Outline**

**Week 1 - From Everyday Observations to Systematic Theories**

**Chapter 1: Personality Theory**


Week 2 - Research Methods for Personality Psychology
Chapter 2: The Scientific Study of People


Assignments: DB contribution and Opening Statement due

Week 3 - Carl Roger’s Person-Centered Theory of Personality
Chapter 5: A Phenomenological Theory

Assignments: DB contribution, Response/Reaction paper #1 due

Week 4 - Trait Theories: Allport, Eysenck, and Catell
Chapter 7: Trait Theories of Personality


Assignments: DB contribution and Life History Interview due

Week 5 - Trait Theories Continued: Five-Factor Model
Chapter 8: Trait Theory: The Five-Factor Model: Applications and Evaluation of Trait Approaches to Personality


Assignments: DB contribution and Response/Reaction paper #2 due

Week 6 - Biological Foundations of Personality
Chapter 9: Biological Foundations of Personality


Assignments: DB contribution and Autobiography due

Week 7 - Behaviorism and Theories of Personality
Chapter 10: Behaviorism and the Learning Approaches to Personality

Assignments: DB contribution and Response/Reaction Paper #3 due

Week 8 - Cognitive Approaches: George A. Kelly
Chapter 11: A Cognitive Theory: George A. Kelly's Personal Construct Theory of Personality


Assignments: DB contribution and Final Project Outline due

Week 9 - Social-Cognitive Approaches
Chapter 12: Social-Cognitive Theory: Bandura and Mischel


Assignments: DB contribution and Response/Reaction paper #4 due

Week 10 - Applying Social-Cognitive Approaches
Chapter 13: Social-Cognitive Theory: Applications, Related Theoretical Conceptions, and Contemporary Research


Assignments: DB contribution and Trait Theories vs. Social-Cognitive Approaches Dialogue due

Week 11 – Narrative Identity


Assignments: DB Contribution

Week 12 – Narrative Approaches Continued


Assignments: DB Contribution and Response/Reaction paper #5 due
Week 13 - Personality in Context
Chapter 14: Interpersonal Relations, Culture, and Development across the Course of Life


Assignments: Final Project due

Week 14 - Last Week of Class: Reviewing the Field
Chapter 15: Assessing Personality Theory and Research

Assignments: Closing Statement due

Week 15 - Final Project Presentations and Discussion

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STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
Program: Master of Arts in Psychology
Course Name & Number: Psychopathology (PSY 620)
Credits: 3 credits - Graduate Course
Prerequisite: None

Course Summary:
This course will provide students with an in-depth review of the various psychopathological conditions, their etiology, symptoms and criteria for differential diagnosis. Students will become familiar with the DSM-V and will apply it as they work through case studies. Some of the questions that we will be engaging in this course are: 1) What makes behavior abnormal? 2) What are the major psychological disorders? 3) How do we arrive at the diagnoses? 4) What causes the disorders? At the end of the course, students are expected to be familiar with the various theoretical perspectives in the general field of psychopathology as well as the empirical support for these theories.

Student Learning Outcomes:
At the end of this course, students will be able to:
● Identify the various theoretical approaches in the field of psychopathology, including the underlying assumptions for how to conceptualize disorders
● Apply the DSM-V in conjunction with knowledge from the field to evaluate case studies in order to determine the appropriate diagnosis of clinical cases
● Explain the strengths and weaknesses of the current diagnostic system
● Identify the various treatments available and evaluate their pros and cons

Students will be required to:
● Participate in online discussions
● Complete various activities to practice applying knowledge from the field (including the DSM-V) to assess case studies
● Write and submit several papers, including a substantive final project
● Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:
● Acquire knowledge of core concepts, theories and applications in psychopathology;
● Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;
● Engage in effective problem-solving and integrative, creative thinking and planning;
● Identify and apply ethical standards in the conduct of human subject and animal research; and,
● Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels

Required Texts:

Additional Resources:
Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library’s e-resources.

Course Grading and Requirements:
Opening Statement 5 points
DB Participation 25 points
Bi-Weekly Response/Reaction Papers: 10 points
Diagnosing Children: 15 points
Final Project Outline: 10 points
Psychopathology and Leadership: 10 points
Final Project: 20 points
Closing Statement: 5 points
Total: 100 points

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1. **Opening Statement (5 points):** Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.

2. **Opening Statement (5 points):** Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you find interesting about developmental psychology and what you would like to focus on in the course. Submit the opening statement to the discussion board.

3. **Discussion Board Participation (25 points):** Students are required to post two questions each week to the discussion board from the required readings as well as respond to at least two other students’ questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”.

4. **Bi-Weekly Response/Reaction Papers (10 Points):** Between weeks 3 and 12 students are required to turn in 5 1-page response/reaction papers to the current week’s readings. The paper should be a response to something specifically mentioned. The reflection paper should be posted to the blog (see BB) and you will also need to make at least 3 responses to other reaction papers. Each response/reaction paper is worth 2 points. Length: 1 page

5. **Diagnosing Children (10 points):** Should children under the age of two be diagnosed with a mental disorder if they meet diagnostic criteria? This is obviously not a yes/no question. Explore the question and provide support for your arguments in this assignment. It is in fact very hard to provide a clear yes or no answer to this question. One of the reasons is that we often have minimal data to guide our thinking. For this assignment it may help to think about what information would be most helpful, and discuss how your view would be informed by hypothetical data (i.e., “If we did the appropriate studies and discovered X, then it would argue for / against...”). The paper should be 4-5 pages long, APA formatted and should be uploaded to BB.

6. **Final Project Outline (10 points):** Submit an outline for the final paper. The outline should have a concrete question that you are investigating (see the suggestions for questions to explore below in the Final Project description) as well as at least 6 articles that you will be referencing in the paper. Please submit to BB.

7. **Psychopathology and Leadership (15 points):** Read the following article from the Atlantic: [http://www.theatlantic.com/health/archive/2012/03/is-wall-street-full-of-psychopaths/254944/](http://www.theatlantic.com/health/archive/2012/03/is-wall-street-full-of-psychopaths/254944/). Based on the article and the readings from class on personality disorders, I want you to write a letter in response to the article to be published on www.theatlantic.com. You should write the response from the position of a professional psychologist.
explaining what psychopathology is to the general public. Explain and explore the evidence about psychopathology and leadership positions. The letter should be between 4-5 pages and you should reference at least 3 peer-reviewed journal articles. The paper should be uploaded to BB.

8. **Final Project (20 points):** The field of psychopathology is riddled with controversies and unresolved questions. For the final project you will need to explore one of these questions more in depth. You are free to choose one of the following questions to explore:
   1. How should mood and anxiety disorders be clustered, combined, or split in DSM-V? In 2-3 pages, describe the optimal classification system for these disorders.
   2. How should externalizing disorders (ADHD, ODD, CD, and antisocial personality disorder) be clustered, combined, or split in DSM-V? Should psychopathy be part of the diagnostic criteria? What about relational aggression?
   3. Where does bipolar disorder fit in the overall structure of disorders in DSM-V? Does it exist in children at all? How does it relate to adult bipolar disorder? How do we understand the strong relations between childhood-onset mania and ADHD, anxiety, and depression?

   All papers should be between 8-10 pages and APA formatting. Submit the final paper to BB.

9. **Closing Statement (5 points):** Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

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**Course Outline**

**Part I: Diagnostic Psychopathology**

**Week 1 - Introduction to the field**
Chapter 1 Psychopathology

**Week 2 - Assessment and Diagnosis**
Chapter 2: Assessment
Chapter 3: Diagnosis and Prognosis

Assignments: DB contribution and Opening Statement due

**Week 3 - Etiology**
Chapter 4: Etiology

Assignments: DB contribution, Response/Reaction paper #1 due

**Week 4 - Treatment**
Chapter 5: Treatment

Assignments: DB contribution and Diagnosing Children assignment due

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Proposal to Establish a Master of Arts in Psychology
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, October 23, 2014
Approved by the CUNY School of Professional Studies Curriculum Committee, December 4, 2014
Week 5 - Beyond Individual Treatment
Chapter 7: Systems-Based Practice

Assignments: DB contribution, Response/Reaction paper #2 due

Week 6 - Multicultural Issues
Chapter 8: Legal, Ethical, and Multicultural Issues


Assignments: DB contribution

Week 7 - Female Sexual Dysfunction? - Deconstructing Disorders
Watch Documentary: Orgasm.Inc (Hyperlink on BB)

Assignments: DB contribution, Response/Reaction paper #3 due

Part II: Mental Disorders

Week 8 - Substance Abuse
Chapter 11: Substance-related Disorders


Assignments: DB contribution and Final Project Outline due

Week 9 - Personality Disorders
Chapter 22: Personality Disorders


Assignments: DB contribution, Response/Reaction paper #4 due

Week 10 - Mood Disorders
Chapter 13: Mood Disorders


Assignments: **DB contribution and Psychopathology & Leadership assignment due**

**Week 11 - Anxiety Disorders**
Chapter 14: Anxiety Disorders

Assignments: **DB contribution**

**Week 12 - Dissociative Disorders**
Chapter 17: Dissociative Disorders

Assignments: **DB contribution and Response/Reaction paper #5 due**

**Week 13 - Eating Disorders - a cultural-historically specific disorder?**
Chapter 19: Eating Disorders


Assignments: **Final Project due**

**Week 14 - Schizophrenia**
Chapter 12: Schizophrenia


Assignments: **Closing Statement due**

**Week 15 - Final Project Presentations and Discussion**

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STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
Program: Master of Arts in Psychology
Course Name & Number: Advanced Statistics (PSY 625)
Credits: 3 credits - Graduate Course
Prerequisite: None

Course Summary:
This course is designed to prepare students to conduct advanced statistical analyses in the social sciences. Students will become familiar with the major ideas of probability and statistics, including procedures related to hypothesis testing. Topics include, among others, descriptive statistics, normal distribution, t-tests, correlation and regression, probability distribution and linear regression. At the end of the course students are expected to master both the conceptual as well as practical approaches to statistics. Students will apply and practice their knowledge of statistics through assignments that require use of statistical software.

Student Learning Outcomes:
At the end of this course, students will be able to:
● Identify the conceptualizations behind the various statistical approaches
● Apply the conceptual knowledge of statistics to successfully solve various statistical assignments
● Develop a hypothesis and test it through statistical analysis
● Compare and contrast the usefulness of various statistical strategies to a given statistical problem
● Interpret and describe statistical data based on the research design, research participants and variables
● Use SPSS to generate statistical analysis
● Identify the pitfalls and shortcomings of quantitative methods

Students will be required to:
● Participate in online discussions
● Complete various statistical assignments for which the use of SPSS is required
● Complete quizzes in which they are examined in the statistical knowledge gained in the course
● Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:
● Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software;
● Identify and apply ethical standards in the conduct of human subject and animal research;
● Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels;
● Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes; and,
● Engage in effective problem-solving and integrative, creative thinking and planning.

Required Texts:

Additional Resources:
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1. **Opening Statement (5 points):** Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.

2. **Discussion Board Participation (20 points):** Students are required to post two questions each week to the discussion board from the required readings as well as respond to at least two other students questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”.

3. **Quizzes (20 Points):** Between weeks 3 and 12 students will be taking 5 quizzes based on the weekly readings. The quizzes are timed and you will have 1 hour to finish it once you log on and start taking the quiz. The quiz must be taken by the Sunday of the week that it is due. Each quiz is worth 4 points.

4. **Statistics Assignment #1 (15 points):** For assignment #1, you will need to access the data set that is uploaded to the external drive (see more on how to access this on BB as well as the assignment descriptions).

5. **Statistics Assignment #2 (15):** See instructions for assignment #2 on BB.

6. **Statistics Assignment #3 (20 points):** See instructions for assignment #3 on BB. In addition to solving the statistical questions, write a small report summarizing the results of the analysis.

7. **Closing Statement (5 points):** Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

**Course Outline**

**Week 1 - Introduction to the field**
Chapter 1 - Overview and Introduction to SPSS

**Week 2 - Introduction continued** (intro to SPSS)
Chapter 1 continued
Assignments: DB contribution and Opening Statement due

**Week 3 - Univariate Distributions**
Chapter 2: Examining Univariate Distributions

Assignments: DB contribution, Quiz #1 due

**Week 4 - Measuring Location, Spread and Skewness**
Chapter 3: Measuring location, spread and skewness

Assignments: DB contribution

**Week 5 - Re-expressing variables**
Chapter 4: Re-expressing variables

Assignments: DB contribution, Quiz #2 due

**Week 6 - Lab week**
The instructor will make available a prepared presentation of examples relating to the course and homework exercises. There will also be opportunities for you to post questions about the homework and course material.

**Week 7 - Bivariate Relationships**
Chapter 5: Bivariate Relationship
Assignments: DB contribution, Quiz #3 due

**Week 8 - Linear Regression**
Chapter 6: Simple Linear Regression

Assignments: DB contribution and Assignment #2 is due

**Week 9 - Probability**
Chapter 7: Probability Fundamentals

Assignments: DB contribution, Quiz #4 due

**Week 10 - Probability Distributions**
Chapter 8: Theoretical Probability Distributions

Assignments: DB contribution

**Week 11 - Lab week**
Chapter 9: The role of sampling

During the online lab session, the instructor will post prepared presentation of examples relating to the course and homework exercises. There will also be opportunities for you to ask questions about the homework and course material.

Assignments: DB contribution

**Week 12 - Hypothesis testing**
Chapter 10: Hypothesis-testing using the z-test

Assignments: DB contribution and Quiz #5 due
Week 13 - Inferential tests on means
Chapter 11: Inferential tests on means

Assignments: Assignment #3 is due

Week 14 - Review Week
Reviewing class and summing up

Assignments: Closing Statement due

Week 15 – Applied Professional Applications of Statistical Techniques

ACCESSIBILITY AND ACCOMMODATIONS: The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing 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: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
Course Name and Number: Advanced Research Methods in Psychology (PSY 630)

Credits: 3 credits - Graduate Course

Prerequisite(s): PSY 625

Course Summary:
The course will introduce the major concepts, issues and techniques of social science research, including the epistemological and ontological principles behind the different methods employed in the field of psychology. We will be reviewing quantitative, qualitative and mixed-methods approaches. Students will be engaged in evaluating the pros and cons of the different approaches and in exploring various data-collection methods available in the field. Students will become skilled consumers and critics of empirical social science research across a wide range of methodologies and substantive fields; develop research questions and relevant research designs; and gain experience in the collection and analysis of data.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Identify the basic ontological and epistemological principles behind various methods (positivism, post-positivism, constructivism and critical theory)
- Apply the principles of the "scientific method" to develop research design and critically evaluate strengths and weaknesses of the scientific method as a means of obtaining knowledge about the social world
- Evaluate research from the perspective of the various data-collection techniques available in the social sciences
- Formulate researchable questions and develop relevant research designs
- Critically assess the strengths and weaknesses of various methods of data collection used most frequently in the field of psychology
- Describe the ethical and political issues inherent to the research process

Students will be required to:
- Participate in online discussions
- Complete various activities to practice a few of the many data collection methods available
- Develop and submit several papers, including a substantive final paper
- Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software;
- Identify and apply ethical standards in the conduct of human subject and animal research;
- Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels;
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes; and,
- Work effectively with others, as part of a team and as a project manager.

Required Texts:

Additional Resources:
Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library’s e-resources.

**Course Grading and Requirements:**

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<td>Ethics Training</td>
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<td>Design an Experiment</td>
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**Grading:**

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1. **Opening Statement (5 points):** Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.

2. **Discussion Board Participation (25 points):** Students are required to post two questions each week to the discussion board based on the required readings as well as respond to at least two other students questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”. Students are also expected to make one weekly post in response to another student’s questions.

3. **Bi-Weekly Response/Reaction Papers (10 Points):** Between weeks 3 and 12 students are required to turn in 5 1-page response/reaction papers to the current week’s readings. The paper should be a response to something specifically mentioned in the readings. The reflection paper should be posted to the blog (see BB) and you will also need to make at least 3 responses to other reaction papers. Each response/reaction paper is worth 2 points. Length: 1 page

4. **Ethics Training (10 points):** The first assignment entails taking the online ethics training course offered through the CITI program (https://www.citiprogram.org/). You need to complete and pass the course, download the report that indicates that you passed the course and then upload the completion report to BB under the assignment #1 folder.

5. **Design a and Conduct a Small Scale Research Study (10 points):** Based on the readings for class, you have to develop a testable hypothesis within the psychological field and then design a small scale study that seeks to test the hypothesis (see document uploaded to the folder on BB on how to narrow down your topic of interest and how to develop a testable hypothesis). You should design your study to use only those methods that do not require IRB approval, such as observation of public behavior. Describe not only the decisions you made in designing the experiment but the considerations lying behind those decisions. The paper should follow APA format and be between 5-6 pages and should be uploaded to the assignment #2 folder on BB.
6. **Ethnography (15 points):** Based on the readings we have done on ethnography and field studies, you should pick a public site (a park, a coffee shop, the school), go to the spot you have picked and write detailed observations for 15 minutes. Once you are home again, type up your notes. In pairs, you will be sharing your field notes (see BB for how I have organized this) and give feedback to each other. Discuss your observations, what you learned, what strategies you employed and what you would or could have done differently. Write a small 2-page reflection paper based on your discussion in pairs and upload it to BB.

7. **Final Project (20 points):** For the final project, identify two different empirical research articles from some of the major psychology peer-reviewed publications; one article should be presenting data, analysis and results based on a quantitative study and the other should be based on a qualitative study; however both should be about the same topic. Quickly summarize the papers and then compare and contrast the two studies. Consider the following questions: 1) What kinds of different research results do quantitative and qualitative studies yield? 2) What are the strengths and what are the weaknesses of each study? 3) Do the two studies differ in their epistemological and ontological approaches (re. Guba & Lincoln)? 4) Do they complement each other or not? The format for the final project is a scripted PowerPoint Presentation. You should produce between 10-12 slides (see handout for how to develop a good PowerPoint Presentation) and the script should be between 8-10 pages. Both the PowerPoint and the script (Word file) should be uploaded to BB.

8. **Closing Statement (5 points):** Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

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**Course Outline**

**PART I: INTRODUCTION**

**Week 1 - Introduction**
Chap 1: The nature and process of social research


**Week 2 - How to design research**
Chap 3: Research Designs


**Assignments: DB contribution and opening statement due**

**Week 3 - What is a good research question?**
Chap 4: Planning a research project and formulating research questions


**Assignments: DB contribution, Response/Reaction paper #1 due**

**Week 4 - IRB and the ethical aspects of research**
Chap 6: Ethics and politics in social research

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Approved by the CUNY School of Professional Studies Curriculum Committee, December 4, 2014

Assignments: DB contribution and the Ethics CITI Training due.

PART II QUANTITATIVE

Week 5 - Intro to quantitative research
Chap 7: The nature of quantitative research

Assignments: DB contribution and Response/Reaction paper #2 due

Week 6 - Sampling
Chap 8: Sampling


Assignments: DB contribution

Week 7 - Questionnaires
Chap 10: Self-completion questionnaires


Assignments: DB contribution and Response/Reaction paper #3 due

Week 8 - Asking Questions in quantitative research
Chap 11: Asking Questions

Assignments: DB contribution and Design an Experiment assignment due

Week 9 - Quantitative data analysis
Chap 15: Quantitative data analysis

Assignments: DB contribution

PART III QUALITATIVE

Week 10 - Introduction to Qualitative Research
Chap 17: The nature of qualitative research

Assignments: DB contribution and Response/Reaction paper #4 due

Week 11 - Ethnography
Chap 19: Ethnography and participant observation


Assignments: DB contribution and Response/Reaction paper #5 due
**Week 12 - Interviewing in qualitative research**
Chap 20: Interviewing in qualitative research


*Assignments: DB contribution and Ethnography assignment due*

**Week 13 - Participatory Action Research**


*Assignments: DB contribution Final Project due*

**Week 14 - How to analyze qualitative data with Atlas.ti and the Mixed-Methods Approach**
Chap 24: Qualitative Data Analysis
Chap 26: Breaking down the quantitative/qualitative divide

*Assignments: Closing statement is due*

**Week 15 - Final Project Presentations and Discussion**

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Program: Master of Arts in Psychology  
Course Name & Number: Introduction to Industrial/Organizational Psychology (PSY 635)  
Credits: 3 credits - Graduate Course  
Prerequisite: None

Course Summary:
This course will introduce students to the key concepts, theories and research methods in industrial and organizational psychology (I/O). The course will take an applied approach to explore how the field of psychology influences and informs the workplace, including how to facilitate both individual and organizational development. Industrial/Organizational Psychology deals with the psychological dynamics of people in the workplace and focuses on topics such as motivation, stress and worker well-being.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Identify the different paradigms in the field of I/O Psychology
- Apply the knowledge from the field to everyday life settings (e.g. analyze case studies from actual workplaces including one’s own based on the I/O literature)
- Explain what it means to be an I/O Psychologist in terms of the two major subfields (industrial and organizational)
- Identify why I/O psychologists maintain a strong form of the scientist-practitioner model
- Apply theory and research in I/O Psychology to practical work settings
- Describe and evaluate both the potential role that I/O Psychology has for society as well as the possible pitfalls

Students will be required to:
- Participate in online discussions
- Complete various activities to practice applying the knowledge from the field to workplace case studies
- Write and submit several papers, including a substantive final project
- Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:
- Exhibit in-depth knowledge of Industrial/Organizational Psychology;
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;
- Engage in effective problem-solving and integrative, creative thinking and planning;
- Identify and apply ethical standards in the conduct of human subject and animal research;
- Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels; and,
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

Required Texts:

Additional Resources:
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<td>Workplace Reflection</td>
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<td>Individual Stress Assessment Interview</td>
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<td>Training Case Study</td>
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1. **Opening Statement (5 points):** Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.

2. **Discussion Board Participation (25 points):** Students are required to post two questions each week to the discussion board from the required readings as well as respond to at least two other students' questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”.

3. **Bi-Weekly Response/Reaction Papers (10 Points):** Between weeks 3 and 12 students are required to turn in 5 one page response/reaction papers to the current week’s readings. The paper should be a response to something specifically mentioned in the reading. The reflection paper should be posted to the blog (see BB) and you will also need to make at least 3 responses to other reaction papers. Each response/reaction paper is worth 2 points.

4. **Workplace Reflection (10 points):** For this assignment, (1) write a vivid memory of an experience from any job you have ever had or currently have. The vivid memory can be either negative (frustrating, angering, unfair, etc.) or positive (thrilling, exciting, etc.), but it has to be a concrete memory that you can write extensively about. (2) Once you have written the 1 page memory down, explore through an I/O psychological lens what facilitated this experience and what you think might have influenced it (lack of management/good management, clear leadership/absent leadership, overworked/meaningful work, supportive work environment/negative work environment). Explore your experience through recounting how the workplace was/is organized and how this contributed/es to the vivid experience that you remember. You should write a 3-4 page analysis in which you apply the theoretical literature to analyze your experience. You should upload this short paper to BB. The reflection paper should be APA formatted.

5. **Individual Stress Assessment Interview (15 points):** For this assignment, develop an interview guide to be used for an interview (with a friend, colleague, family member) about their workplace to make an individual stress assessment. In addition to the readings from class, you should draw on the following resource as you develop the interview guide: [http://www.bristol.ac.uk/safety/media/gn/stress-ra-gn.pdf](http://www.bristol.ac.uk/safety/media/gn/stress-ra-gn.pdf).
In addition to the interview guide and the transcript of the interview, you should submit a 2 page reflection paper based on the knowledge you gained from this experience and upload it to BB.

6. **Training Case Study (10 points):** For this brief paper you are expected to make an analysis of a specific organization’s training and mentoring programs. You will need to either find some documents on the organization’s website or contact their HR Department to inquire about what kinds of programs they have in place to improve the skills and ensure the continued development of their employees. Present a brief analysis in 3-4 pages of how the programs in place fit with or don’t fit with the organization’s overall vision and goals Make suggestions for improvement. Upload the short paper to BB.

7. **Final Project (20 points):** For the final project, you will have to explore in depth some of the practical-theoretical questions that grew out of one of the three assignments that you already did in the course (stress, personnel law, motivation, training, mentoring). (See BB for further instructions on how to develop a good question for your exploration.) You are free to choose between the following formats for the final project (1) create a mini e-book on the topic in which you creatively investigate your question through producing text and illustrations, (2) develop a 10 slide PowerPoint with a script, (3) create a zine (see BB for more info), (4) make a small video presentation for which you write a 5-7 page script investigating your topic, or (5) write a formal 6-8 page paper investigating your topic. For this project summarize, synthesize and evaluate the literature relevant for your question. However, you are free to creatively decide how to present and explore your question(s). Your project should draw on a minimum of 6 references (3 of which you should find yourself through searching in Google Scholar or Psycinfo). Please submit the project to BB.

8. **Closing Statement (5 points):** Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

### Course Outline

#### Week 1 - Introduction to the Field
Chapter 1: The History of I/O Psychology


#### Week 2 - Research Methods
Chapter 2: Research Methods in I/O Psychology


**Assignments: DB contribution and Opening Statement due**

#### Week 3 - Job Analysis
Chapter 3: Job Analysis


**Assignments: DB contribution, Response/Reaction paper #1 due**

#### Week 4 - Criterion Measurement
Chapter 4: Criterion Measurement

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Approved by the CUNY School of Professional Studies Curriculum Committee, December 4, 2014
Assignments: DB contribution and Workplace Reflection is due

Week 5 - Performance Appraisal
Chapter 5: Performance Appraisal

Assignments: DB contribution, Response/Reaction paper #2 due

Week 6 - Predictors
Chapter 6: Predictors
Assignments: DB contribution

Week 7 - Selection Decisions and Personnel Law
Chapter 7: Selection Decisions and Personnel Law Intelligence

Assignments: DB contribution, Response/Reaction paper #3 due

Week 8 - Training and Development
Chapter 8: Training and Development
Assignments: DB contribution and Stress Assessment due

Week 9 - Motivation
Chapter 9: Motivation

Assignments: DB contribution, Response/Reaction paper #4 due

Week 10 - Job Attitudes: Antecedents and Consequences
Chapter 10: Job Attitudes: Antecedents and Consequences
Assignments: DB contribution and Training Case Study due

Week 11 - Stress and Worker Well-Being
Chapter 11: Stress and Worker Well-Being

Assignments: DB contribution
Week 12 - Group Processes and Work Teams
Chapter 12: Group Processes and Work Teams


Assignments: DB contribution and Response/Reaction paper #5 due

Week 13 - Leadership
Chapter 13: Leadership


Assignments: Final Project due

Week 14 - Organizational Theory and Development
Chapter 14: Organizational Theory and Development

Assignments: Closing Statement due

Week 15 - Final Project Presentations and Discussion

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**STUDENT SUPPORT SERVICES:** If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
Program: Master of Arts in Psychology
Course Name & Number: Organizational Development and Effectiveness (PSY 640)
Credits: 3 credits - Graduate Course
Prerequisite: 9 credits of core courses

Course Summary:
Organizational Development is the planned process of developing an organization to insure the optimum level of performance as measured by effectiveness, productivity and health. Organizational Development (OD) is achieved by facilitating change for individual employees, groups and teams, and the organization at large. Starting with an initial historical perspective of the field, we will explore the core organizational model of entry/contracting, diagnosis, feedback, implementation and evaluation. Working from this core model, we will examine the range of OD interventions used in the past and present. At the end of the course students are expected to be knowledgeable about the various paradigms within the field of OD as well as well prepared to apply the various approaches to assess organizations.

Student Learning Outcomes:
At the end of this course, students will be able to:
● Identify the different paradigms in the field of organizational development, including the basic assumptions, concepts, and principles of each approach
● Apply the knowledge from the field to everyday life settings (e.g. analyze workplace settings and organizations from real life through the OD literature)
● Develop an action plan for how to successfully diagnose organizations, groups and individuals within an organization
● Use knowledge from the field of OD to suggest changes for policy to promote both health and effectiveness in organizations

Students will be required to:
● Participate in online discussions
● Complete various activities to apply the OD knowledge gained from the course to real-life settings
● Write and submit several papers, including a substantive final project
● Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:
● Exhibit in-depth knowledge of Industrial/Organizational Psychology;
● Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;
● Work effectively with others, as part of a team and as a project manager;
● Engage in effective problem-solving and integrative, creative thinking and planning;
● Identify and apply ethical standards in the conduct of human subject and animal research; and,
● Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

Required Texts:
Additional Resources:
Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library’s e-resources.

Course Grading and Requirements:
Opening Statement 5 points
DB Participation 25 points
Bi-Weekly Response/Reaction Papers 10 points
Group Work: 10 Best Organizations 10 points
Final Project Outline 10 points
Team Case Presentation 15 points
Final Project 20 points
Closing Statement 5 points
Total 100 points

Grading:

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1. **Opening Statement (5 points):** Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.

2. **Discussion Board Participation (25 points):** Students are required to post two questions each week to the discussion board from the required readings as well as respond to at least two other students’ questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”.

3. **Bi-Weekly Response/Reaction Papers (10 Points):** Between weeks 3 and 12 students are required to turn in 5 1-page response/reaction papers to the current week’s readings. The paper should be a response to something specifically mentioned in the reading. The reflection paper should be posted to the blog (see BB) and you will also need to make at least 3 responses to other reaction papers. Each response/reaction paper is worth 2 points.
   Length: 1 page

4. **Group Work: Best Organizations/Companies to Work For (10 points):** In groups of 3-4 (assigned via BB) you are to compile a list of the 10 best organizations/companies to work for. You have to make a PowerPoint presentation in which you explain the central characteristics of the 10 organizations/companies that you have chosen to focus on. Evaluate these characteristics in light of the literature from class. Upload the PowerPoint to BB.

5. **Final Project Outline (10 points):** Submit an outline for the final project. Pick an organization or workplace that you would like to investigate and develop a concrete question that you are investigating, as well as at least 6 articles (academic articles from peer-reviewed journals) that you will be referencing in the paper. Please submit to BB.

6. **Team Case Diagnostic Scan PowerPoint Presentation (15 points):** Students will work in a team (assigned via BB) to complete a diagnostic scan of a problem or issue of concern in a case of a specific organization. Two potential
cases will be posted on Blackboard. Student teams will work together to analyze the case, and prepare a presentation that includes the following elements:

- Describe the preliminary problems or issues of concern your team identified in the case.
- Identify the preliminary causes for each identified problem or issue of concern.
- Describe your team's assessment and feedback plan to confirm your diagnosis. Your plan should include a description of the diagnostic model and methods your team will use in conducting the diagnosis.
- Anticipate any negative consequences that you foresee resulting from the assessment and feedback plan. Then, describe what steps can be taken to avert these negative consequences.
- List the OD Best Practices your team would follow if you were hired on as consultants on this case.

7. **Final Project (20 points):** For the final project you will need to explore an organization in depth through the lens of the literature from the course. See BB for further instructions on how to develop a good question for your exploration. You are free to choose between the following formats for the final project: (1) create a mini e-book on the topic in which you creatively investigate your question through producing text and illustrations, (2) develop a 10 slide PowerPoint with a script, (3) create a zine (see BB for more info), (4) make a small video presentation for which you write a 5-7 page script investigating your topic, or (5) write a formal 6-8 page paper investigating your topic. For this project, summarize, synthesize and evaluate the literature relevant for your question. However, you have the freedom to creatively decide how to present and explore your question(s). Your project should draw on a minimum of 6 references (3 of which you should find yourself through searching in Google Scholar or Psycinfo). Any written material for the final project should be APA formatted. Please submit the project to BB.

8. **Closing Statement (5 points):** Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

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**Course Outline**

**Week 1 - Introduction to the Field**
Chapter 1: General Introduction to Organization Development

**Week 2 - The Nature of Planned Change**
Chapter 2: The Nature of Planned Change


*Assignments: DB contribution and Opening Statement due*

**Week 3 - Diagnosing Organizations**
Chapter 5: Diagnosing Organizations


*Assignments: DB contribution, Response/Reaction paper #1 due*

**Week 4 - Diagnosing Groups and Individuals**
Chapter 6: Diagnosing Groups and Individuals

*Assignments: DB contribution and Best Organizations to Work For List is due*

**Week 5 - Collecting and Analyzing Diagnostic Information**

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Proposal to Establish a Master of Arts in Psychology
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, October 23, 2014
Approved by the CUNY School of Professional Studies Curriculum Committee, December 4, 2014
Chapter 7: Collecting and Analyzing Diagnostic Information
Assignments: DB contribution, Response/Reaction paper #2 due

**Week 6 - Designing Interventions**
Chapter 9: Designing Interventions


Assignments: DB contribution

**Week 7 - Managing Change**
Chapter 10: Managing Change


Assignments: DB contribution, Response/Reaction paper #3 due

**Week 8 - Interpersonal and Group Process Approaches**
Chapter 12: Interpersonal and Group Process Approaches

Assignments: DB contribution and Final Project Outline is due

**Week 9 - Organization Process Approaches**
Chapter 13: Organization Process Approaches

Assignments: DB contribution, Response/Reaction paper #4 due

**Week 10 - Employee Involvement**
Chapter 15: Employee Involvement


Assignments: DB contribution and Case Diagnostic PowerPoint Presentation due

**Week 11 - Restructuring Organizations**
Chapter 14: Restructuring Organizations

Assignments: DB contribution

**Week 12 - Work Design**
Chapter 16: Work Design

Assignments: DB contribution and Response/Reaction paper #5 due

Week 13 - Transformational Change
Chapter 20: Transformational Change

Assignments: Final Project due

Week 14 - The Future of Organization Development
Chapter 25: The Future of Organization Development

Assignments: Closing Statement due

Week 15 - Final Project Presentations and Discussion

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CUNY School of Professional Studies

Program: Master of Arts in Psychology
Course Name & Number: Performance Management and Motivation (PSY 645)
Credits: 3 credits - Graduate Course
Prerequisite: 9 credits of core courses

Course Summary:
This course is designed to introduce students to the various approaches in the field of performance management and motivation. Specifically, the course allows students to become familiar with how to assess an organization's performance relative to its goals and, based on thorough analysis, how to develop strategies for organizations to improve both performance and motivation. Students are expected to use their analytical skills to critically evaluate the research that informs practice in the field of performance management and to apply the knowledge acquired in the course to evaluate specific case studies.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Compare the different paradigms in the field of the field of performance management and motivation, including the basic assumptions, concepts, and principles of each approach
- Identify and evaluate the design features of effective performance management strategies
- Apply the literature on mentoring and work appraisal to promote organizational and individual efficiency and health
- Critically assess the current research and theories that informs the field of performance management

Students will be required to:
- Participate in online discussions
- Complete various activities to practice applying various strategies to enhance performance management and motivation to real-life cases
- Write and submit several papers, including a substantive final project
- Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:
- Exhibit in-depth knowledge of Industrial/Organizational Psychology;
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;
- Work effectively with others, as part of a team and as a project manager;
- Engage in effective problem-solving and integrative, creative thinking and planning;
- Identify and apply ethical standards in the conduct of human subject and animal research; and,
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

Required Texts:

Additional Resources:
Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library’s e-resources.
Course Grading and Requirements:
Opening Statement 5 points
DB Participation 25 points
Bi-Weekly Response/Reaction Papers 10 points
Personality Test Reflection 5 points
Final Project Outline 10 points
Mentoring Evaluation 10 points
Diagnostic Interview(s) 10 points
Final Project 20 points
Closing Statement 5 points
Total 100 points

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1. **Opening Statement (5 points):** Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.

2. **Discussion Board Participation (25 points):** Students are required to post two questions each week to the discussion board from the required readings as well as respond to at least two other students’ questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”

3. **Bi-Weekly Response/Reaction Papers (10 Points):** Between weeks 3 and 12 students are required to turn in 5 1-page response/reaction papers to the current week’s readings. The paper should be a response to something specifically mentioned in the reading. The reflection paper should be posted to the blog (see BB) and you will also need to make at least 3 responses to other reaction papers. Each response/reaction paper is worth 2 points. Length: 1 page

4. **Personality Test Reflection (5 points):** For this assignment first take the free online personality test available here: [http://www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp). Once you have taken the test, write a 2-page review about what you found out and consider what kind of an employee you might be. Include reflections on what kinds of considerations an I/O psychologist might have regarding your profile (based on the literature from the course). Upload this short reflection paper to BB.

5. **Final Project Outline (10 points):** Submit an outline for the final project. The outline should include the name of the organization that you are investigating as well as at least 6 articles that you will be referencing in the paper. Please submit to BB.

6. **Mentoring Evaluation (10 points):** For this assignment you should write a brief (1-2 page) evaluation of the management and mentoring practices in place at the particular organization that you are investigating. If you cannot access this information via the organization’s website, you should contact the Human Resources department to inquire about this particular information (see document on BB about proper ways to inquire about this kind of information, how to write the email/make the phone call, etc.). Upload the evaluation to BB.
7. **Diagnostic Interview(s) (10 points):** Conduct at least 1 interview with an employee in the organization that you have chosen to write your final project about. Based on the interview(s) you should write a 2-3 page preliminary analysis and submit it to BB. Make sure to save the interview data for further analysis for the Final Project.

8. **Final Project (20 points):** The final project entails writing an evaluation report based on your analysis of a local organization’s performance management system. Since this will require you to interview employees at the organization you will be reviewing, make sure to plan early. The paper's focus will be on identifying the main strength and weakness in the organization's performance management system with a recommendation on how to maximize the overall system. The paper should include relevant literature (at least 6 peer-reviewed articles) and your analysis should focus on how the management system in place works and what you would recommend to the organization in terms of changing their management system. The paper should be 8-10 pages long, APA-formatted and should be uploaded to BB.

9. **Closing Statement (5 points):** Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

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**Course Outline**

**Week 1 - Performance Concepts and Performance Theory**
Chapter 1: Performance: Concept, Theory, and Predictors


**Week 2 - Predictors of Job Performance**
Chapter 2: Ability and Non-ability Predictors of Job Performance


Assignments: DB contribution and Opening Statement due

**Week 3 - How to Employ Personality Scales**
Chapter 3: PRACTICE CHAPTER--debis Career Development Center: Personality Scales within a Process-Oriented Development Instrument for Management High Potentials

Assignments: DB contribution, Response/Reaction paper #1 due

**Week 4 - Work Performance**
Chapter 4: Work Design and Individual Work Performance: Research Findings and an Agenda for Future Inquiry


Assignments: DB contribution and Personality Test Reflection due

**Week 5 - Appraisal**
Chapter 6: Appraisal: An Individual Psychological Perspective

Assignments: DB contribution, Response/Reaction paper #2 due

**Week 6 - How To Do Performance Appraisal**
Chapter 7: PRACTICE CHAPTER—Performance Appraisal

Assignments: DB contribution and Final Project Outline due

**Week 7 - Analysis of Performance Potential**
Chapter 8: Analysis of Performance Potential


Assignments: DB contribution, Response/Reaction paper #3 due

**Week 8 - High Performance Cycle**
Chapter 10: The High Performance Cycle: Standing the Test of Time

Assignments: DB contribution and Mentoring Evaluation due

**Week 9 - Enhancing Performance Through Training**
Chapter 12: Enhancing Performance through Training


Assignments: DB contribution, Response/Reaction paper #4 due

**Week 10 - Mentoring**
Chapter 14: Enhancing Performance through Mentoring


Assignments: DB contribution and Diagnostic Interview(s) due

**Week 11 - Motivation in Teams**


Assignments: DB contribution

**Week 12 - Managing Individual Performance**
Chapter 18: Managing Individual Performance: A Strategic Perspective

Assignments: DB contribution and Response/Reaction paper #5 due

**Week 13 - Ensuring Performance in a Wider Context**

Chapter 20: Performance, Well-being and Self-Regulation

Assignments: Final Project due

**Week 14 - Organizational Culture and Individual Outcomes**

Chapter 22: Integrating the Linkages between Organizational Culture and Individual Outcomes at Work

Assignments: Closing Statement due

**Week 15 - Final Project Presentations and Discussion**

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**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/)
Program: Master of Arts in Psychology
Course Name & Number: Perspectives on Developmental Psychology (PSY 650)
Credits: 3 credits - Graduate Course
Prerequisite(s): None

Course Summary:
The goal of this course is to familiarize students with the major theoretical perspectives and empirical studies in the field of developmental psychology. By the end of the course, students are expected to be able to both analyze (compare, contrast and synthesize) developmental theories as well as clearly distinguish the different paradigms within the field. The exploration of canonical works will include reading both works of and about theorists such as Erikson, Freud, Piaget and Vygotsky. Students will learn the defining features of the different approaches and there will be an emphasis on evaluating how these theories influence practice in various settings.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Identify the different paradigms of developmental psychology
- Use current research in the field of developmental psychology to analyze applied settings
- Generate research questions that acknowledge the particular nature of studying development (change over time)
- Compare and contrast the various theories of development and identify how they differently inform practice
- Summarize the status of the nature-nurture debate in the field of developmental psychology
- Interpret and describe experimental data from developmental psychological research
- Use critical thinking and scientific reasoning to evaluate psychological claims, both in research and in everyday life

Students will be required to:
- Participate in online discussions
- Engage in various activities and assignments that allows the students to practice the specific methods and reasoning relevant to the field of developmental psychology
- Develop and submit several papers, including a substantive final project
- Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:
- Exhibit in-depth knowledge of Developmental Psychology;
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;
- Work effectively with others, as part of a team and as a project manager;
- Engage in effective problem-solving and integrative, creative thinking and planning;
- Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels;
- Identify and apply ethical standards in the conduct of human subject and animal research; and,
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

Required Texts:
Additional Resources:
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1. **Opening Statement (5 points):** Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.

2. **Discussion Board Participation (20 points):** Students are required to post two questions each week to the discussion board from the required readings as well as respond to at least two other students’ questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”.

3. **Bi-Weekly Response/Reaction Papers (10 Points):** Between weeks 3 and 12 students are required to turn in 5 1-page response/reaction papers to the current week’s readings. The paper should be a response to something specifically mentioned in the reading. The reflection paper should be posted to the blog (see BB) and you will also need to make at least 3 responses to other reaction papers. Each response/reaction paper is worth 2 points. Length: 1 page

4. **Locke and Rousseau Dialogue (15 points):** Guided by the following questions, write a 5-page hypothetical dialogue between Locke and Rousseau and submit it to BB. You should showcase the substantial differences between the two positions they embody regarding learning and development. You can use the below questions to guide development of the dialogue.
   - What does Locke mean when arguing that humans are born like a tabula rasa (a blank slate)? And does the fact that he argues that, challenge the claim that he could be considered an empiricist? What is the purpose of education according to Locke?
   - What is Rousseau’s view on learning and development? Rousseau speaks about the relationship between natural inclinations and habits – what does he conclude? What is the purpose of education according to Rousseau?

5. **Final Project Outline (10 points):** Submit an outline for the final project. The outline should have a concrete question that you are investigating, as well as at least 6 articles that you will be referencing in the paper. Please submit to BB.
6. **Child observation (15 points):** For this assignment do a mini-ethnography, observing a child or several children in either a playground, in the supermarket, at home or another public location that allows access to observing a child(ren). Follow the further directions on BB. The general aim is to do a detailed observation for at least 15-20 minutes and then write a short reflection paper in which you evaluate the child behavior through a theoretical lens. You should explore one concept (e.g. Vygotsky’s notion of play, Erikson’s ego stages or Kohlberg’s moral stages) and review the concept through analyzing the observations that you made. The paper should be APA formatted and 4-5 pages long.

7. **Final Project (20 points):** For the final project, explore a practical-theoretical problem within the field of developmental psychology in depth. See BB for further instructions on how to develop a good question for your exploration. You are free to choose between the following formats for the final project (1) create a mini e-book on the topic in which you creatively investigate your question through producing text and illustrations, (2) develop a 10 slide PowerPoint with a script, (3) create a zine (see BB for more info), (4) make a small video presentation for which you write a 5-7 page script investigating your topic, or (5) write a formal 6-8 page paper investigating your topic. Explore one of the many big developmental questions that we discussed in the first week. You will need to develop a specific research question. For this paper summarize, synthesize and evaluate the literature relevant for your question; however, you have freedom to creatively decide how to present and explore your question(s). Your project should draw on a minimum of 6 references (3 of which you should find yourself through searching in Google Scholar or Psycinfo). Please submit the project to BB. For more information on this assignment, see detailed instructions on BB.

8. **Closing Statement (5 points):** Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

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**Course Outline**

**INTRODUCTION**

**Week 1 - General Introduction and Early Theories**

*Additional Readings:*


**Week 2 - Concepts and Theories of Human Development**

*Assignments: DB contribution and Opening Statement due*

**Week 3 - Ethological approaches to development: Bowlby and Ainsworth.**

*Additional Readings:*

*Assignments: DB contribution, Response/Reaction paper #1 due*

**Week 4 - Feminist Perspectives on Attachment Theory**
Additional Readings:

Assignments: DB contribution and Locke & Rousseau Dialogue due

Week 5 - Developmental Determinism? Gesell’s maturational theory

Assignments: DB contribution, Response/Reaction paper #2 due

Week 6 - Biological Foundations of Development


Assignments: DB contribution

MAJOR DEVELOPMENTAL FRAMEWORKS

Week 7 - Freud’s psychoanalytic perspective

Assignments: DB contribution, Response/Reaction paper #3 due

Week 8 - Erikson’s eight stages

Assignments: DB contribution and Final Project Outline due

Week 9 – Information Processing Models
Assignments: DB contribution, Response/Reaction paper #4 due

Week 10 - Jean Piaget


Additional Readings:


Assignments: DB contribution and Child Observation due

**Week 11 - Vygotsky and cultural-historical approaches**
Crain (2010): Chapter 10: Vygosky’s Social-Historical Theory of Cognitive Development


Additional readings:


Assignments: DB contribution

**Week 12 - Comparing and contrasting Piagetian and Vygotskian perspectives on the relationship between learning and development**


Assignments: DB contribution and Response/Reaction paper #5 due

**Week 13 - Cultural nature of human development**


Assignments: Final Project due

**Week 14 - Dynamic System Theory and ecological theories.**

Assignments: Closing Statement due

Week 15 - Final Project Presentations and Discussion

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STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
Program: Master of Arts in Psychology
Course Name & Number: Child and Adolescent Development (PSY 655)
Credits: 3 credits - Graduate Course
Prerequisite: 9 credits of core courses

Course Summary:
This course will familiarize students with the field of child and adolescent development. Students will be engaged in reviewing, summarizing, discussing and interpreting research from the developmental field. During the second part of the course, students will be encouraged to draw parallels and identify the similar and different principles of development that apply to childhood and adolescence. Drawing on Arnett's notion of a dynamic approach, we will be approaching the field from a cultural-historical perspective. Students will be engaged in various activities to apply the knowledge of the developmental field to real-life settings, such as family contexts, educational and other institutional settings, including the use of psychometric tools in assessing children and adolescents.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Compare the different paradigms in the field of developmental psychology relevant to childhood and adolescent development including the basic assumptions, concepts, and principles of each theory
- Apply the knowledge from the field to exemplars of real-life phenomena Compare and contrast research findings regarding risk factors for child psychopathology, and examine ways to promote resilience
- Evaluate the influence of attachment as a major context for human development
- Summarize and interpret research on the cultural, social and biological influences on child and adolescent development
- Recommend ways that current research findings in child and adolescent development can inform policy decisions to promote the mental health of children and adolescents
- Compare mechanisms for assessing developmental status, adjustment and behavioral difficulties

Students will be required to:
- Participate in online discussions
- Complete various activities to use the theories of childhood and adolescence to real-life contexts
- Write and submit several papers, including a substantive final project
- Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:
- Exhibit in-depth knowledge of developmental psychology;
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;
- Work effectively with others, as part of a team and as a project manager;
- Engage in effective problem-solving and integrative, creative thinking and planning;
- Identify and apply ethical standards in the conduct of human subject and animal research;
- Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels; and,
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

Required Texts:
Additional Resources:
Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library’s e-resources.

Course Grading and Requirements:

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1. **Opening Statement (5 points):** Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.

2. **Discussion Board Participation (25 points):** Students are required to post two questions each week to the discussion board from the required readings as well as respond to at least two other students’ questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”.

3. **Bi-Weekly Response/Reaction Papers (10 Points):** Between weeks 3 and 12 students are required to turn in 5 1-page response/reaction papers to the current week’s readings. The paper should be a response to something specifically mentioned in the reading. The reflection paper should be posted to the blog (see BB) and you will also need to make at least 3 responses to other reaction papers. Each response/reaction paper is worth 2 points. Length: 1 page

4. **Natural Observation of Attachment Behavior (15 points):** For this assignment you should try to gain access to a parent-child dyad where the child is no older than 3 years of age. This can either happen in your own family, amongst your friends or in a public place, e.g. a playground. The aim of the assignment is for you to conduct a natural observation of attachment behaviors between a parent-child dyad and then reflect on the differences between conducting structured observations in a lab vs. natural observations. Based on the Strange Situation, you should pay particular attention to how the child behaves when the caregiver leaves the child or is out of sight of the child. Write a 3-5 page paper and upload it to BB.

5. **Video Games and Aggression Project (10 points):** The debate about what influences aggressive behavior in children continues to be relevant as children are playing more and more violent video games. For this assignment, review the relevant research and literature on the topic of whether violent video games promote or lead to more violent behavior in...
children. Then design a study that could adequately assess whether violent video games make children more aggressive or not. Make sure to include all your considerations about how your study addresses the question as well as the shortcomings of your study. The paper should be 4-5 pages long and should be uploaded to BB. This assignment is a group assignment – see BB for how I have organized this (you will be working in pairs).

6. **Final Project: Outline and Interview Guide (10 points):** Submit an outline for the final project. For the final project you will conduct an interview with a governmental or non-profit organization that deals with youth who are considered in one way or another to be engaging in “risky” behavior. The outline should have a concrete question that you are investigating as well as an interview guide with up to 8 questions. Conduct an interview with an employee from the organization, probing them about how their organization makes sense of “risky” behavior as well as what they think is the best way(s) to mitigate and address the issues that relates to the “risky” behavior. If possible, you should also try to interview youth about the same topic. You will need to include at least 6 articles in the outline that you will be referencing in the paper from peer-reviewed journals. Please submit both the outline and the interview guide to BB.

7. **Final Project: “Risky” Behavior in Adolescence (20 points):** One of the main controversies in the field of adolescent developmental psychology is how to make sense of what “risky” behavior is. For this final project identify a governmental or non-profit organization that deals with youth who are considered to be engaging in “risky” behavior (e.g. high school drop-outs, teenage parents, criminal youth) and then based on your interview analyze the organization’s conceptualization of “risky” behavior. Summarize, synthesize and evaluate the literature relevant to your question as you apply it to analyze the interview data that you have collected. As you uncover the organization’s position on what “risky” means to them, try to take one step back and delay your own judgment about what you think risky means and consider Deborah Tolman’s point about what we might lose sight of when we primarily focus on risk (reading from week 12). Your project should draw on a minimum of 6 references (3 of which you should find yourself through searching in Google Scholar or Psycinfo). Please submit the project to BB.

8. **Closing Statement (5 points):** Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

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**Course Outline**

**PART I - CHILDHOOD DEVELOPMENT**

**Week 1 - Introduction**

Chapter 1 (Davies)

**Week 2 - Attachment as a Context for Development**

Chapter 1 continued (Davies)


*Assignments: DB contribution and Opening Statement due*

**Week 3 - Brain Development and Biological Foundations for Child Development**

Chapter 2 (Davies)


*Assignments: DB contribution and Natural Observation of Attachment Assignment due.*

**Week 4 - Infant Development**

Proposal to Establish a Master of Arts in Psychology

CUNY School of Professional Studies

Approved by the CUNY School of Professional Studies Curriculum Committee, October 23, 2014

Approved by the CUNY School of Professional Studies Curriculum Committee, December 4, 2014
Chapter 5 (Davies)

Assignments: DB contribution and Response/Reaction paper #1 due

Week 5 - Toddler and Preschool Development
Chapter 7 & 9 (Davies)


Assignments: DB contribution, Response/Reaction paper #2 due

Week 6 - Middle Childhood Development
Chapter 11 (Davies)


Assignments: DB contribution and Video games and Aggression Assignment due

Week 7 - Practice with School-Age Children
Chapter 12 (Davies)


Assignments: DB contribution, Response/Reaction paper #3 due

PART II - ADOLESCENT DEVELOPMENT

Week 8 - Adolescent Development, Hormones and Biological Foundations
Chapter 1 & 2 (Arnett)


Assignments: DB contribution and Response/Reaction paper #4 due

Week 9 - Cultural Beliefs
Chapter 4 (Arnett)


Assignments: DB contribution

Week 10 - Gender Development in Adolescence
Chapter 5 (Arnett)

Assignments: DB contribution and Final Project Outline and Interview Guide is due

**Week 11 - The Self**  
Chapter 6 (Arnett)


Assignments: DB contribution

**Week 12 - Love and Sexuality**  
Chapter 9 (Arnett)


Assignments: DB contribution and Response/Reaction paper #5 due

**Week 13 - Family, Friends and Peers**  
Chapter 7 & 8 (Arnett)


Assignments: Final Project due

**Week 14 - Problems and Resilience**  
Chapter 13 (Arnett)

Assignments: Closing Statement due

**Week 15 - Final Project Presentations and Discussion**

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**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/)
Program: Master of Arts in Psychology  
Course Name & Number: Adult Development (PSY 660)  
Credits: 3 credits - Graduate Course  
Prerequisite: 9 credits of core courses

Course Summary:  
In this course we will be investigating the theories and related practices in the field of adult development and aging. While the scope of developmental psychology for many years was narrowly restricted to investigating development in children and youth, the developmental field now encompasses the later stages of development, which will be the focus of this course. We will explore how biological, physical, cultural and social influences structure learning, memory, emotions, personality and intelligence in adult life. In addition to reading the canonical works of adult development, we will also be applying the theories to real life contexts and case studies.

Student Learning Outcomes:  
At the end of this course, students will be able to:  
● Identify the different paradigms in the field of adult development and aging, including the basic assumptions, concepts, and principles of the various perspectives  
● Apply the knowledge from the field of adult development to everyday life settings (e.g. employ theories to identify needs of the aging population)  
● Compare and contrast the usefulness of theories of the field in the various settings of interest to you and other professionals for whom adult development and aging is central  
● Interpret and describe experimental data from adult developmental research  
● Draw parallels as well as be able to identify differences between theories that apply to early development and adult development  
● Use critical thinking and scientific reasoning to evaluate psychological claims, both in research and in everyday life

Students will be required to:  
● Participate in online discussions  
● Complete various activities to practice a few of the many data collection methods available in the field of adult development  
● Write and submit several papers, including a substantive final project  
● Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:  
● Exhibit in-depth knowledge of Developmental Psychology;  
● Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;  
● Work effectively with others, as part of a team and as a project manager;  
● Engage in effective problem-solving and integrative, creative thinking and planning;  
● Identify and apply ethical standards in the conduct of human subject and animal research;  
● Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels; and,  
● Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.
Required Texts:

Additional Resources:
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1. **Opening Statement (5 points):** Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.

2. **Discussion Board Participation (25 points):** Students are required to post two questions each week to the discussion board from the required readings as well as respond to at least two other students’ questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”.

3. **Bi-Weekly Response/Reaction Papers (10 Points):** Between weeks 3 and 12 students are required to turn in 5 1-page response/reaction papers to the current week’s readings. The papers should be a response to something specifically mentioned in the reading. The reflection paper should be posted to the blog (see BB) and you will also need to make at least 3 responses to other reaction papers. Each response/reaction paper is worth 2 points. Length: 1 page

4. **Romantic Relationships and Adult Attachment (10 points):** Read the two hypothetical romantic relationship case studies/scenarios (see BB for this document) and evaluate them by analyzing them to identify which of the four different types of adult attachment styles (secure, anxious–preoccupied, dismissive–avoidant, fearful–avoidant) they represent. Write a 3-5 page paper analyzing the scenarios in light of the literature on the topic of adult attachment (include a minimum of 3 peer-reviewed journal articles) and upload it to BB. The paper should be APA formatted.

5. **Final Project Outline (10 points):** Submit an outline for the final project. The outline should have a concrete question that you are investigating within the field of adult development (e.g. successful aging, age-ism, poverty and aging, substance abuse in the adult population) as well as at least 6 articles that you will be referencing in the project. Please submit to BB.
6. **Interview the “Sandwich Generation” (15 points):** In the readings for this class, we read about the “sandwich generation”, which is the generation of people who care for their aging parents while supporting their own children. For this assignment interview a person who fits this description (a person who is caring for both a younger and older family member) and then write a summary paper evaluating to what extent your interviewee’s experience confirms/rejects or departs from how the sandwich generation is described in the literature. The paper should be 4-5 pages long and include quotations from your interview to back up your analysis/claims. The paper has to be uploaded to BB. The paper should be APA formatted.

7. **Final Project (20 points):** For the final project explore a practical-theoretical problem within the field of adult development in depth. See BB for further instructions on how to develop a good question for your exploration. You are free to choose between the following formats for the final project (1) create a mini e-book on the topic in which you creatively investigate your question through producing text and illustrations, (2) develop a 10 slide PowerPoint with a script, (3) create a zine (see BB for more info), (4) make a small video presentation for which you write a 5-7 page script investigating your topic, or (5) write a formal 6-8 page paper investigating your topic. Explore one of the many big developmental questions that we considered in the first week. You will need to develop a specific research question. For this paper summarize, synthesize and evaluate the literature relevant for your question; however, you have freedom to creatively decide how to present and explore your question(s). Your project should draw on a minimum of 6 references (3 of which you should find yourself through searching in Google Scholar or Psycinfo). Please submit the project to BB. For more information on this assignment, see detailed instructions on BB. The writing for this project should be APA formatted.

8. **Closing Statement (5 points):** Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

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**Course Outline**

**Week 1 - Introduction to the field**
Chapter 1: Studying Adult Development and Aging


**Week 2 - Biological Basis**
Chapter 2 Neuroscience as a basis for Adult Development and Aging

Assignments: DB contribution and Opening Statement due

**Week 3 - Physical Changes**
Chapter 3 Physical Changes


Assignments: DB contribution, Response/Reaction paper #1 due

**Week 4 - Longevity**
Chapter 4 Longevity, Health and Functioning


Assignments: DB contribution and Adult Attachment assignment due

Week 5 - Person and Environment Interactions
Chapter 5 Person-Environment Interactions
Assignments: DB contribution, Response/Reaction paper #2 due

Week 6 - Cognitive Processes
Chapter 6 Attention and Memory


Assignments: DB contribution

Week 7 - Intelligence
Chapter 7 Intelligence
Assignments: DB contribution, Response/Reaction paper #3 due

Week 8 - Social Cognition
Chapter 8 Social Cognition
Assignments: DB contribution and Final Project Outline due

Week 9 - Personality
Chapter 9 Personality


Assignments: DB contribution, Response/Reaction paper #4 due

Week 10 - Clinical Assessment and Mental Health
Chapter 10 Clinical Assessment and Mental Health
Assignments: DB contribution and “Sandwich Generation” Interview due

Week 11 - Relationships
Chapter 11 Relationships


Assignments: DB contribution

Week 12 - Work and Leisure
Chapter 12 Work, Leisure and Retirement


Assignments: DB contribution and Response/Reaction paper #5 due

Week 13 - The final stages of life
Chapter 13 Dying and Bereavement

Assignments: Final Project due

Week 14 - Successful Aging
Chapter 14 Successful aging


Assignments: Closing Statement due

Week 15 - Final Project Presentations and Discussion

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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: Master of Arts in Psychology
Course Name & Number: Practicum in Advanced Research Methods (PSY 665)
Credits: 3 credits - Graduate Course
Prerequisite: PSY 625, 630 & 6 additional credits

Course Summary:
This mentored research practicum is intended to develop students’ knowledge of and competency in using specialized research techniques related to their focal area and professional objectives. Students will work with a mentor in specific areas in industrial/organizational or developmental psychology and will identify advanced research techniques, read reports based on their implementation, and gain skill in their use.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Identify advanced research techniques applicable to a specific range of questions in their focal area
- Critically analyze the advantages and challenges of using these techniques
- Demonstrate competency in the application and use of these techniques in data collection

Students will be required to:
- Conduct scholarly research on methods in specific areas
- Prepare written reports and presentations about the use of specific advanced research methods
- Identify research questions in their area of specialization for which the methods would be advantageous to use
- Collect data using the identified research techniques and critically analyze their value

Program Learning Outcomes addressed by the course:
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;
- Work effectively with others, as part of a team and as a project manager;
- Engage in effective problem-solving and integrative, creative thinking and planning;
- Identify and apply ethical standards in the conduct of human subject and animal research; and,
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

Course Grading and Requirements:
Course grading and requirements will be specified in a contract to be developed by the mentor and student prior to the beginning of the semester.

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Program: Master of Arts in Psychology  
Course Name and Number: Cognitive Development (PSY 670)  
Credits: 3 credits - Graduate Course  
Prerequisite(s): 9 credits core courses

Course Summary:  
This course will examine two related issues: theories of cognitive development and development in core domains (e.g., language, space, time, and social cognition). Our focus will be primarily on the development of children's thinking, although we will also discuss cognitive development in other periods of the lifespan. Students will be evaluating, comparing and contrasting the various assumptions (behaviorist, information-processing, cultural-historical) that lie behind the various theories of cognitive development.

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

● Contrast the different paradigms in the field of cognitive development, including the basic assumptions, concepts, and principles of each theory  
● Apply the knowledge from the field to everyday life settings  
● Compare and contrast the usefulness of theories of the field in the various settings of interest to you and other professionals for whom cognitive development is central  
● Evaluate the role of culture and context in the development of cognitive abilities, perceptual and motor development  
● Interpret experimental data from cognitive psychological research  
● Evaluate psychological claims, both in research and in everyday life

Students will be required to:

● Participate in online discussions  
● Complete various activities to apply the theories of cognition development to relevant cases and questions  
● Write and submit several papers, including a substantive final project  
● Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:  

● Acquire knowledge of core concepts, theories and applications in the area of learning and cognition;  
● Engage in effective problem-solving and integrative, creative thinking and planning;  
● Develop research questions and hypotheses and generate related research designs;  
● Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels;  
● Identify and apply ethical standards in the conduct of human subject and animal research;  
● Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes; and  
● Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

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<td>Design a study on a controversial topic</td>
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1. **Opening Statement (5 points):** Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.

2. **Discussion Board Participation (30 points):** Students are required to post two questions each week to the discussion board from the required readings as well as respond to at least two other students’ questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”. Students are also expected to make one weekly post in response to another student’s questions.

3. **Bi-Weekly Response/Reaction Papers (10 Points):** Between weeks 3 and 12 students are required to turn in 5 1-page response/reaction papers to the current week’s readings. The paper should be a response to something specifically mentioned in the reading. The reflection paper should be posted to the blog (see BB) and you will also need to make at least 3 responses to other reaction papers. Each response/reaction paper is worth 2 points. Length: 1 page

4. **Design a study on a controversial topic (10 points):** For this assignment develop a research design to investigate and seek to answer one of the two following controversial/unresolved questions in the field of cognitive development: (1) Are children born with innate knowledge of the world (present theories and research that argue for/against this claim)? (2) When do children develop Theory of Mind (ToM)? Analyze the relevant literature and include a minimum of 3 relevant peer-reviewed articles in your literature review. Based on your analysis of the literature develop a design you believe could answer the question. Present the pros and cons of your design. The paper should be APA-formatted and 5-7 pages long. You are also allowed to make a PowerPoint Presentation in addition to the paper in order to best explain the different steps in your reasoning. Both paper and PPT should be uploaded to BB.

5. **Final Project Outline (10 points):** Submit an outline for the final paper. The outline should have a concrete question that you are investigating (we will spend one class session developing questions) as well as at least 6 articles that you will be referencing in the paper. Please submit to the assignment #2 folder on BB.
6. **Culture in development (10 points):** For this assignment explore - inspired by the paper by Kuwabara & Smith (2012) (week 6) - the claim that cognitive development is shaped by culture. Identify your own topic within the field of cognitive development (e.g. conceptual development, intelligence, development of self, etc.) and then explore it through the cultural lens. The questions you should engage are the following: What evidence is there to support that this particular field of cognitive development differs across cultures? What evidence is there to the contrary? Does this mean that cognitive development is not universal? Present your investigation by developing a 8-10 slide PowerPoint presentation. You should draw on a minimum of 3 peer-reviewed sources in your presentation. Upload it to the BB.

7. **Final Project (20 points):** For the final project explore a practical-theoretical problem in the field of cognitive development in depth. See BB for further instructions on how to develop a good question for your exploration. You are free to choose between the following formats for the final project (1) create a mini e-book on the topic in which you creatively investigate your question through producing text and illustrations, (2) develop a 10 slide PowerPoint with a script, (3) create a zine (see BB for more info), (4) make a small video presentation for which you write a 5-7 page script investigating your topic, or (5) write a formal 6-8 page paper investigating your topic. For this paper summarize, synthesize and evaluate the literature relevant for your question; however, you have freedom to creatively decide how to present and explore your question(s). Your project should draw on a minimum of 6 references (3 of which you should find yourself through searching in Google Scholar or Psycinfo). Please submit the project to BB. For more information on this assignment, see detailed instructions on BB.

8. **Closing Statement (5 points):** Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

**Course Outline**

**Week 1 - Introduction**
Chapter 1: Neural, Physical, Motor, Perceptual, Cognitive, and Language Development: An introduction and overview

**Assignments:** DB contribution and opening statement due

**Week 2 – Concepts and Theories**
Chapter 2: Concepts and Theories of Human Development

**Assignments:** DB contribution, Response/Reaction Paper #1 due

**Week 3 – Doing Developmental Research**
Chapter 4: Design, Measurement, and Analysis in Developmental Research

**Assignments:** DB contribution and Study on a Controversial Topic assignment is due

**Week 4 – Developmental Neuroscience**
Chapter 5: Developmental Neuroscience, Psychophysiology, and Genetics


**Assignments:** DB contribution and Study on a Controversial Topic assignment is due

**Week 5 – Constructivism in Cognitive Development: Piaget**


Assignments: DB contribution, Response/Reaction paper #2 due

Week 6 – Culture in Development
Chapter 3: Culture in Development


Assignments: DB contribution

Week 7 – Constructivism in Cognitive Development: Vygotsky


Assignments: DB contribution, Response/Reaction paper #3 due

Week 8 - Gibson and the Ecologies of Knowing


Assignments: DB contribution and Project Outline is due

Week 9 – Motor Development
Chapter 6: Physical and Motor Development

Assignments: DB contribution, Response/Reaction paper #4 due

Week 10 – Perceptual Development
Chapter 7: Perceptual Development


Assignments: DB contribution and Culture in Development assignment is due

Week 11 – The Development of Cognitive Abilities
Chapter 8: The Development of Cognitive Abilities


Assignments: DB contribution

Week 12 – Language Development
Chapter 9: Language Development


Assignments: DB contribution and Response/Reaction paper #5 due

Week 13 – Social Development: Theory of Mind


Assignments: Final project due

Week 14 – Review Week: Categories, Concepts and Conceptual Development


Assignments: Closing statement due

Week 15 - Final Project Presentations and Discussion

ACCESSIBILITY AND ACCOMMODATIONS: The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing 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://sps.cuny.edu/acad_policies/acad_integrity.html

STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: 
http://sps.cuny.edu/student_resources/
Proposal to Establish a Master of Arts in Psychology

CUNY School of Professional Studies

Program: Master of Arts in Psychology
Course Name and Number: Atypical Development (PSY 675)
Credits: 3 credits - Graduate Course
Prerequisite(s): 9 credits core courses

Course Summary:
This course will introduce the study of atypical development in childhood and adolescence. There will be a brief historical review of society’s progress in the understanding and treatment of children with atypical behavior. We will explore the interaction of emotional, cognitive, biological, behavioral, and environmental components that factor into the development of chronic dysfunctional behavior and mental illness in children and adolescents. We will also examine the various theories of the development of childhood and adolescent disorders, as well as the efficacy of the many current treatment interventions. We will maintain a developmental focus and continue to refer back to typical developmental processes throughout the course.

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

- Identify the different paradigms in the field of atypical development, including the basic assumptions, concepts, and principles of the different developmental disorders and trajectories
- Discuss and explain the interaction between biological and environmental factors that have a direct influence on and that place the child at risk for developmental delay or disability.
- Compare and contrast the different treatment paradigms in the field, including assessing their pros and cons
- Apply knowledge of typical development to understand and explain atypical development
- Interpret and describe experimental data from research on atypical development
- Use critical thinking and scientific reasoning to evaluate psychological claims, both in research and in everyday life

Students will be required to:

- Participate in online discussions
- Complete various activities to apply the theories of atypical development to relevant cases and questions
- Write and submit several papers, including a substantive final project
- Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:

- Acquire knowledge of core concepts, theories and applications in the area of learning and cognition;
- Engage in effective problem-solving and integrative, creative thinking and planning;
- Develop research questions and hypotheses and generate related research designs;
- Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels;
- Identify and apply ethical standards in the conduct of human subject and animal research;
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes; and,
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

Required Texts:
Additional Resources:
Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library’s e-resources.

Course Grading and Requirements:

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3. **Bi-Weekly Response/Reaction Papers (10 Points):** Between weeks 3 and 12 students are required to turn in 5 1-page response/reaction papers to the current week’s readings. The paper should be a response to something specifically mentioned in the reading. The reflection paper should be posted to the blog (see BB) and you will also need to make at least 3 responses to other reaction papers. Each response/reaction paper is worth 2 points. Length: 1 page

4. **Atypical/Typical Development (10 points):** For this assignment identify a case study of a child or adolescent who had an atypical developmental trajectory – it can be a famous person (e.g. Helen Keller) or just a person for whom you can find an elaborate description of their developmental trajectory (websites for parents with children who have children with developmental disorders, newspaper articles, etc.). Describe the case study (the person, the parents, the context) and through investigating the particular study, consider what conclusions about typical development you can draw from this particular case. The question that you are engaging is, what can we learn from development gone awry? The paper should be 4-5 pages long, APA-formatted and should be uploaded to BB.
5. Final Project Outline (10 points): Submit an outline for the final paper. The outline should have a concrete question that you are investigating (we will spend one class session developing questions) as well as at least 6 articles that you will be referencing in the paper. Please submit to the outline to BB.

6. Analyzing a controversial topic in atypical development (10 points): The purpose of this assignment is to give you experience in conducting research on a controversial topic in abnormal child psychology and to encourage you to critically consider this topic. For this assignment, you will select one of the controversial topics from the list provided, a variation on it, or some other topic of a similar nature that is of interest to you. Based on your reading of relevant articles related to this topic, you will write a short paper (5-6 pages) that discusses this topic. This paper is not intended to be an exhaustive literature review, but rather a focused essay providing informed opinions. For the topic you have selected you should describe: the nature of the controversial; what makes this a controversial issue; what evidence has bearing on this issue; what are your opinions and conclusions concerning this issue; how you think this issue might be resolved.
   1) Parent and teacher perceptions play a large role in the assessment of child behavior problems. Discuss the potential limitations of these perceptions as assessment devices.
   2) Why is it that most psychological disorders are more frequent among boys than girls?
   3) Discuss some of the key issues associated with understanding the relationship between socio-economic disadvantage and childhood disorders?
   4) What can the study of autistic disorder contribute to our understanding of cognitive development?
   5) Discuss common errors made in interpreting retrospective studies of child abuse. Provide research or media examples of these errors.
   6) Recent findings have suggested structural and neurochemical differences in the brains of ADHD and normal children. How might such differences be interpreted?

7. Final Project (20 points): Propose a research study related to some area discussed in class. The paper should contain the following: 1) an introduction (with a review of similar research conducted in this area and a justification for why your study needs to be done), 2) A methods section (with a very clear description of the populations you would test, the materials you would use to test them, and the procedure you would use to test them), and 3) a section entitled “Expected Findings and 4) “Discussion” in which you discuss what you expect you would find and what contributions it would make to the field. For a more thorough explanation of this assignment, refer to the document uploaded to BB. The challenge with this project is to study something feasible, in an area that has not already been studied extensively, yet has some background literature to help you focus your question. The paper should be 8-10 pages long, APA-formatted and should be uploaded to BB.

8. Closing Statement (5 points): Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

Course Outline

Week 1 - Introduction

Week 2 – Abnormal Behavior – what is it?
Chapter 1: Introduction to Normal and Abnormal Child Behavior

Assignments: *DB contribution and Opening Statement due*

**Week 3 – Theories and Causes**
Chapter 2: Theories and Causes


Assignments: *DB contribution, Response/Reaction Paper #1 due*

**Week 4 – Assessment, Diagnosis, and Treatment**
Chapter 4: Assessment, Diagnosis, and Treatment

Assignments: *DB contribution and Atypical/Typical Development assignment is due*

**Week 5 – Attention-Deficit/Hyperactivity Disorder (ADHD)**
Chapter 5: Attention-Deficit/Hyperactivity Disorder (ADHD)


Assignments: *DB contribution, Response/Reaction paper #2 due*

**Week 6 – Autism Spectrum Disorder**
Chapter 10: Autism Spectrum Disorder


Assignments: *DB contribution*

**Week 7 – Conduct Disorders**
Chapter 6: Conduct Disorders


Assignments: *DB contribution, Response/Reaction paper #3 due*
Week 8 – Anxiety Disorders
Chapter 7: Anxiety Disorders

Assignments: DB contribution and Project Outline is due

Week 9 – Mood Disorders
Chapter 8: Mood Disorders


Assignments: DB contribution, Response/Reaction paper #4 due

Week 10 – Intellectual Disability
Chapter 9: Intellectual Disability

Assignments: DB contribution and Analyze a Controversial Topic assignment is due

Week 11 – Health-related and Substance Use
Chapter 12: Health-related and Substance Use

Assignments: DB contribution

Week 12 – Eating Disorders
Chapter 13: Eating Disorders


Assignments: DB contribution and Response/Reaction paper #5 due

Week 13 – Child Maltreatment and Non-Accidental Trauma
Chapter 14: Child Maltreatment and Non-Accidental Trauma

Assignments: Final project due
Week 14 – Review Week

Assignments: Closing statement due

Week 15 - Final Project Presentations and Discussion

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STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
Program: Master of Arts in Psychology  
Course Name & Number: Personnel Selection (PSY 680)  
Credits: 3 credits - Graduate Course  
Prerequisite: 9 credits core courses  

Course Summary:  
This course addresses the skills and knowledge that underlie effective personnel selection processes: (1) the professional and legal requirements for personnel selection systems, including equal opportunity employment laws; (2) strategies for conducting job analyses that provide a strong foundation for recruitment and hiring; (3) options for evaluating candidate skills and credentials, and (4) approaches to assessing on the job performance.

Student Learning Outcomes:  
At the end of this course, students will be able to:  
- Outline the components of the personnel selection process.  
- Specify and apply legal standards and guidelines that govern personnel selection  
- Identify key court decisions that provide precedents for personnel selection practices  
- Apply and justify measurement concepts to personnel selection decisions  
- Conduct a thorough and accurate job analysis  
- Explain how the following play roles in hiring decisions: interviews and questionnaires, design of application forms, assessment of past training and experience, references, personality, mental and ability tests  
- Design job performance assessments  

Students will be required to:  
- Participate in online discussions  
- Complete various activities to practice a few of the many data collection methods available in the field of adult development  
- Write and submit several papers, including a substantive final project  
- Reflect on what they learned during the course  

Program Learning Outcomes addressed by the course:  
- Exhibit in-depth knowledge of Industrial/Organizational Psychology;  
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;  
- Work effectively with others, as part of a team and as a project manager;  
- Engage in effective problem-solving and integrative, creative thinking and planning;  
- Identify and apply ethical standards in the conduct of human subject and animal research;  
- Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels; and,  
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.  

Required Texts:  
Additional Resources:


**Southwood Case Study**

Required court cases will be included in weekly folders in Blackboard as they are referenced.

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1. **Court Decision Analysis & Discussion:** Students will work in two-person teams to conduct a detailed analysis of a court decision related to employee selection processes. Each team will prepare a report that documents the circumstances leading up to the case, the decision and its bases, and subsequent effects of the decision. After completing the report, each team will post an executive summary of the report for review and discussion by others in the class and will serve as expert respondents to questions about the details of the case.

2. **Job Analysis Project & Presentation:** Each student will select a specific job in an organization, then report on the tasks and responsibilities associated with the job, the knowledge, skills, abilities, and other characteristics (KSAOs) that an applicant must have to perform the job satisfactorily, required formal training and certifications, and the place of the job within the operational structure of the organization. Students are expected to use interviews and other direct survey strategies, along with close review of organizational structure and functioning in preparing their analysis. Each analysis will be posted for review by at least two other students who will ask questions about the analysis, then evaluate it. These evaluations will be a factor in awarding points for this assignment.

3. **Selection Model Design & Presentation:** Two-person teams will be given case studies involving details of a personnel selection situation in an organization. Each team will design a model for hiring, including all phases of the process. Summaries of the models will be posted on the class site and others in the class asked to review, ask questions about, and critique the hiring model.

4. **Team and Discussion Participation:** Each week of the course will present opportunities for students to participate in discussions about questions and issues arising in the readings and/or about the presentations of others in the
course. Each student is expected to be an active participant in these discussions, posting first within three days of the beginning of the assignment week and responding to the ideas of other students in a substantive way at least three times per week. Only one post added in the last twelve hours of the assignment period will be counted.

5. Final Examination: The final examination will cover all topics in the course. Students will be presented with personnel selection scenarios, cases and/or data and be asked to apply what they have learned in the course, acting in the role of someone leading a hiring process in an organization.

Course Outline

Week 1 - Introduction to Employee Selection
Readings: Text, Chapter 1
Assignments: Post your introduction on the first Discussion Board, including a statement about how you see this course supporting your long-term professional goals.

Week 2 – Legal Issues in Selection
Readings: Text, Chapter 2

Assignment. Discussion Board: Suggest implications of the Uniform Guidelines for the use of tests in hiring.

Court Decision and Analysis Assignment: Working with your team, select a court decision related to personnel actions as the focus of your project. Submit a prospectus to your instructor, identifying the case and providing a brief rationale for its selection. Deadline: [Add deadline].

Week 3 – Measurement Issues in Candidate Review and Selection
Readings: Text, Chapter 3
Assignments:
• Discussion Board: Select a specific business and recommend criteria for instruments.
• Court Decision and Analysis Assignment: Continue working with your team on the court decision approved by your instructor. Deadline: [Add deadline].

Week 4 – Reliability and Validity of Selection Measures
Readings: Text, Chapters 4 and 5
Assignments:
• Discussion Board: Consider validation options and challenges for small businesses. Use examples of specific small businesses in your posts.
• Court Decision and Analysis Assignment: Conclude work on this assignment with your team. Deadline: [Add deadline].

Week 5 – Strategies for Decision Making
Readings: Text, Chapter 6
Assignment:
Discussion Board: Using the Southwood Case Study, consider the strategies used to make employment decisions and how these decisions might be audited.

Week 6 – Job Analysis
Readings: Text, Chapter 7
Functional Job Analysis (from the World Health Organization)
Assignments

- **Job Analysis Project & Presentation**: Complete the Job Analysis Proposal and submit to your instructor by [deadline]. Consider the different approaches to job analysis described in your readings in developing your proposal.
- **Discussion Board**: Recommend strategies for setting employee specifications for jobs that are changing or yet to be created.

**Week 7 – Approaches to Recruitment**

*Readings: Text, Chapter 8*

*Assignments:*

- **Discussion Board**: Using the [Southwood Case Study](#), recommend ways to improve the recruitment approaches used.
- **Job Analysis Project & Presentation**: Continue work on this assignment. Deadline: [Insert deadline].

**Week 8 – Assessment of Job Candidates**

*Readings: Text, Chapter 9 Recruitment, Selection and Retention*

*Assignments:*

- **Discussion Board**: Respond to the proposal that: “The advantage of taking such a ‘systems view’ of selection is that it provides a holistic overview of the entire process underlying two pertinent issues: bilateral decision-making and validation feedback loops.”
- **Job Analysis Project & Presentation**: Submit analysis and post presentation for class comment: [Insert deadline].

**Week 9 – Interviewing**

*Readings: Text, Chapter 10 Discrimination During a Job Interview 100 Potential Interview Questions*

*Assignments:*

- **Discussion Board**: Select a specific job in an organization or business. Then identify two interview questions, using the linked list above, that you think would be most useful in discriminating strong candidates from others. Explain your choice and react to the suggestions of your classmates.

**Week 10 – Using Ability Tests**

*Readings: Text, Chapter 11 Cognitive Ability Tests (US Office of Personnel Management)*

*Assignments:*

- **Discussion Board**: Locate resources related to the potential for practice and coaching to facilitate performance on ability tests. Post these references and suggest strategies for weighing the potential for these effects in the hiring process.

**Week 11 – Personality Testing**

*Readings: Text, Chapter 12 Psychological Testing in Personnel Selection: Contemporary Issues in Cognitive Ability and Personality Testing*

*Assignments:*

- **Discussion Board**: Select one of the jobs described in the Discussion guidelines and define specific personality traits in terms of job behaviors related to this work.
• **Selection Model Design and Presentation:** Begin work with your team on developing a selection model for the specific case study assigned to your group.

**Week 12 – Performance Testing**  
*Readings:* Text, Chapter 13  
*Indiana University Northwest Assessment Center*

**Assignments:**
- **Discussion Board:** Review and critically analyze the assessment procedures described for the Indiana University Northwest Assessment Center (link above) and consider for what kinds of jobs these procedures would be either appropriate or not.
- **Selection Model Design and Presentation:** Continue work with your team on developing a selection model for the specific case study assigned to your group.

**Week 13 – Integrity Testing**  
*Readings:* Text, Chapter 14

**Assignments:**
- **Discussion Board:** Identify legal issues in the use of employee drug testing and other forms of integrity testing.
- **Selection Model Design and Presentation:** Conclude work with your team on developing a selection model for the specific case study assigned to your group. Deadline for submission: [Insert deadline]

**Week 14 – Measures of Job Performance**  
*Readings:* Text, Chapter 15

**Assignments:**
- **Discussion Board:** Suggest ways to conduct performance review for work teams, using examples of teams in specific organizations and industries.
- **Selection Model Design and Presentation:** Comment on the selection designs of other teams and respond to the questions of others in the class.

**Week 15 – Conclusions and Review**  
Review of course concepts and sample questions for the final examination.

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Program: Master of Arts in Psychology  
Course Name & Number: Group Dynamics (PSY 685)  
Credits: 3 credits - Graduate Course  
Prerequisite: 9 credits core courses

Course Summary:  
In this course, you will analyze human behavior in the context of the groups that are the most significant influences on people’s actions and emotions: families, friends, and work groups. The processes that characterize the formation of groups and differentiate effective groups from others also will be studied. Leadership strategies, a key element in group functioning, will be identified and leadership training options discussed. Finally, the role of groups in therapeutic and behavioral support programs will be examined, with an emphasis on successful models.

Student Learning Outcomes:  
At the end of this course, students will be able to:  
• Contrast the different types of groups and the specific ways in which they influence behavior  
• Determine the ways in which groups are formed  
• Differentiate leadership styles and effectiveness  
• Specify strategies for guiding group decision-making and resolving conflicts  
• Explain how roles, norms and power differences contribute to the structure of and interactions within groups  
• Say how groups can influence productivity in work or other task-focused situations and how this information can be applied to the design of group projects  
• Describe ways in which group processes can promote adjustment and positive behavioral change

Students will be required to:  
• Participate in online discussions  
• Conduct observations and case study analyses to identify and critically analyze specific group processes  
• Write and submit short reaction papers and substantive final project  
• Work on the design of training programs focused on work teams and leadership

Program Learning Outcomes addressed by the course:  
• Acquire knowledge of core concepts, theories and applications in the field of social behavior;  
• Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;  
• Work effectively with others, as part of a team and as a project manager;  
• Engage in effective problem-solving and integrative, creative thinking and planning;  
• Identify and apply ethical standards in the conduct of human subject and animal research;  
• Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels; and,  
• Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

Required Texts:  
Additional Resources:

Web Resources/Group Dynamics Resource Page, Part 2 http://donforsythgroups.wordpress.com/group/teaching-resources-part-two/

Required case studies will be included in weekly folders in Blackboard as they are referenced.

Course Grading and Requirements:
Observation & Reaction Papers (5) 25 pts.
Case Study Analyses (5) 25 pts.
Training Program Design (Team) 10 pts.
Research Project (Individual) 10 pts.
Team & Discussion Participation 10 pts.
Final Examination 20 pts.

TOTAL 100 pts.

Grading:

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1. Observation and Reaction Papers: These assignments will involve the structured observation of groups and/or the analysis of behavior and performance data in relation to specific group formation and functioning processes. Guidelines and rubrics for these two types of assignments will be provided, with papers 1-2 pages in length required. Class discussion of some observation reports will be included.

2. Case Study Analyses: Two-person teams will be given case studies involving details of a specific group. Case study analyses will be conducted in the context of specific themes in the course. Summaries from each team will be posted on the class site and others in the class asked to review, ask questions about, and critique the analysis.

3. Training Program Design: Teams will be organized to create a training model for either a specific work team situation or leadership in a specific organizational context. Members of other teams will ask questions about and critically assess the proposed training.

4. Team and Discussion Participation: Each week of the course will present opportunities for students to participate in discussions about questions and issues arising in the readings and/or about the presentations of others in the course. Each student is expected to be an active participant in these discussions, posting first within three days of the beginning of the assignment week and responding to the ideas of other students in a substantive way at least three times per week. Only one post added in the last twelve hours of the assignment period will be counted.

5. Final Examination: The final examination will cover all topics in the course. Students will be presented with scenarios involving groups, cases and/or data and be asked to apply what they have learned in the course, acting in the role of a consultant or operational leader of an organization.
Course Outline

Week 1 Introduction to Group Dynamics
Assignments: Post an introduction in the Getting Acquainted Discussion Forum and include a brief statement of how this course relates to your future professional plans.

Reading: Chapter 1
The Moreland-Williams Debate: Are Dyads Groups?  
Seven Basic Questions about Groups Answered. The first issue of 2000 of the journal Group Dynamics contains a series of articles that review topics that have dominated researchers’ efforts over the past century.

Week 2 Studying Groups
Assignments: Observation & Reaction Paper 1. Identify two groups in which you are a regular participant or observer and say which research approaches might be most useful in studying these groups, relating your choices to the options described in this week’s readings.

Reading: Chapter 2  
Participant Observation and Ethnography  
Visualizing Social Networks by David Heise  
The Hawthorne Effect, by Stephan W. Draper, reviews the methods and results of the classic studies conducted at the Hawthorne factory, and includes discussions of the validity of the study and its applications  
Studying a Single Group: Introduction to the Case Study Method

Week 3 Inclusion and Identity
Assignments: Case Study Analysis 1. Review the articles by Jennifer Lois and discuss how they reflect the concepts in Chapter 3.

Reading: Chapter 3  
Bullying: Aggression Inside the Group  
Individualism/Collectivism Redux  
Chapter Case: Peak Search and Rescue, an emergency response team studied by sociologist Jennifer Lois, is described in her 1999 Social Psychology Quarterly paper, as well as in her book, Heroic Efforts. See:

Week 4 Formation
Assignments: Observation & Reaction Paper 2. Review The President’s Challenge web site (linked below) and analyze their recommendations on creating and maintaining groups from the broader perspective in the text.

Reading: Chapter 4  
The President’s Challenge  
This American Life, from WBEZ in Chicago, offers a number of online programs that are relevant to groups. Their archives can be accessed at http://www.thislife.org/ For example:
Episode 74 examines how individuals act at conventions, when they join with hundreds or thousands of other people who are similar in terms of their avocations or employment.  
Episode 109 deals with the motivation and excitement of joining with others at summer camp (1998 and 2003)  
Episode 158 examines how people act when they are immersed in a large crowd (2000).
Week 5 Cohesion and Development
Assignments: Case Study Analysis 2. Analyze the information about Heaven’s Gate, considering issues related to group solidarity and shared culture.

Reading: Chapter 5
Groupthink and the Tragedy of Heaven’s Gate Heaven’s Gate was an alternative religious group based in California in the 1990s. Members lived together in a tightly organized community, and the group supported itself by building websites for businesses. But in March of 1997 most of the members (21 women and 18 men) committed suicide on three successive days. The majority of the members who took part in this collective act were in their 40s, but the youngest was 26 and the oldest 72. Several months later, two other members took their own lives as well. Analysis of the group’s records, including their website, suggested that they firmly believed that, by ending their lives, they would leave their physical bodies to travel to a nearby space craft. Group development raises a number of interesting questions about group development, such as the need for an additional stage (informing) and a renaming of the final stage in Tuckman’s model (adjourning) as “mourning.”

Week 6 Structure
Assignments: Observation & Reaction Paper 2. Using the ideas at the National Norms Resource Center (linked below) and working with your teammates, outline a campaign that you might develop.

Reading: Chapter 6
Roles Explain Both Individual Discontinuities and Group Continuities Effects National Social Norms Resource Center describes a method of dealing with negative, unhealthy behaviors (such as drinking excessive amounts of alcohol) by helping people calibrate their perceptions of the norms pertaining to these behaviors. Roles in Teams, developed by Dr Meredith Belbin describes three categories of roles that exist in performing groups: action roles, people roles, and cerebral roles.

Week 7 Influence
Assignments: Observation & Reaction Paper 3. After reviewing the concepts in Chapter 7 and the materials on jury decision making (linked below), discuss what kinds of orientation and training programs for jurors might be established that would sensitize them to group processes without harming positive group processes.

Reading: Chapter 7
The Solomon Asch Center provides detailed information about a variety of Asch’s studies. Changing Minds provides links and information on a number of ways that individuals influence other individuals. Its theory page includes links to social impact theory, conformity theory, and other relevant conceptual models. Chapter Case Studies: Juries Jury Decision Making, developed by the National Center for State Courts provides links to a number of key issues pertaining to juries as groups, including size, unanimity requirements, and tendencies to hang

Week 8 Power
Assignments: Case Study Analysis 3. Review in detail the experiments by Milgram on obedience and analyze the processes at work in the research from the perspective of what you have read this week on power in groups. There are links to two sources related to the Milgram research below, but you may want to locate additional information so you are thoroughly familiar with the details of the research procedures.

Reading: Chapter 8
Understanding Power, by Maire Dugan, provides a basic overview of power dynamics Chapter Case Study: Obedience in Retrospect, by Alan Elms, provides a first-hand account of the Milgram experiments and considers a number of issues that related to that work
Milgram Replicated, by ABC news, reports a recent replication by Professor Jerry Burger of the Milgram study.

Week 9 Leadership
Assignments:
Case Study Analysis 3. Look at the dimensions of leadership included in the two online assessment tools below and evaluate their adequacy from the perspective of this week’s readings on leadership.
Begin design of leadership training project with your team. Leadership Training is a popular topic on the web. Search for articles and other resources related to leadership training and post them on your team’s wiki.
Reading: Chapter 9
The Bathsheba Syndrome: An analysis of the corruptive effects of too much power, based on the case of the corruption at Penn State University (Sandusky).
Leadership in Higher Education: an interview with Dr. Drew Gilpin Faust, president of Harvard, conducted by Adam Bryant.
A few online assessments for exploring leadership
Leadership motivation: This self-assessment asks you to consider your motivation to lead others. Short, and very much to the point.
Your Leadership Legacy: This self-assessment is based on a book on leadership by a business consultant who believes that there are 6 basic types of leaders (Ambassador, Advocate, People mover, truth-seeker, creative builder, and experienced guide), and several of the questions are hard to answer if you aren’t a business leader. But the results are interesting, nonetheless.

Week 10 Performance
Assignments:
Case Study Analysis 4. Read about the studies of work performance at Western Electric (linked below) and discuss their conclusions from the perspective of the ideas in this week’s readings.
Continue work with your team on design of a leadership training project with your team. An outline of your plan should be posted on the team site by the last day of the assignment period this week.
Reading: Chapter 10
Groups vs. Individuals: Which Are Better? (http://www.uky.edu/~drlane/teams/pavitt/ch2.htm) by Charles Pavitt, is a chapter from his online book Small Group Communication
Brainstorming provides a range of ideas and suggestions for making use of active group methods for generating creative solutions to problems.
Chapter Case Study: Western Electric Bank Wiring Room. The Hawthorne Works, by Austin Weber, provides a brief overview of the studies of work performance conducted at the Western Electric factories. The women’s relay room was only one of several groups studied in this series, and the full studies are described in more detail at this site.

Week 11 Decision-Making
Assignments:
Observation & Reaction Paper 4. Reviewing the concepts in this week’s readings, identify four ideas or recommendations that you think it is most important for an organizational leader to know and use. Justify your choices. Finish the design of a leadership training project with your team. Your project must be submitted by: [Insert deadline]
Reading: Chapter 11
Group Works: Thinking Together is a comprehensive set of suggestions and ideas posted at the University of Maine.
The Use and Misuse of Focus Groups, by Jakob Nielsen, describes the use of focus groups for gathering information and making decisions
Groupthink is examined in a useful article at SourceWatch, a project of the Center for Media & Democracy

Week 12 Teams
Assignments:
Case Study Analysis 5. Compare the examples of corporate/organizational team building activities at the linked sites below with the concepts and advantages on team building in this week’s readings. Identify those activities that are likely to be most productive and explain why.

Using the research topic approved by your instructor, locate and begin the synthesis of articles on your focal topic.

Reading: Chapter 12
Team Science: An analysis of the emerging science of group processes in teams.

Case Study Resources:
Off Limits Corporate Events
Challenge Discovery offers a downloadable video illustrating the benefits of team building.

Week 13 Conflict
Assignments: Observation & Reaction Paper 5. Based on this week’s readings, address the following questions: What interpersonal factors disrupt relations between groups? What are the psychological foundations of conflict between groups? How can intergroup relations be improved?

Reading: Chapters 13, 14
Principled Negotiation is based on Fisher & Ury’s approach to dealing with conflicts
The Robbers Cave Experiment: Intergroup Conflict and Cooperation: The Robbers Cave Experiment by Muzaffer Sherif, O. J. Harvey, B. Jack White,
The Jigsaw Classroom provides a history of this conflict reduction method, as well as suggestions for its implementation.

Week 14 Groups and Change
Assignments:
Class Discussion: What are some of the ways that groups are used to help members change? How do groups promote change?
Conclude work on your research paper, due on [Insert deadline].

Reading: Chapter 16
Group Psychology and Group Psychotherapy, Division 49 of the American Psychological Association provides resources and links to the scientific study of group change.
The Phoenix House describes a group approach to dealing with substance abuse

Week 15 Conclusions & Final Exam Review

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Program: Master of Arts in Psychology
Course Name & Number: PSY 690 – Special Topics in Psychology
Credits: 3 credits - Graduate Course
Prerequisite: 9 credits of core courses

Course Summary:
The purpose of this course is to provide students with an opportunity to explore a variety of contemporary topics in psychology. These will be in-depth investigations on subjects of special interest to the instructor.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Describe and critically analyze the most relevant past research related to a specific research question.
- Identify research techniques applicable to the research question.
- Prepare and submit a written report and presentation of the outcomes of their project.

Program Learning Outcomes addressed by the course:
- Exhibit in-depth knowledge of one of the following specializations: Industrial/Organizational Psychology or Developmental Psychology;
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;
- Engage in effective problem-solving and integrative, creative thinking and planning; and,
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

Course Grading and Requirements:
Course grading and requirements will be specified in a contract to be developed by the mentor and student prior to the beginning of the semester.

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STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
Program: Master of Arts in Psychology
Course Name & Number: Psychology Capstone Project Planning (PSY 698)
Credits: 3 credits - Graduate Course
Prerequisite: 12 credits and approval of the academic director

Course Summary:
In this course, students will work with a mentor in defining a research question of interest within the area of specialization and consistent with the student’s future professional plans. Students will conduct a thorough literature review related to the focal question, then critically analyze and synthesize the results of past work. Based on this analysis, the research question will be revised and refined and a Capstone project designed. If required, an application will be submitted to the Institutional Review Board in time for review and revision before the end of the semester.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Describe and critically analyze the most relevant past research related to a specific research question
- Identify research techniques applicable to the research question
- Design a complex research project, including data collection and analysis procedures
- Prepare and submit a proposal for review by the Institutional Review Board

Students will be required to:
- Conduct scholarly research on topics in specific areas
- Prepare a written report and presentation that summarize and critically analyze past research
- Refine a research question in their area of specialization and design a research plan
- If required, submit an application to the Institutional Review Board

Program Learning Outcomes addressed by the course:
- Exhibit in-depth knowledge of one of the following specializations: Industrial/Organizational Psychology or Developmental Psychology;
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;
- Engage in effective problem-solving and integrative, creative thinking and planning;
- Identify and apply ethical standards in the conduct of human subject and animal research; and,
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

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Proposal to Establish a Master of Arts in Psychology
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, October 23, 2014
Approved by the CUNY School of Professional Studies Curriculum Committee, December 4, 2014

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Program: Master of Arts in Psychology
Course Name & Number: Psychology Capstone (PSY 699)
Credits: 3 credits - Graduate Course
Prerequisite: PSY 698 and 24 additional credits in the program

Course Summary:
Under the supervision of a research mentor, the student will conduct the research project planned in PSY 698, Psychology Capstone Project Planning. After the collection and analysis of data, students will prepare a detailed written report and a narrated presentation, suitable for in-person delivery or web viewing. A Capstone defense session will be scheduled, with the research mentor and one to two other faculty as reviewers.

Student Learning Outcomes:
At the end of this course, students will be able to:
• Describe and critically analyze the most relevant past research related to a specific research question.
• Identify research techniques applicable to the research question.
• Design and carry out a complex research project, including data collection and analysis procedures.
• Prepare and submit a written research report and presentation of the outcomes of the project.

Students will be required to:
• Conduct a complex research project on a question within the student's area of focus
• Complete a thorough analysis of data collected and relate these to the results of past research
• Prepare a written report and presentation of research findings

Program Learning Outcomes addressed by the course:
• Exhibit in-depth knowledge of one of the following specializations: Industrial/Organizational Psychology or Developmental Psychology;
• Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes;
• Engage in effective problem-solving and integrative, creative thinking and planning;
• Identify and apply ethical standards in the conduct of human subject and animal research; and,
• Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software.

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STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Term: Spring 2</th>
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<tbody>
<tr>
<td><strong>Course Number &amp; Title</strong></td>
<td><strong>Course Number &amp; Title</strong></td>
</tr>
<tr>
<td>PSY 600 - Learning and Cognition</td>
<td></td>
</tr>
<tr>
<td>PSY 605 - Biological Basis of Behavior</td>
<td></td>
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<tr>
<td>PSY 610 - Social Behavior</td>
<td></td>
</tr>
<tr>
<td>PSY 625 - Advanced Statistics</td>
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</tr>
<tr>
<td><strong>Course Number &amp; Title</strong></td>
<td><strong>Course Number &amp; Title</strong></td>
</tr>
<tr>
<td>PSY 630 - Advanced Research Methods</td>
<td>PSY 625 - Advanced Statistics</td>
</tr>
<tr>
<td>PSY 635 - Introduction to Industrial/Organizational Psychology</td>
<td></td>
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<tr>
<td>PSY 640 - Organizational Development and Effectiveness</td>
<td></td>
</tr>
<tr>
<td>PSY 698 - Psychology Capstone Project Planning</td>
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<td>PSY 630 - Advanced Research Methods</td>
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<td>PSY 635 - Introduction to Industrial/Organizational Psychology</td>
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<td>PSY 640 - Organizational Development and Effectiveness</td>
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<td>PSY 698 - Psychology Capstone Project Planning</td>
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<table>
<thead>
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<td><strong>Course Number &amp; Title</strong></td>
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<td>PSY 685 - Group Dynamics</td>
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<tr>
<td>PSY 645 - Performance Management &amp; Motivation</td>
</tr>
<tr>
<td>PSY 680 - Personnel Selection</td>
</tr>
<tr>
<td>PSY 699 - Psychology Capstone</td>
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<th>Term: Spring 4</th>
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<tbody>
<tr>
<td><strong>Course Number &amp; Title</strong></td>
</tr>
<tr>
<td>PSY 699 - Psychology Capstone</td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
</tr>
</tbody>
</table>

**Program Totals:** 36

Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: PSY 698 and PSY 699

New: indicate if new course  Prerequisite(s): list prerequisite(s) for the noted course
Table 1b: Graduate Degree Program Schedule – Industrial/Organizational Psychology, Part Time

Indicate academic calendar type: _x_Semester _x_Quarter _x_Trimester _x_Other (describe)

Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)

Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td></td>
<td>PSY 600 - Learning and Cognition</td>
<td>3</td>
<td>x</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PSY 605 - Biological Basis of Behavior</td>
<td>3</td>
<td>x</td>
<td>None</td>
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<td></td>
<td>Term credit total:</td>
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<table>
<thead>
<tr>
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<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY 610 - Social Behavior</td>
<td>3</td>
<td>x</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PSY 625 - Advanced Statistics</td>
<td>3</td>
<td>x</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
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<td>6</td>
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<table>
<thead>
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<th>Term: Fall 2</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>PSY 630 - Advanced Research Methods</td>
<td>3</td>
<td>x</td>
<td>PSY 625 - Advanced Statistics</td>
</tr>
<tr>
<td></td>
<td>PSY 635 - Introduction to Industrial/Organizational Psychology</td>
<td>3</td>
<td>x</td>
<td>None</td>
</tr>
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<td></td>
<td>Term credit total:</td>
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<thead>
<tr>
<th>Term: Spring 2</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td></td>
<td>PSY 640 - Organizational Development and Effectiveness</td>
<td>3</td>
<td>x</td>
<td>9 credits of required coursework</td>
</tr>
<tr>
<td></td>
<td>PSY 698 - Psychology Capstone Project Planning</td>
<td>3</td>
<td>x</td>
<td>12 credits and approval of the academic director</td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
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</table>

<table>
<thead>
<tr>
<th>Term: Fall 3</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY 685 - Group Dynamics</td>
<td>3</td>
<td>x</td>
<td>9 credits of required coursework</td>
</tr>
<tr>
<td></td>
<td>PSY 645 - Performance Management &amp; Motivation</td>
<td>3</td>
<td>x</td>
<td>9 credits of required coursework</td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Spring 3</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY 680 - Personnel Selection</td>
<td>3</td>
<td>x</td>
<td>9 credits of required coursework</td>
</tr>
<tr>
<td></td>
<td>PSY 699 - Psychology Capstone</td>
<td>3</td>
<td>x</td>
<td>PSY 698 and 24 additional credits in the program</td>
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<td></td>
<td>Term credit total:</td>
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</tbody>
</table>

Program Totals: | Credits: | 36 |

Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: PSY 698 and PSY 699

New: indicate if new course Prerequisite(s): list prerequisite(s) for the noted course
### Table 1b: Graduate Degree Program Schedule – Developmental Psychology, Full Time

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

Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)

Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
<th>Term: Spring 2</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY 600 - Learning and Cognition</td>
<td>3</td>
<td>x</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 605 - Biological Basis of Behavior</td>
<td>3</td>
<td>x</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 610 - Social Behavior</td>
<td>3</td>
<td>x</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 625 - Advanced Statistics</td>
<td>3</td>
<td>x</td>
<td>None</td>
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<td>Term credit total:</td>
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<td>Term credit total:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Term: Spring 1</td>
<td>PSY 630 - Advanced Research Methods</td>
<td>3</td>
<td>x</td>
<td>PSY 625 - Advanced Statistics</td>
<td>12</td>
<td>credits and approval of the academic director</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>PSY 650 - Perspectives on Developmental Psychology</td>
<td>3</td>
<td>x</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 698 - Psychology Capstone Project Planning</td>
<td>3</td>
<td>x</td>
<td>12 credits and approval of the academic director</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 685 - Group Dynamics</td>
<td>3</td>
<td>x</td>
<td>9 credits of required coursework</td>
<td></td>
<td></td>
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<tr>
<td>Term: Fall 2</td>
<td>PSY 655 - Child and Adolescent Development</td>
<td>3</td>
<td>x</td>
<td>9 credits of required coursework</td>
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<tr>
<td></td>
<td>PSY 665 - Adult Development</td>
<td>3</td>
<td>x</td>
<td>9 credits of required coursework</td>
<td></td>
<td></td>
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<td></td>
<td>PSY 670 - Cognitive Development</td>
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<td>x</td>
<td>9 credits of required coursework</td>
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<tr>
<td></td>
<td>PSY 699 - Psychology Capstone</td>
<td>3</td>
<td>x</td>
<td>PSY 698 and 24 additional credits in the program</td>
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<tr>
<td>Program Totals:</td>
<td>Credits:</td>
<td>36</td>
<td>Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:</td>
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</table>

New: indicate if new course  Prerequisite(s): list prerequisite(s) for the noted course
Table 1b: Graduate Degree Program Schedule – Developmental Psychology, Part Time

Indicate academic calendar type: _x_ Semester ___Quarter ___Trimester ___Other (describe)

Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)

Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

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<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Credits</td>
</tr>
<tr>
<td>PSY 600 - Learning and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 605 - Biological Basis of Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 610 - Social Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 625 - Advanced Statistics</td>
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<tr>
<td>PSY 630 - Advanced Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 650 - Perspectives on Developmental Psychology</td>
<td>3</td>
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<tr>
<td></td>
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</tbody>
</table>

New: indicate if new course  Prerequisite(s): list prerequisite(s) for the noted course
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>
<tbody>
<tr>
<td>Cheryl Bluestone, Ph.D.</td>
<td>PSY 620 Psychopathology</td>
<td>15</td>
<td>Ph.D., School/Child Psychology, 1996, New York University M.S.W. Social Work, 1975, New York University</td>
<td>Significant experience as an online course instructor at SPS; training and work experience in clinical methods and testing; fulltime faculty at Queensborough CC, CUNY</td>
</tr>
<tr>
<td></td>
<td>PSY 650 Perspectives on Develop. Psychology</td>
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<tr>
<td></td>
<td>PSY 655 Child &amp; Adolescent Psychology</td>
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<td></td>
<td>PSY 698 Capstone Planning &amp; 699 Psychology Capstone</td>
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<tr>
<td>Christopher Braun, Ph.D.</td>
<td>PSY 605 Biological Bases of Behavior</td>
<td>15</td>
<td>Ph.D., Neurosciences, 1997, University of California at San Diego</td>
<td>Experienced in both undergraduate teaching &amp; graduate thesis supervision; interest in course development; fulltime faculty member at Hunter College/CUNY</td>
</tr>
<tr>
<td></td>
<td>PSY 625 Advanced Statistics</td>
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<td>PSY 630 Advanced Research Methods</td>
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<td></td>
<td>PSY 698 Capstone Planning &amp; 699 Psychology Capstone</td>
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<tr>
<td>Mark Hauber, Ph.D.</td>
<td>PSY 605 Biological Bases of Behavior</td>
<td>15</td>
<td>Ph.D., Neurobiology &amp; Behavior, 2002, Cornell University D. Sc., Biological Sciences, 2010, Univ. of Auckland</td>
<td>Experienced online instructor at SPS; active researcher with experience in graduate research supervision</td>
</tr>
<tr>
<td></td>
<td>PSY 630 Advanced Research Methods</td>
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</tr>
<tr>
<td></td>
<td>PSY 698 Capstone Planning &amp; 699 Psychology Capstone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellen Smiley, Ph.D.</td>
<td>PSY 600 Learning and Cognition</td>
<td>15</td>
<td>Ph.D., Experimental Child Psychology, University of Illinois, 1971</td>
<td>Experienced online instructor at SPS and City College/CUNY; fulltime faculty member at City College/CUNY</td>
</tr>
<tr>
<td></td>
<td>PSY 650 Perspectives on Develop. Psych.</td>
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<tr>
<td></td>
<td>PSY 670 Cognitive Development</td>
<td></td>
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<td></td>
<td>PSY 698 Capstone Planning &amp; 699 Psychology Capstone</td>
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<td></td>
</tr>
<tr>
<td>Deborah Vietze, Ph.D.</td>
<td>PSY 600 Learning &amp; Cognition</td>
<td>15</td>
<td>Ph.D., Psychometrics, Statistics, Research &amp; Evaluation, Columbia University, 1979</td>
<td>Experienced online instructor at SPS and City College/CUNY; served as graduate thesis mentor; fulltime faculty member at City College/CUNY &amp; Grad Center</td>
</tr>
<tr>
<td></td>
<td>PSY 630 Advanced Research Methods</td>
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<td></td>
<td>PSY 665 Practicum in Adv. Res. Methods</td>
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<tr>
<td></td>
<td>PSY 698 Capstone Planning &amp; 699 Psychology Capstone</td>
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</tr>
</tbody>
</table>
### 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>
| Jane Coddington, Ph.D.       | PSY 635 Introduction to Industrial/Organizational Psychology  
PSY 645 Performance Management & Motivation  
PSY 640 Organizational Develop & Assessment  
PSY 680 Personnel Selection | Ph.D., Harold Abel School of Psychology 2007  
Capella University, Minneapolis, MN; Industrial/Organizational | Extensive experience in designing and teaching online courses in Psychology at the undergraduate & graduate levels; leadership of human services agency; registered as Leadership Coach |
| Kim Felsenthal, Ph.D.        | PSY 615 Theories of Personality  
PSY 650 Perspectives Develop. Psych.  
PSY 660 Adult Development  
PSY 685 Group Dynamics | Ph.D., Environmental Psychology, 2006. Graduate School and University Center, City University of New York | Experienced online instructor at SPS and other institutions; expertise in aging, gender issues and environmental design |
| Natalia Kapli, Ph.D.         | PSY 600 Learning & Cognition  
PSY 670 Cognitive Development  
PSY 698 Capstone Planning & 699 Psychology Capstone | Ph.D., Instructional Systems, 2010, Penn State University | Experienced online instructor at SPS; expertise in design of online courses |
| Dianne Weinstein, Ph.D.      | PSY 635 Introduction to Industrial/Organizational Psychology  
PSY 645 Performance Management & Motivation  
PSY 640 Organizational Develop & Assessment  
PSY 680 Personnel Selection | Ph.D., Applied Organizational Psychology, Hofstra University; MBA, Management, Hofstra University | Experienced online instructor at SPS & other institutions; extensive corporate experience |
| Tara Lynne West, Ph.D.       | PSY 610 Social Behavior  
PSY 630 Adv. Research Methods  
PSY 685 Group Dynamics  
PSY 698 Capstone Planning & 699 Psychology Capstone | Ph.D., Social & Health Psychology, 2003, Stony Brook University/SUNY J.D., 2008, New York University | Experienced online instructor at SPS; law degree in addition to Ph.D.; trained and experienced mediator |
| Judy Halliday, Ph.D.         | PSY 610 Social Behavior  
PSY 625 Advanced Statistics  
PSY 680 Personnel Selection  
PSY 645 Performance Management & Motivation | Ph.D., Industrial/Organizational Psychology, 2007, Capella University | Experienced online instructor at SPS/CUNY and other institutions; substantial experience in online course design and training of online instructors |
Table 4: Faculty to be Hired

- If faculty must be hired to teach in the proposed program, specify the title/rank of each new position, the number of new positions, full-time or part-time status, a listing of the expected course assignments for each position, and the expected hiring date.
- Position descriptions and/or announcements may also be submitted.
- Prior to offering the assigned courses, the Department must be notified that a faculty meeting the requirements has been hired.
- These proposed faculty should be reflected in Task 5, Table 5, New Resources.

<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>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>None at this time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 5: New Resources

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1 2015-2016</th>
<th>Year 2 2016-2017</th>
<th>Year 3 2017-2018</th>
<th>Year 4 2018-2019</th>
<th>Year 5 2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>$28,000</td>
<td>$64,000</td>
<td>$84,000</td>
<td>$96,000</td>
<td>$104,000</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>$53,773</td>
<td>$58,527</td>
<td>$63,282</td>
<td>$68,036</td>
<td>$72,791</td>
</tr>
<tr>
<td>Part Time Staff</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Laboratories</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (OTPS)</td>
<td>$27,000</td>
<td>$37,210</td>
<td>$42,426</td>
<td>$32,649</td>
<td>$32,879</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>$85,000</td>
<td>$42,000</td>
<td>$11,000</td>
<td>$11,000</td>
<td>$11,000</td>
</tr>
<tr>
<td><strong>Total all</strong></td>
<td><strong>$193,773</strong></td>
<td><strong>$201,737</strong></td>
<td><strong>$200,708</strong></td>
<td><strong>$207,685</strong></td>
<td><strong>$220,669</strong></td>
</tr>
</tbody>
</table>
## Table 6: Projected Revenue

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Year 1 2015-2016</th>
<th>Year 2 2016-2017</th>
<th>Year 3 2017-2018</th>
<th>Year 4 2018-2019</th>
<th>Year 5 2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<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>$135,842</td>
<td>$292,295</td>
<td>$388,373</td>
<td>$443,726</td>
<td>$483,127</td>
</tr>
<tr>
<td><strong>03. Total</strong></td>
<td><strong>$135,842</strong></td>
<td><strong>$292,295</strong></td>
<td><strong>$388,373</strong></td>
<td><strong>$443,726</strong></td>
<td><strong>$483,127</strong></td>
</tr>
<tr>
<td>State Appropriation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04. From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>05. From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>06. Total</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
</tr>
<tr>
<td>Other Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07. From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>08. From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>09. Total</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>11. From New Sources</td>
<td>$135,842</td>
<td>$292,295</td>
<td>$388,373</td>
<td>$443,726</td>
<td>$483,127</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$135,842</strong></td>
<td><strong>$292,295</strong></td>
<td><strong>$388,373</strong></td>
<td><strong>$443,726</strong></td>
<td><strong>$483,127</strong></td>
</tr>
</tbody>
</table>
Table 7: Five-Year Financial Projections for Program Worksheet

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIRECT OPERATING EXPENSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include additional expenses incurred by other programs when satisfying needs of new program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Full Time Faculty Replacement Costs (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (33.0%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (Links to Full-Time Faculty on Table 5 - New Resources)</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part Time Faculty Actual Salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consortial Faculty</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>$20,000</td>
<td>$56,000</td>
<td>$76,000</td>
<td>$88,000</td>
<td>$96,000</td>
</tr>
<tr>
<td>Part Time Faculty Actual Fringe Benefits (10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (Links to Part-Time Faculty on Table 5 - New Resources)</strong></td>
<td>$28,000</td>
<td>$64,000</td>
<td>$84,000</td>
<td>$96,000</td>
<td>$104,000</td>
</tr>
<tr>
<td>Full Time Staff Base Salary (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Director (@ 30% of time)</td>
<td>$30,000</td>
<td>$32,377</td>
<td>$34,755</td>
<td>$37,132</td>
<td>$39,509</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>$53,773</td>
<td>$58,527</td>
<td>$63,282</td>
<td>$68,036</td>
<td>$72,791</td>
</tr>
<tr>
<td>(DO NOT INCLUDE NEW LIBRARY STAFF IN THIS SECTION)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Staff Base Salary (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Hourly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (10.0%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (Links to Part-Time Staff on Table 5 - New Resources)</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>
## LIBRARY

<table>
<thead>
<tr>
<th>Library Resources</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Staff Full Time (List Separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (33%)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library Staff Part Time (List Separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (10.0%)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total (Links to Library on Table 5 - New Resources)</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

## EQUIPMENT

| Computer Hardware | | | | | |
| Office Furniture | | | | | |
| Other (Specify) | | | | | |
| Computer Peripherals and Multi Media Equipment | | | | | |
| **Total (Links to Equipment on Table 5 - New Resources)** | $0 | $0 | $0 | $0 | $0 |

## LABORATORIES

| Laboratory Equipment | | | | | |
| Other (list separately) | | | | | |
| **Total (Links to Laboratories on Table 5 - New Resources)** | $0 | $0 | $0 | $0 | $0 |

## SUPPLIES AND EXPENSES (OTPS)

| Consultants | $1,000 | $1,030 | $1,061 | $1,093 | $1,126 |
| Office Supplies | | | | | |
| Instructional Supplies | | | | | |
| Faculty Development | $5,000 | $5,150 | $5,305 | $5,464 | $5,628 |
| Travel and Conferences | | | | | |
| Membership Fees | | | | | |
| Advertising and Promotion | $20,000 | $30,000 | $35,000 | $25,000 | $25,000 |
| Accreditation | | | | | |
| Computer Software | | | | | |
| Computer License Fees | $1,000 | $1,030 | $1,061 | $1,093 | $1,126 |
| Computer Repair and Maintenance | | | | | |
| Equipment Repair and Maintenance | | | | | |
| **Total (Links to OTPS Expenses on Table 5 - New Resources)** | $27,000 | $37,210 | $42,426 | $32,649 | $32,879 |
## Capital Expenditures

<table>
<thead>
<tr>
<th>Facility Renovations</th>
<th>Classroom Equipment</th>
<th>Other (list separately)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Total (Links to Capital Expenditures on Table 5 - New Resources)**

<table>
<thead>
<tr>
<th></th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
</tr>
</thead>
</table>

**Other (list separately)**

<table>
<thead>
<tr>
<th>Intellectual Property</th>
<th>$75,000</th>
<th>$25,000</th>
<th>$5,000</th>
<th>$5,000</th>
<th>$5,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Library Contract Services</td>
<td>$5,000</td>
<td>$12,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

**Total (Links to Other on Table 5 - New Resources)**

<table>
<thead>
<tr>
<th></th>
<th>$85,000</th>
<th>$42,000</th>
<th>$11,000</th>
<th>$11,000</th>
<th>$11,000</th>
</tr>
</thead>
</table>
Table 8: Five-Year Revenue Projections for Programs Worksheet

<table>
<thead>
<tr>
<th>Orange - Fall Cohort</th>
<th>Year 1 2015-2016</th>
<th>Year 2 2016-2017</th>
<th>Year 3 2017-2018</th>
<th>Year 4 2018-2019</th>
<th>Year 5 2019-2020</th>
<th>Cumulative Graduates by Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>Fa 15 Sp 16</td>
<td>Fa 16 Sp 17</td>
<td>Fa 17 Sp 18</td>
<td>Fa 18 Sp 19</td>
<td>Fa 19 Sp 20</td>
<td></td>
</tr>
<tr>
<td>Cohort #1 FT</td>
<td>2 11</td>
<td>2 11</td>
<td>2 11</td>
<td>2 11</td>
<td>2 11</td>
<td>1</td>
</tr>
<tr>
<td>FT</td>
<td>16 13</td>
<td>13 11</td>
<td>11 11</td>
<td>11 11</td>
<td>11 11</td>
<td></td>
</tr>
<tr>
<td>FT</td>
<td>1 1</td>
<td>1 1</td>
<td>1 1</td>
<td>1 1</td>
<td>1 1</td>
<td></td>
</tr>
<tr>
<td>Cohort #5 FT</td>
<td>1 1</td>
<td>1 1</td>
<td>1 1</td>
<td>1 1</td>
<td>1 1</td>
<td></td>
</tr>
<tr>
<td>FT</td>
<td>13 10</td>
<td>13 11</td>
<td>13 11</td>
<td>13 11</td>
<td>13 11</td>
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</tr>
<tr>
<td>FT</td>
<td>1 1</td>
<td>1 1</td>
<td>1 1</td>
<td>1 1</td>
<td>1 1</td>
<td></td>
</tr>
<tr>
<td>Total Head Count</td>
<td>2 3</td>
<td>5 5</td>
<td>5 5</td>
<td>5 5</td>
<td>5 5</td>
<td></td>
</tr>
<tr>
<td>TOTAL HEAD COUNT</td>
<td>15 26</td>
<td>39 48</td>
<td>57 62</td>
<td>65 67</td>
<td>70 72</td>
<td></td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$5,065</td>
<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
<td>$5,483</td>
<td>$5,483</td>
</tr>
<tr>
<td>Full Time Tuition</td>
<td>$5,065</td>
<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
<td>$5,483</td>
<td>$5,483</td>
</tr>
<tr>
<td>Full Time Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part Time Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part Time Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Tuition Per Term</td>
<td>$5,065</td>
<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
<td>$5,483</td>
<td>$5,483</td>
</tr>
<tr>
<td>Total Tuition Per Term</td>
<td>$5,065</td>
<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
<td>$5,483</td>
<td>$5,483</td>
</tr>
<tr>
<td>Total Tuition Revenues</td>
<td>$50,860</td>
<td>$54,368</td>
<td>$54,368</td>
<td>$54,368</td>
<td>$54,368</td>
<td>$54,368</td>
</tr>
<tr>
<td>Total Tuition Revenues</td>
<td>$50,860</td>
<td>$54,368</td>
<td>$54,368</td>
<td>$54,368</td>
<td>$54,368</td>
<td>$54,368</td>
</tr>
<tr>
<td>Total Other Resources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Other Resources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$50,860</td>
<td>$54,368</td>
<td>$54,368</td>
<td>$54,368</td>
<td>$54,368</td>
<td>$54,368</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$50,860</td>
<td>$54,368</td>
<td>$54,368</td>
<td>$54,368</td>
<td>$54,368</td>
<td>$54,368</td>
</tr>
</tbody>
</table>

Assumptions:
1. Tuition for 2015-2016 reflects the approved tuition rates. Tuition for the remaining years reflect the 2015-2016 rates with 2% annual increases.
2. Enrollment and graduation figures are based on available retention and graduation rates at CUNY SPS.
## Five Year Enrollment and Course Section Projections

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Term</td>
<td>2nd Term</td>
<td>3rd Term</td>
<td>4th Term</td>
<td>5th Term</td>
</tr>
<tr>
<td>Full-Time</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Part-Time</td>
<td>15</td>
<td>26</td>
<td>39</td>
<td>48</td>
<td>57</td>
</tr>
<tr>
<td>Full time section seats</td>
<td>16</td>
<td>22</td>
<td>37</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td>Part time section seats</td>
<td>60</td>
<td>105</td>
<td>157</td>
<td>194</td>
<td>227</td>
</tr>
<tr>
<td><strong>TOTAL SEATS</strong></td>
<td><strong>76</strong></td>
<td><strong>127</strong></td>
<td><strong>194</strong></td>
<td><strong>234</strong></td>
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</tr>
<tr>
<td><strong>COURSE SECTIONS</strong></td>
<td><strong>3</strong></td>
<td><strong>5</strong></td>
<td><strong>8</strong></td>
<td><strong>9</strong></td>
<td><strong>11</strong></td>
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<tr>
<td><strong>Sections per year</strong></td>
<td><strong>8</strong></td>
<td><strong>17</strong></td>
<td><strong>22</strong></td>
<td><strong>25</strong></td>
<td><strong>27</strong></td>
</tr>
<tr>
<td>Taught by:</td>
<td>2 sections taught by consortial faculty; 5 taught by adjuncts; 1 by Academic Director</td>
<td>2 sections taught by consortial faculty; 14 taught by adjuncts; 1 by Academic Director</td>
<td>2 sections taught by consortial faculty; 19 taught by adjuncts; 1 by Academic Director</td>
<td>2 sections taught by consortial faculty; 22 taught by adjuncts; 1 by Academic Director</td>
<td>2 sections taught by consortial faculty; 24 taught by adjuncts; 1 by Academic Director</td>
</tr>
</tbody>
</table>
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

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 Fax:

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

Program Title: Psychology Program Code: TBD

Degree or Certificate Awarded: M.A. HEGIS Code: TBD

Anticipated enrollment in distance program:

Initial: 36 Maximum by year 3: 79

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

(Is this the same as term length for classroom program?) Yes X No

How much "instructional time" is required per week per credit for a distance course in this program? Answer: Instructional time is the same as traditional in-person courses – 45 hours per course.

(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.
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, fulltime faculty from several CUNY colleges were involved in the program design.

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 Master of Arts in Psychology 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 MA in Psychology, 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 Master of Arts in Psychology 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?
Proposal to Establish a Master of Arts in Psychology
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, October 23, 2014
Approved by the CUNY School of Professional Studies Curriculum Committee, December 4, 2014

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 online discussions, co-author team projects, keep running journals of their field experiences, and create their own blogs for communicating research results. 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 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. 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 often are 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 Master of Arts in Psychology 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, in which students 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 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 student and 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.

Students’ thesis and other research projects will be evaluated by faculty as part of the ongoing assessment process for academic programs, to ascertain that program learning outcomes and goals are being met.
External Evaluation

<table>
<thead>
<tr>
<th>Institution:</th>
<th>CUNY School of Professional Studies at the Graduate School and University Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator(s):</td>
<td>Barbara A Fritzsche, PhD - Associate Professor and Director, MS Program in Industrial and Organizational Psychology University of Central Florida, Orlando, FL</td>
</tr>
<tr>
<td>Program title:</td>
<td>Psychology</td>
</tr>
<tr>
<td>Degree title:</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>Date of evaluation:</td>
<td>October 24, 2014</td>
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I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The Master of Arts will serve two purposes: providing master’s level training in developmental and industrial/organizational psychology. That means that the program is designed to efficiently serve two different markets. Online delivery will increase access for full-time employees and low-income students, which are markets that are currently underserved. A key feature of this program is the flexibility and choice that it offers. Students will have two tracks from which to choose, and they can choose specific electives to customize their program of study. Moreover, students can earn their degrees full time or part time. Thus, the structure of the program was designed to meet the needs of the target audience (full-time employees and low-income students). I believe that this MA program will attract a large number of applicants. Graduates of this program will likely have good employment prospects, given the increasing need for employees trained in applied psychology.

My review will be restricted to the Industrial and Organizational Psychology track, as I do not have sufficient knowledge of Developmental Psychology to adequately assess the quality of the Developmental track.

Overall, the MA in psychology appears to be very well designed. Based on the proposal documents, students will receive good training in applied psychology at the MA level. However, I have 3 concerns about the admissions process. First, the required undergraduate psychology prerequisites are fairly light, as applicants are only required to have taken 3 psychology courses: general psychology, statistics, and research methods. If applicants come from other disciplines (e.g., business, communications, sociology), they will often have statistics and research methods courses outside of psychology. That would mean that they only have 1 psychology course when they start the graduate program, which makes their background in psychology even lighter. I’d recommend increasing the psychology prerequisites so that students are set up for success. Second, the GRE is not listed as an admissions requirement. Average GRE score of applicants is used to rank the quality of graduate programs, so you might consider adding that to the admissions requirements. Third, since this is an online program that requires a thesis, will priority be given to applicants who reside in NYC? I ask this for 2 reasons. One is that your program is designed to serve NYC residents (primarily) and to serve NYC businesses with your graduates. The second reason is that I ask this question is that a thesis is required, which often (but not always) necessitates face-to-face meetings for defenses, supervision, and sometimes, data collection. I thought to bring these items to your attention for your consideration.
2. Comment on the special focus of this program, if any, as it relates to the discipline.

The Society for Industrial and Organizational Psychology (Division 14 of APA) offers guidelines for graduate-level training in I/O. They list 14 competency areas. It is probably impossible to adequately cover all 14 areas in any 2-year master's level training program, so programs will want to cover topics that are likely to land students jobs upon graduation. Our MS program has been graduating students for more than 40 years, and surveys of our alumni suggest that most jobs that recent graduate get require strong training in the "I" side of I/O psychology. In particular, recent graduates tend to do job analysis, selection, training, performance appraisal, program evaluation, and attitude surveys. Assuming that CUNY MA graduates will obtain similar employment opportunities, I would recommend more emphasis on psychometrics, quasi-experimental design, and workplace training than is currently offered.

Specifically, I would recommend PSY 665 focus on psychometrics, as alumni commonly report to us that their psychometrics training is what gives them the edge over competitors with human resource degrees. Quasi-experimental design could be emphasized in the research methods course, and workplace training might be an elective that is added later.

The syllabi presented suggest that the faculty are committed to delivering high-quality courses. The syllabi provide appropriate texts, journal article readings, and projects for MA-level students.

I did not notice a required practicum/internship experience. Faculty supervised applied experience is typically an important part of training in applied graduate programs.

I suggest adding Colorado State’s program as a comparison program. They also have a fully online master’s program in I/O psychology at $665/credit hour that is well respected in our field.

Finally, consider how to increase training of professional behavior (e.g., business acumen, interpersonal skills, presentation skills) in the program. Employers of graduates of our MS program often say that our students are smart, have strong knowledge of I/O, and are strong researchers, but they need more polish in professional behavior in order to succeed in interacting with business executives. It is not clear from the syllabi I read that students will have adequate opportunity to practice those skills.

3. Comment on the plans and expectations for continuing program development and self-assessment.

Self-assessment techniques appear to be appropriate.

4. Assess available support from related programs.

5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

The Bureau of Labor Statistics reported that Industrial and Organizational Psychologists is THE fastest-growing career, so I think that it's easy to argue that there is demand for this specialty area, especially in the NYC metropolitan area.
II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

The full-time faculty have strong teaching, research, and service records. As might be expected, the part-time faculty have more variable records. Dr. Weinstein, a part-time faculty member, has a strong record of applied industrial and organizational psychology experience to bring to the classroom. It is relevant to note that all of the faculty with backgrounds in industrial and organizational psychology are part-time faculty. This may become an issue when students are seeking mentors to supervise their thesis research projects.

7. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

The size of the faculty appears to be adequate. I'd recommend that full-time faculty in industrial and organizational psychology be recruited in future hiring, as there are no full-time faculty with specializations in industrial and organizational psychology currently.

8. Evaluate credentials and involvement of adjunct and support faculty.

The part-time faculty have strong teaching records as evidenced by their CVs and their proposed syllabi. In fact, the syllabi presented list very appropriate texts, journal article readings, and projects for MA-level students. The courses are designed well.

The research and practice records of the part-time faculty are not as strong as their teaching records (with the exception of Dr. Weinstein, who has a strong applied background).

III. Resources

9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

This program is offered fully online, so facilities are not relevant. The proposal did not detail support for students to obtain practica/internship placements, which is an important component of education in industrial and organizational psychology graduate programs.

10. (Only for programs requiring master plan amendment.) What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

IV. Summary Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further
observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

A major strength is that the Master of Arts will serve two purposes: providing master’s level training in developmental and industrial/organizational psychology. That means that the program is designed to efficiently serve two different markets. Online delivery will also increase access for full-time employees and low-income students, which are markets that are currently underserved. The program is flexible and accessible, and there are jobs awaiting the eventual graduates. This program will likely be a huge success.

The program would benefit from more stringent admissions criteria, a practicum requirement, psychometrics training, and projects that strengthen students’ professional behavior skills. Also, the heavy reliance on part-time faculty will likely make thesis supervision a challenge, especially for the industrial and organizational students, since no full-time faculty specialize in I/O.
Letters of Support

October 16, 2014

John Mogulescu
Senior University Dean for Academic Affairs
Dean, CUNY School of Professional Studies
119 West 31 Street
New York, NY 10001

Dean Mogulescu,

Re: Proposed Master of Arts in Psychology
CUNY School of Professional Studies

The focal areas of I/O Psychology and Developmental Psychology are responsive to needs for professionals in New York City and comparable urban areas, with substantial social service infrastructures and corporate presence. During the past 25 years, I have held positions of increasing responsibility in Human Resources management, up to and including Vice President. For the past 10 years, I have been working as the VP, HR for a growing management services corporation. In the capacity of Vice President, Human Resources, I believe that the CUNY program would provide students with the education and background to pursue/obtain positions in the HR field.

After thoroughly reviewing the Master of Arts in Psychology program materials and corresponding curriculum, I am pleased to support the proposal. As it will be the only online Master’s degree program in Psychology offered by the City University of New York ("CUNY"), and not offered by SUNY, it should attract enrollment from individuals aspiring to advanced study in Psychology. As the online degree provides for a better work/family balance, it is a field expected to grow substantially; at this time, CUNY has an opportunity to be the academic pioneer for this program. Based on the substantive curriculum, graduates will have a strong foundation in the expansive areas of psychology and expertise in two specializations – Industrial/Organizational Psychology and Developmental Psychology. With a faculty, all of whom earned doctoral degrees, that will enable the program to provide rigorous training in courses and thesis work, students will be qualified for both advanced academic work and research-related jobs based on training and experience in research and statistical methods. Furthermore, recent data from Bureau of Labor Statistics ("BLS") supports the implementation of such a program: job prospects for Industrial/Organizational ("I/O") psychologists are expected to increase by 53% between 2012 and 2022; I/O was also recently ranked by BLS as the "number one" fastest-growing occupation between 2014 and 2022.

I feel confident that the preparation for students to study online with the faculty support infrastructure at the CUNY School of Professional Studies—a University leader in online learning—will ensure that the program is both robust and effective. I am hoping, and looking forward to hearing, that the program is approved.

Please note: The views and opinions stated above are strictly my own and do not necessarily represent those of the company.

Very truly yours,

Janice Gilman
Vice President, Human Resources

125 South Main Street • Freeport, New York 11520
1-800-649-6804 • Fax 516-354-4169 • www.brinco.com
November 4, 2014

John Mogulescu
Senior University Dean for Academic Affairs
Dean, CUNY School of Professional Studies
CUNY School of Professional Studies
119 West 31st Street
New York, N.Y. 10001

Dear Dean Mogulescu:

I am writing to express my support for the online Master of Arts degree in Psychology being proposed by the CUNY School of Professional Studies.

As director of the Doctoral Program in Clinical Psychology at City College, I was asked to review the proposal from the perspective of its requirements and curriculum and to assess the adequacy of students’ coursework as the foundation for studies at the doctoral level. After reading the proposal, I am confident that content of the proposed courses and the pattern of requirements will provide an excellent foundation for the demands of Ph.D. coursework. Additionally, the quality of the instructors, including many who are fulltime faculty at CUNY and active scholars, means that these courses will be rigorous.

I was pleased to see that the program will offer a foundation of courses in areas that are important to the understanding of clinical issues and interventions, including one on Biological Foundations of Behavior. The opportunities to develop advanced research and statistical skills likewise are key to preparing doctoral students as critical consumers of research findings and for their dissertation projects.

In considering students for admission to the doctoral program in Clinical Psychology, we weigh many factors in addition to their coursework. However, a successful career in studies at the Master’s level would certainly be a positive factor. The proposed M.A. program will give students a strong foundation in the discipline that would serve them well as they pursue their doctorates.

Sincerely yours,

Steven Tuber, Ph.D., ABPP
Professor of Psychology &
Director of Clinical Training
Faculty Curriculum Vitae

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

- Christopher B. Braun, Ph.D.
- Jane A. Coddington, Ph.D.
- Kim D. Felsenthal, Ph.D.
- Natalia V. Kapli, Ph.D.
- Ellen Smiley, Ph.D.
- Dianne Weinstein, B.A., M.B.A, Ph.D.
- Cheryl Bluestone, Ph.D.
- Tara Lynne West, Ph.D., Esq.
- Judith E. Halliday, PhD
- Deborah L. Vietze, PhD
Curriculum Vitae
28 April, 2014

Christopher B. Braun
Department of Psychology
Hunter College
Biopsychology Program
City University of New York
695 Park Avenue
New York, NY 10021
Phone: (212) 772-5554; Fax: (212) 772-5620
cbraun@hunter.cuny.edu
www.urban.hunter.cuny.edu/~cbraun

Education:

Postdoctoral (Neuroethology) Parmly Hearing Institute, Loyola University Chicago 2001
Ph.D. (Neurosciences) University of California at San Diego 1997
M.S. (Neurosciences) University of California at San Diego 1993
B.A. (Evolutionary Biology) Hampshire College. 1991

Positions Held:

2014- Associate Editor, Acta Ethologica
2008- Research Associate, Vertebrate Zoology, American Museum of Natural History.
2014- Professor, Department of Psychology, Hunter College, and Behavioral Neurosciences and Ecology Evolution and Behavior programs, City University of New York.
2007-2013 Associate Professor, Department of Psychology, Hunter College, and Biopsychology and Ecology Evolution and Behavior programs, City University of New York.
2001-2006 Assistant Professor, Department of Psychology, Hunter College, and Biopsychology and Ecology Evolution and Behavior programs, City University of New York.
1997-2001 Postdoctoral Research Associate, Parmly Hearing Institute, Loyola University Chicago.
1999 Lecturer in Psychology, Department of Psychology, Loyola University Chicago.
1998-2000 Postdoctoral Fellow, Neuroscience and Aging Institute, Stritch School of Medicine, Loyola University Chicago.
1991-1997 Graduate Research Assistant, University of California at San Diego.

1991 Research Assistant to Dr. W. Wheeler, Curator, American Museum of Natural History.

Grants and Research Support:

2012-2013 Hormonal Responses to Social Interactions. C. Braun, Principal Investigator. PSC-CUNY #65638-00 43

2008-2014 RUI: Collaborative Research: The Origin and Diversification of Hearing in Malagasy-South Asian Cichlids. NSF # 0749984.

2007 Endocrine disruptors and fin-ray morphology in teleost fish: Organizational and activational effects, PSC-CUNY Equipment Grant, Co-investigator.

2007-2008 Enhanced Audition and Temporal Resolution. C. Braun Principal Investigator. PSC-CUNY #69494-00 38

2005-2006 Evolution of Hearing Specializations. C. Braun Principal Investigator. PSC-CUNY # 67120-00 36

2004-2008 Perception of space by the octavolateralis system: Sub-modality interactions. C. Braun, Investigator. NIH 1 S06 GM 60654.

2004-2006 Scene analysis and cross-modal interactions. C. Braun Principal Investigator. NIH 1 R03 MH067808.

2004-2005 Information content of electric signals in Microsternarchus bilineatus. C. Braun, Principal Investigator, PSC-CUNY #66326-0003


2002-2004 Multisensory detection and perception of vibrating objects. C.Braun, Investigator. NIH 1 S05 GM60654-03S1.

CURRICULUM VITAE
Jane A. Coddington, Ph.D.
197 Tiffany Rd., Norwich, New York 13815
janecoddington@gmail.com
https://twitter.com/JaneCoddington
607.244.8501 (cell)  607.336.8378 (office)

EDUCATION

Doctorate in Psychology, Harold Abel School of Psychology
Capella University, Minneapolis, MN
Specialization: Industrial/Organizational specialization with emphasis on positive psychology,
Motivation, and performance
Dissertation: Toward a Theory of Thriving
2007

Appreciative Inquiry Certificate in Positive Business and Society Change,
Case Western Reserve University
2010

Certificate in Human Services Administration,
School of Education and Human Development, Binghamton University
1999

Master of Science in Education,
Elmira College
Master's Thesis: Re-connecting: Nature and Human Nature
1990

ACADEMIC POSITIONS

Psychology Faculty, Baker College, Center for Graduate and Online Studies
2010-present
Adjunct Faculty, University of Phoenix
2008-2012
- Masters of Psychology, (Measurements and Statistics)
- School of Advanced Studies (Mentored graduate capstone projects at Master's degree level)

Adjunct Lecturer, State University College at Cortland, (Graduate Administration course)
1995-1998

COURSES TAUGHT and DEVELOPED

Graduate Courses Taught:
Baker College Online and Center for Graduate Studies,
Flint, MI, Adjunct Faculty
April 2011 - Present

Graduate History & Systems of Psychology, PSY 511 Provides a survey of historical foundations of science and psychology. This includes examination of major systems of thought and theoretical applications. Key contributions of other sciences to the field of psychology are evaluated. Behavioral, cognitive, psychoanalytic, humanistic, and other approaches to psychology are analyzed in regard to social changes with scholarly analysis of contemporary and historical events.

Proposal to Establish a Master of Arts in Psychology
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Approved by the CUNY School of Professional Studies Curriculum Committee, December 4, 2014

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Graduate Industrial Organizational Psychology, PSY 521 Provides a generalized overview of Industrial Organizational Psychology and its similarity to Organizational Behavior. Theoretical underpinnings, models, research, and applications of I/O Psychology are probed. Implementation to the field at the individual, group, and organizational level is examined. Analysis of behaviors in the workplace and concepts of power, influence, norms, values, incentives, and how rewards shape individual and group behavior is explored. Other topics include; personnel psychology, testing and assessment, organizational behavior and development, job analysis, selection, training, performance management, motivation, communication, leadership, and group and team dynamics.

Graduate Consultation Psychology, PSY 551 Provides an examination of the consultative process. Topics include consultation theories, ethics, roles, models, approaches to research, and the dynamics of the consultation relationship. This course is diverse in topic and designed to include a focus on the stages of consultation, as well as the application of strategies and evaluation of the consultation process. Individual, group, and organizational consultation are addressed, as well as the development of strategies to address identified needs for change.

Graduate Psychology of Leadership, PSY 571 Provides a comprehensive overview of psychological principles of leadership and leader development. Leadership theories, approaches, and models are evaluated and applied to real life settings associated with industrial/organizational psychology. This course also allows students to apply leadership theories and leader development processes to their professional practices.

Graduate Testing and Assessment in the Workplace, PSY 611 Gives students the opportunity to examine different types of tests used in organizational settings, as well as evaluate criteria used to determine credibility of assessments. The process of test purpose and selection is explored, including administering, scoring, interpreting, and providing feedback based on assessments. Legal, ethical, and global issues related to test selection and administration is also covered.

Graduate Psychology of Performance and Motivation, PSY 621 Provides an in-depth overview of various psychological theories, concepts, and principles of motivation. Students evaluate the application of the psychological principles of motivation that influence performance. A detailed analysis of current theory in motivation and emotion as it relates to the workplace is likewise reviewed. Emphasis is placed on theoretical knowledge, measurement, and application using current literature in the field.

Graduate Evidence Based Coaching, PSY 661 Examines psychological theories, methods, and approaches that create the framework for evidence based executive coaching. Various coaching applications, models and techniques are examined and practiced. Executive coaching is examined as a significant strategy for accelerating individual, team and organizational performance. Topics include applying principles of group process and personality theory, leadership development, planning and goal setting and addressing factors that may interfere with effective performance.

Graduate Integrative Capstone in Psychology, PSY 699 Integrates broad based theories, skills, and knowledge gained from previous graduate courses. Students are required to demonstrate ability to analyze and apply psychological theory, models, research, and best practices to a comprehensive series of cases and tasks related to business, organizations, and psychology. Way point rubrics and case studies provide students with opportunities to become practitioner scholars in the pursuit of careers in business. These fields include sales, advertising, marketing, human resource management, governmental agencies, non-profit organizations and public or private firms. This is the capstone course for the Master of I/O Psychology.
KIM D. FELSENTHAL, Ph.D. / Curriculum Vitae
568 Carroll Street, Brooklyn, NY 11215
(347)262-5839  kfe@berkeleycollege.edu

EDUCATION:  Ph.D. in Environmental Psychology  May 06
Graduate School and University Center, City University of New York
Areas of Focus: Gender identity and sexuality, race and class, social psychology.
Dissertation (advised by Setha Low, Ph.D.):  Learning to become a woman in a collective
transcape: A look inside Transy House.

Masters in Urban Planning  Dec. 94
Hunter College, New York, NY
Awards: AICP Student Project Award

Bachelor of Arts in Environmental Design  Dec. 89
SUNY Buffalo, Buffalo, NY

TEACHING EXPERIENCE:  Full-time Faculty, Psychology
Berkeley College, New York, NY  Sept. 06 – present
- Gender, Race, and Class
- Human Sexuality
- Psychology of Personality (Upper-level theory class)
- The Mind and The Body (new course I helped developed)
- The Changing Family
- Introduction to Psychology
- The Art of Creativity (new course I helped developed)
- Group Dynamics
- Abnormal Psychology
- Psychology in the Workplace
Taught on-campus and online using Blackbard platform. Invited to participate on the
Liberal Arts and Sciences Review committee. The committee was established to examine
and suggest improvements to existing curriculum and long-term student outcomes.
Locus of Control committee – ran workshops for students and faculty that foster
stronger internal locus of control. Faculty moderator of the Gay, Lesbian, Bisexual,
Transgender and Friends club.

Adjunct Lecturer
St. Joseph’s College, Brooklyn, NY  Sept. 01 – Sept. 06
- Introduction to Psychology
- Social Psychology
- Psychology of Women
- Group Dynamics
Invited to moderate the Gay, Lesbian and Questioning student club.

New York City College of Technology, Brooklyn, NY  Feb. 03 – Sept. 06
- Industrial/Organizational Psychology
- Introduction to Psychology
- Adolescent development
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New York School of Interior Design, NY, NY Sept. 14 – Sept. 06
- Environmental Psychology

Fashion Institute of Technology, NY, NY Sept. 02 – May 03
- Industrial/Organizational Psychology
- Introduction to Psychology

PUBLICATIONS:
Senior Identities at home. In review


CONFERENCES:
Canadian Association of Geographers, 8/2013
- Paper presentation: The Home: A psycho-spatial tool to empower, validate, and express the identities of aging men and women living alone

Aging and Society, 11/2011
- Paper presentation: The Home: A socio-spatial identity tool for empowerment, validation, and expression

Gender and Difference, 5/2010
- Paper presentation: The older woman’s home and the fortification of her identity

Queer Space: Centres and Peripheries, 2/2007

Environmental Design Research Association, 5/2004
- Poster session on queer public space.

Environmental Design Research Association, 5/2003
- Presented paper on original research exploring gender-nonconformity.

Association for Women in Psychology, 3/2003
- Presented paper on the transgender individual’s use of space in their gender development.

GUEST LECTURER:
C.H.E.S.T (Center for HIV Educational Studies & Training) – presented on transgender identity and space
TransNYC – presented dissertation findings
Housing Works – presented on lesbian parenting

PROFESSIONAL ORGANIZATIONS:
Founder of TransNYC a academic research group focusing on transgender identity
NATALIA V. KAPLI, PH.D.

160 Convent Ave., New York, NY 10031, USA.
Telephone / Message: (212) 650-6798, E-mail: nkapli@ccny.cuny.edu

EDUCATION

PH.D. THE PENNSYLVANIA STATE UNIVERSITY, DECEMBER 2010
Specialization: Instructional Systems

M.S. DRAKE UNIVERSITY, MAY 2001
Specialization: Adult Learning, Performance & Development

DIPLOMA
(B.A. EQUIV.) NOVOSIBIRSK STATE PEDAGOGICAL UNIVERSITY, RUSSIA, JUNE 1996
Specialization: Teaching English and German

OTHER TEACHERS COLLEGE, COLUMBIA UNIVERSITY, AUGUST 2001 – MAY 2003
Worked towards an Ed.D. in Instructional Technology & Media

PROFESSIONAL POSITIONS

January 2013 – current
Adjunct Assistant Professor
School of Professional Studies, CUNY, New York, NY
• Teach in Online B.A. Program in Psychology (PSY 230 Learning & Cognition)

February 2011 – current
Assistant Director / Senior Instructional Technologist
Center for Excellence in Teaching & Learning, City College of New York, New York, NY
• Improve student learning and degree completion time for minority students by consulting faculty on teaching and assessment in a hybrid and online format
• Consult faculty on the use of technology in teaching
• Teach workshops on various topics related to teaching and learning with technology

August 2008 – December 2010
Assessment & Evaluation Research Assistant
Education Technology Services, Penn State University, University Park, PA
• Constructed, monitored, analyzed results, and wrote reports from coursespecific and university-wide surveys
• Co-developed Online Learning Readiness self-assessment tool that is now licensed under Creative Commons and being used by other universities

August 2007 – July 2008
Graduate Assistant/Instructor
Engineering Assessment & Instructional Support, Penn State University, University Park, PA
• Taught a graduate level course: TA Teaching Seminar
• Conducted class level observations and provided professional development advice to engineering teaching assistants

RESEARCH

REFEREED JOURNAL ARTICLES

**REFEREED PROCEEDINGS & PRESENTATIONS**


**SERVICE AND LEADERSHIP**

Fall 2009  Served as a mentor for Instructional Systems Master’s students on their thesis research

September 2003- May 2004  Organized and chaired Student Technology Advisory Committee at the department of Learning and Performance Systems, Penn State University
HIGHER EDUCATION
A. Degrees

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Degree &amp; Major</th>
<th>Date Conferred</th>
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<tbody>
<tr>
<td>University of Illinois</td>
<td>6/69-10/71</td>
<td>Ph.D. Psychology</td>
<td>10/71</td>
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<tr>
<td>University of Illinois</td>
<td>9/67-6/69</td>
<td>A.M. Psychology</td>
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<tr>
<td>Denison University</td>
<td>9/61-6/65</td>
<td>B.S. Psychology</td>
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EXPERIENCE
A. Teaching

<table>
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<tr>
<th>Institution</th>
<th>Dates</th>
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<tr>
<td>City College</td>
<td>1982-Present</td>
<td>Associate Professor</td>
<td>Psychology</td>
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<tr>
<td>School of Professional Studies/CUNY</td>
<td>2006-Present</td>
<td>Adjunct Instructor</td>
<td>Communication &amp; Culture; Psychology</td>
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<tr>
<td>City College</td>
<td>1973-1981</td>
<td>Assistant Professor</td>
<td>Psychology</td>
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<tr>
<td>New York University</td>
<td>1972-1973</td>
<td>Assistant Professor</td>
<td>Psychology</td>
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<tr>
<td>University of Illinois</td>
<td>1969-1971</td>
<td>Teaching Assistant</td>
<td>Psychology</td>
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B. Other

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<th>Title</th>
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<tbody>
<tr>
<td>CUNY Online</td>
<td>2008-Present</td>
<td>Academic Director, B.A. Programs &amp; General Educ.</td>
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<td>School of Professional Studies</td>
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<tr>
<td>CUNY Central Office</td>
<td>2006-2007</td>
<td>Faculty Fellow</td>
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<tr>
<td>City College</td>
<td>2004-2005</td>
<td>Acting Deputy Provost</td>
</tr>
<tr>
<td>City College</td>
<td>2003-2004</td>
<td>Acting Dean, Social Science</td>
</tr>
<tr>
<td>City College</td>
<td>1989-2002</td>
<td>Assistant Provost</td>
</tr>
<tr>
<td>City College</td>
<td>1997-2002</td>
<td>Director, Center for Teaching and Learning</td>
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</tbody>
</table>

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III. ACADEMIC AND PROFESSIONAL HONORS
B.S. with Honors
Psi Chi (Psychology Honorary)
City Woman of the Year, City College, 1995

IV. RECENT PUBLICATIONS & PRESENTATIONS
A. Publications

B. Presentations
Integrating Best Practices in a New Online Degree Program: The City University of New York Experience (with Z. Lobley). AACE Global Learn, Asia Pacific Conference, Penang, Malaysia, May, 2010
DIANNE WEINSTEIN – B.A., M.B.A, Ph.D.

Home: 516.678.0029  
Cell: 516.972.0365  
Office: 516.763.3178  
Website: www.cobalt-solutions.com  
E-Mail: diannew@cobalt-solutions.com  
42 Amherst Court, Rockville Centre, NY 11570

ACADEMIC APPOINTMENTS

STONYBROOK UNIVERSITY, SCHOOL OF PROFESSIONAL STUDIES, NY, 2014 to present:  
Online Adjunct Faculty, M.S. Human Resources Management

UNIVERSITY OF THE ROCKIES, CO, 2014 to present  
Online Adjunct Faculty, M.S. Organizational Leadership

NEW YORK UNIVERSITY, SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES, NY, 2013 to present  
Ground and Online Adjunct Professor, B.S. Leadership and Management Studies, concentration: Human Resource Management and Organizational Behavior; Instructor for Global Leadership and Social Change Academy for High School Students

CAPELLA UNIVERSITY, MN, 2013 to present  
Online Adjunct Faculty, B.S. and M.S. Human Resources Management and Leadership Programs

BAKER COLLEGE, MI, 2013 to present  
Online Adjunct Faculty, B.A. and M.S. Industrial/Organizational Psychology Programs

FARMINGDALE STATE COLLEGE, NY, 2011 to present  
Ground/Online Assistant Professor, B.S. Business Program

CUNY, SCHOOL OF PROFESSIONAL STUDIES, NY, 2008 to present  
Online Adjunct Associate Professor: - B.A. Psychology Program – Consortial Faculty; B.S. and M.S. Leadership and Business Programs; B.A. Communication & Media Program

UNIVERSITY OF PHOENIX, AZ, 2006 to present  
Online Instructor, Psychology Programs

HOFSTRA UNIVERSITY, NY, 2000 to present  
Ground/Online Adjunct Assistant Professor: M.S. and Ph.D. Industrial Organizational Psychology Programs; B.S. and M.B.A. Business Programs

EDUCATION and CERTIFICATION

- Ph.D., Applied Organizational Psychology, Hofstra University, 2010
- M.B.A., Hofstra University, Management, 1983
- B.A., New York University, English, 1974
- Human Resources Certificate, New York University
- Certified Corporate Coach Facilitator
- Corporate Coach University Certificate
- Certified Distance Learning Facilitator
- Certified Professional Behavior, TTI
- Certified Motivation and Values Analyst, TTI

ONGOING EDUCATIONAL PROFESSIONAL DEVELOPMENT

- Facilitator of Professional Development Courses for Distance Learning and Hybrid Program Educators
- Professional Development Programs: SUNY, Baker, Capella, Hofstra, NYU, CUNY, UOP, Course and Instructor Assessments
- Distance and/or Hybrid Course Certification Programs: CUNY, SUNY, Baker, Capella, UOP, UOR

MEDIA PRESENTATION

- CNNfn featured commentator on various management and business topics.

JOURNAL REVIEWER

- Business and Management Research Journal
- SUNY Publications

PROFESSIONAL MEMBERSHIP

- American Psychological Association
- Organizational Behavior Teaching Society
- International Federation of Coaching
- Association of Global Management Studies
- Sigma Beta Delta Honorary Member
- Society of Industrial/Organizational Psychology
- Academy of Management
- Society of Human Resource Management
- Strategic Management Society
- Society of Business Ethics
RESEARCH AND PUBLICATIONS

Primary research interests: Organizational behavior, leadership, change management, human resources, psychology of leadership and management, workplace happiness, ethics, teaching methods, and distance learning.

- **Research published, under review, and/or preparation:**
  - The Psychology of Using Peer Assessments to Improve College Writing in College Courses. The International Journal of Business and Social Science.
  - Workplace Values and Happiness for Business Professionals. Submitted to Business Horizons.
  - Turning Students into Teachers: Management Development in the Classroom.
  - The Ethical Orientation of Undergraduate Students: The Relationship Between Sex Role Identity/Core Self Evaluation.

- **Dissertation:** In Search of a Transtheoretical Model of Change/Directed Thinking Interaction to Reduce Procrastination, 2010.
- **Textbook contributor:** Leadership, Change Management, Human Resources, Ethics, Organizational Behavior

INDUSTRY EXPERIENCE

COBALT SOLUTIONS, INC., Rockville Centre, NY 2000 to present
**President** of global coaching, assessment, and training organization which aligns people performance with business achievement. Emphasis: strategic leadership, global business, management, organizational behavior, human resources, policy development, ethics, career development, and teamwork. Client base ranges from international conglomerates to small and mid-size entrepreneurial firms in diverse industries.

APPLIED GRAPHICS TECHNOLOGIES, INC., New York, NY 1997 - 1999
**Vice President - Human Resources** for $1 billion media production and services company with 1,200 employees; reported to Chief Administrative Officer. Transformed Human Resources into a value-added function, leading business objectives that supported a significant growth in company sales ($700 million) and workforce (6,000 employees) due to acquisitions and mergers. Emphasis: strategic leadership, human resources, ethics, organizational behavior, change management, and communications. Responsibilities include: strategic development, multi-million dollar budgets, policy development and implementation, organizational culture, talent recruitment and retention, training and development, career development, compliance with legal regulations, merger and acquisition team member, employee relations, business communications, liaison to major consulting firms regarding human capital.

THE RUGBY GROUP, INC., Rockville Centre, NY 1989 - 1997
**Vice President - Human Resources and Chief Ethics Officer** for privately held Entrepreneurial Manufacturer and Distributor of Pharmaceuticals ($850 sales volume, 4,000 employees) acquired by $billion HOECHST MARION ROUSSEL, INC. with 123,000 employees; reported to Chief Administrative Officer. Member of Executive Committee responsible for the management of the company, including the eventual sale of the organization. Emphasis: strategic management, human resources, ethics, leadership, change management, policies, acquisitions, organizational management, organizational behavior, and company communications. Responsibilities: multi-million dollar budgets, policy development and implementation, development of organizational culture, recruitment and retention, training and development, career development, functional compliance with legal bodies, mergers and acquisitions, relocation, business communications, and industrial/employee relations.

**Vice President of Worldwide Compensation** for Global $billion Travel Related Services division with 40,000 employees; reported to Senior Vice President. Responsible for all global salary, compensation, and perquisite programs worldwide. Responsibilities include: strategic orientation, multi-million dollar budgets, policy development and implementation, organizational compensation philosophies, functional training and development, compliance with legal bodies, merger and acquisition organizational member, liaison to major consulting firms regarding compensation.

CHIQUITA BRANDS COMPANY, INC., New York, NY 1977 - 1987
**Corporate Director** with ‘Fast Track’ progressive career growth at Global $billion Food Distributor with 40,000 employees; held eight challenging multi-disciplined assignments beginning with ‘Recruiter’ and concluding with ‘Corporate Director – Worldwide Compensation. Emphasis: global compensation, recruitment and selection, functional legal compliance, policy develop and implementation, acquisitions and divestitures, recruitment and selection, benefits, and training and development.

WILLIAM MORROW AND COMPANY, INC., New York, NY 1974 - 1977
**Human Resources Generalist** responsible for all aspects of Human Resources (e.g., recruitment and retention, compensation and benefits, training and development, employee relations, performance management, etc.) for prestigious Book Publisher with 500 employees; reported to Senior Vice President - Operations.

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CHERYL BLUESTONE, Ph.D.
3755 Henry Hudson Parkway Apt. 11-F
Bronx, New York 10463
(718) 601-3460

**Education History:**
New York University
School of Education
**Ph.D.** School/Child Psychology, 1996
**M. A.** School/Child Psychology, 1991
School of Social Work
**M.S.W.** Social Work, 1975

City College of New York
**CUNY BA:** Social Work, 1974- Magna cum Laude

**Licensure and Certification:**
NYS Psychology License #013684 1/06/99

**Professional Organizations:**
American Psychological Association, Division 7 & Division 2;
American Psychological Society

**Higher Education Experience:**
1994 to present
QUEENSBOROUGH COMMUNITY COLLEGE (CUNY)
Professor of Psychology -

2007 - present
City University of New York Online BA
(Since 2009 –Member of the Consortial Faculty)

1996
STATE UNIVERSITY OF NEW YORK AT PURCHASE
Adjunct lecturer, Introduction to Psychology

1993 to 1996
EMPIRE STATE COLLEGE (SUNY)
P/t - “mentor” and instructor - General Psychology;
Personality; Abnormal Psychology; Developmental
Psychology; specialized seminars

1994
CITY COLLEGE OF NEW YORK (CUNY)
Adjunct lecturer

1992-1995
BOROUGH OF MANHATTAN COMMUNITY COLLEGE (CUNY)
Adjunct lecturer

1989-1993
NEW YORK UNIVERSITY, Department of Applied Psychology -
Graduate Fellow

**Clinical/School Experience**
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1999- present
Private Psychotherapy Practice – P/T Riverdale, NY

1994-1995
QUEENS CHILDREN’S PSYCHIATRIC HOSPITAL
Pre-doctoral psychology internship. Adolescent
Inpatient unit and Early Childhood Program rotations.
Inpatient and Outpatient work with Children, Adults, groups and families. Crisis intervention; psychological evaluations.

1994
MOSHOLU COMMUNITY CENTER
Parent Education for mothers of infants and toddlers.

EDUCATIONAL RECORDS BUREAU, N.Y.
Cognitive assessment of preschoolers

1988-1989
FAMILY HEAD START Brooklyn, NY
Consultant Head Start & Giant Step Preschool

1983 - 1984
LEONIA BOARD OF EDUCATION, NJ
School Social Worker.

1980- 1983
N.Y.C. BOARD OF EDUCATION, District 11, NY
School Social Worker.

PUBLICATIONS

SELECTED PUBLICATIONS


Tara Lynne West, Ph.D., Esq.
Curriculum Vitae
130 Barrow St. Apt. 402
New York, NY 10014
516-383-3754
taralynnewest@gmail.com

EDUCATION
2008 J.D., New York University, New York, New York
Moot Court Board

2003 Ph.D. in Social and Health Psychology, Stony Book University, Stony Brook, New York
“The Effect of Lay Theories about the Malleability of Human Attributes on Helping”
Advisor: Sheri R. Levy, Ph.D.
Departmental Award for Excellence in Research

2000 M.A. in Psychology, Stony Book University, Stony Brook, New York
“An Ecological Assessment of Problem Behavior”
Advisor: Ted Carr, Ph.D.
Graduate Council Fellowship

1993 B.A. in Psychology, Indiana University, Bloomington, Indiana
Phi Beta Kappa

TEACHING EXPERIENCE
2013- CUNY School of Professional Studies, New York, New York
present Adjunct Associate Professor, Socio-Cultural Approaches, Senior Project Mentor

2012 City College, New York, New York
Adjunct Assistant Professor, Psychology of Small Group Processes

2005 Borough of Manhattan Community College, New York, New York
Adjunct Assistant Professor, Social Psychology, Introduction to Psychology

2004 Berkeley College, New York, New York
Adjunct Assistant Professor, Introduction to Psychology

2001 Southampton College, Southampton, New York
Adjunct Instructor, Introduction to Psychology

1999 Stony Brook University, Stony Brook, New York
Adjunct Instructor, Survey of Developmental Psychology
Teaching Assistant Positions
1996- 2002 Stony Brook University Department of Psychology, Stony Brook, New York
Clinical Behavior Modification, Behavior Deviations in Children, Survey in Social Psychology, Research Methods - Correlation and Regression (four semesters during this time period)

1994- 1995 Indiana University Department of Psychology, Bloomington, Indiana!
Cognitive Psychology, Introduction to Psychology

RESEARCH EXPERIENCE
2004- 2005 Stony Brook University Department of Psychology, Intergroup Relations Laboratory, Stony Brook, New York
Postdoctoral Research Associate, Social-Cognitive-Developmental Model of Mechanisms Underlying Racial Attitude-Behavior Change, sponsored by the National Science Foundation
Supervisor: Sheri R. Levy, Ph.D.

Research Scientist, LifeSkills Training program

2002- 2003 Stony Brook University Department of Psychology, Intergroup Relations Laboratory, Stony Brook, New York
Project Coordinator, Social-Cognitive-Developmental Model of Mechanisms Underlying Racial Attitude-Behavior Change, sponsored by the National Science Foundation
Supervisor: Sheri R. Levy, Ph.D.

2000-2002 Stony Brook University Department of Psychology, Intergroup Relations Laboratory, Stony Brook, New York
Graduate Research Assistant
Supervisor: Sheri R. Levy, Ph.D.

2001 Stony Brook University Department of Psychiatry and Behavioral Science, Stony Brook, New York
Project Co-Manager/Research Assistant, Well-Being in Spinal Cord Injured Patients;
Fibromyalgia patient interviews
Supervisors: Arthur Stone, M.D, Joan Broderick, Ph.D.
CURRICULUM VITAE
Judith E. Halliday, PhD
280 Lakeshore Rd.
Guyton, GA 31312
Phone: 912-484-0868
Email: drjudyhalliday@gmail.com

Statement of Teaching Philosophy
This energetic, education loving, consummate user of technology and social media, possess extensive experience in online education, the military, psychology and business. My teaching pedagogy is to bring these experiences together into a course where students not only meet objectives set, but also understand and expand their knowledge and appreciation for lifelong learning. When students see the relationships between course work and their own real life experiences, I feel confident that student-centered learning has occurred.

Students in both undergraduate and graduate programs who take my courses, walk away with more than just meeting student learning outcomes. They complete the course with knowledge and skills applicable and relevant for success in their perspective career fields. These skills include analyzing content, evaluating content, and applying that knowledge to real life social and cultural situations. The affective, behavioral, and cognitive knowledge gained, helps students advance in their careers. As a professor who teaches integrative capstone courses at undergraduate and graduate levels, I enjoy helping students integrate and engage in learning, development, perception, motivation, human behavior, assessment and treatment in psychology with a strong focus on research methodology.

I enjoy every new course start; with it, comes a new adventure. Novel approaches to teaching and interacting with students that includes screen capture programs, videos, and animation programs for presenting ideas and concepts, are utilized for each course. I have been recognized positively by students and administration for my high level of novel approaches to engage students. These programs were recently presented at the Sloan-C International conference on Online Learning.

We can no longer strictly rely on Course Management Systems (CMS), and Learning Management Systems (LMS) to satisfy the needs of students that are eager to learn. Multiple modes of communication with students correlates positively with engagement and completion. Because of my high engagement, quick turnaround for feedback, amount of both summative and formative feedback, low attrition and high completion rates for all classes occurs regularly. These extensive online teaching experiences, subject matter expertise, skills, multiple modes of feedback, and interesting and engaging class activities is what I will bring as a member of the MA graduate program in Psychology.

Teaching and Course Development Experience

Associate Faculty
City University of New York; School of Professional Studies, New York, NY
May 2008 - Present

Courses Taught: Psychology 101, Culture & Communication, CC 409, Culture & Communication Integrative Research Capstone CC 499, Psychology Integrative Research Capstone PSY 499

Academic Course Designer & Developer
City University of New York; School of Professional Studies, New York, NY
August 2008- Present

Developed all classes in; Psychology 101, Culture & Personality 407, Integrative Capstone 499

Adjunct Faculty for Undergraduate and Graduate Programs
Baker Online, Flint, MI
April 2009 - Present

Courses Taught: Undergraduate Human Relations, PSY 101, Undergraduate General Psychology, PSY 111, Undergraduate Psychology of Death & Dying, PSY 211, Undergraduate Industrial Organizational
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Academic Course Designer and Developer

Baker College, Flint, MI

November 2010 - May 2013

Courses Developed & Reviewed:

- Graduate History & Systems of Psychology, PSY 511
- Industrial/Organizational Psychology, PSY 521
- Test and Measurements, PSY 531
- Statistics and Data Analysis, PSY 541
- Consultation Psychology, PSY 551
- Research Methods, PSY 561
- Psychology of Leadership, PSY 571
- Testing and Assessment in the Workplace, PSY 611
- Psychology of Performance and Motivation, PSY 621
- Psychology of Cognition and Learning, PSY 631
- Psychology of Personnell Management and Human Resources, PSY 641
- Social Psychology, PSY 651
- Evidence Based Coaching, PSY 661
- Industrial Organizational Psychology Residency, PSY 671
- Integrative Capstone in Psychology, PSY 699

Formal Education

PhD, Industrial & Organizational Psychology
Capella University, Minneapolis, MN
2007

MS, Management
Troy State University, Fort Carson, CO campus
1998

BS, General Studies
Excelsior College, New York, NY
1998

Memberships and Affiliations

American Psychological Association, Member since 2008

United Service Organization, Member since 2012

Professional and Scholarly Presentations

Sloan-C International Conference on Online Learning, Orlando, FL
Avoiding the Pinocchio Syndrome: A "go to" Multimedia Guide to Enhance and Personalize Instructor Presence Online.
November 2013

CUNY SPS, New York, NY
Faculty speaker at Commencement. Topic, “How Long”? Focus was motivational speech for students and certificate holders to continue with course of studies.
June 2012

Articles and Research


EXPERTISE

Extramurally funded and extensively published active research and teaching program on the neural, cognitive, and behavioral bases of species recognition in birds, including experimental approaches to ecological and evolutionary analyses of host-parasite acoustic similarity, cognitive decision rules, and novel statistical approaches of comparative patterns and treatment effects.

PROFESSIONAL PREPARATION

<table>
<thead>
<tr>
<th>College/University</th>
<th>Major</th>
<th>Degree &amp; Year</th>
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<tbody>
<tr>
<td>Yale University</td>
<td>Biology &amp; Organismal Biology</td>
<td>B.Sc. summa cum laude, 1996</td>
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<tr>
<td>Victoria University of Wellington</td>
<td>Psychology</td>
<td>M.Sc. with distinction, 2011</td>
</tr>
<tr>
<td>Cornell University, Ithaca</td>
<td>Neurobiology &amp; Behavior</td>
<td>Ph.D., 2002</td>
</tr>
<tr>
<td>University of Auckland</td>
<td>Biological Sciences</td>
<td>D.Sc., 2010</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td>Integrative Biology/Psychology</td>
<td>Miller Research Fellow: 2002 – 2005</td>
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</table>

ACADEMIC APPOINTMENTS

Associate Professor (tenure track: 2009)/Professor (with tenure: 2011 –), Department of Psychology, Hunter College. Doctoral Faculty (2009 –) in Biology and Psychology, Graduate Center, City University of New York. Lecturer (2004)/Senior Lecturer (with permanent contract, 2007)/Associate Professor (2009), School of Biological Sciences, University of Auckland, New Zealand.

REPRESENTATIVE PUBLICATIONS

Total peer reviewed publications: 175, book chapters published: 3, authored book: 1, * indicates student co-author


Proposal to Establish a Master of Arts in Psychology
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, October 23, 2014
Approved by the CUNY School of Professional Studies Curriculum Committee, December 4, 2014

Mark E. Hauber
Concentration in Animal Behavior and Conservation,
Department of Psychology, Hunter College, City University of New York,
695 Park Avenue, New York, NY 10065, USA
Tel.: +1/917-455-2607, e-mail: mhauber@hunter.cuny.edu, http://www.cowbird.org.nz
eggshell colour components relevant to perceptual modeling in museum collections of song thrush (Turdus philomelos) eggs. Behavioral Ecology and Sociobiology 64: 1711–1720.


TEACHING EXPERIENCE

2009 – Present

2009 – Present
Instructor, Graduate Center, CUNY: Biol 793: Conservation Biology, Psych 703: Doctoral Rotation, Psych 719: Independent Doctoral Research, Psych 801: Colloquium and Seminar in Biopsychology and Behavioral Neuroscience; Guest Lecturer in Psych 718: Animal Behavior I, II.

2012 – 2013
Instructor, Online BA in Psychology, CUNY School of Professional Studies: Psych 210: Biological Bases of Behavior.

2004 – 2009
VITAE

DEBORAH L. VIETZE, Ph.D.
City University of New York
City College and the Graduate Center

EDUCATION

University of Redlands
Redlands, California
B.S. in Psychology, 1971

University of Southern California
Los Angeles, California
M.S. in Educational Psychology, 1974

Columbia University
New York, New York
Ph.D. in Psychology, 1979
(Specialization: Measurement and Evaluation)

EMPLOYMENT AND EXPERIENCE

2012‐2014
INSTRUCTOR FOR THE TEACHING IN ENGLISH PROGRAM
Summers
Peoples’ Republic of China

2010‐2013
APA REPRESENTATIVE TO THE UNITED NATIONS

2001-2002
VISITING PROFESSOR OF PUBLIC HEALTH
UNIVERSITY OF MEDICINE AND DENTISTRY OF NEW JERSEY

1995—present
PROFESSOR OF PSYCHOLOGY AND URBAN EDUCATION
CITY UNIVERSITY OF NEW YORK
1995—2010
Associate Director, The Institute for Research on the African Diaspora
1997–1999
Deputy Executive Officer, Psychology Programs
1998 –1999
Co---Director, CCNY M.A. Program in Psychology
1993 –1994
Visiting Professor

1990–1993
DIRECTOR, Institute for Healthier Babies
MARCH OF DIMES BIRTH DEFECTS FOUNDATION
Director: Better Babies Project (NIH/PHS funded)

1985–1990
ASSOCIATE to Associate PROFESSOR OF PSYCHOLOGY
Catholic University of America, Washington D.C.

1978 – 1980
ADMINISTRATIVE OFFICER FOR SCIENCE POLICY
AMERICAN PSYCHOLOGICAL ASSOCIATION Washington, D.C.

AWARDS AND HONORS
Member, Committee on Integrating the Science of Early Development of the National Academy of Sciences’ National Research Council of the National Academy of Sciences (1999--2001); APA Achievement Award (1990); C. Everett Koop National Health Award (1991); Scholar—-in---Residence, Rockefeller Foundation, Bellagio, Italy (October---November, 1990); American Psychological Association Minority Fellowship (1985---1988); National Institute of Mental Health Measurement and Evaluation Fellow (1987---1988).

GRANT AND CONTRACT FUNDING.†
Funded Research Projects: 23
Funded Intervention Projects 4
Evaluation Research Funded Projects, 10

ADVISORY BOARD/COMMITTEES (selected):
American Psychological Association Advisory Committee on Psychosocial and Behavioral Factors in Women’s Health; University of Alabama School of Medicine Department of Obstetrics and Gynecology Low Birth Weight “PORT” Advisory Board; Advisory Task Force for the C. Everett Koop National Health Award; Health Project Awards Committee: Community Health Promotion Programs; National Institutes of Health/NICHD SBIR Program Review Committee; National Institutes of Health/NICHD Advisory Panel on the Washington, D.C. Infant Mortality Initiative; National Institutes of Health Human Development Study Section (1994---1998); Advisory Board of the NICHD Study of Early Child Care Study (2001--- present). Service on several other national and local advisory boards on child policy and maternal and infant health and on peer---review research advisory committees on child and adolescent development.

BOOKS


Human Development for Helping Professionals. Springer, forthcoming 2017 (Lead author with B. A. Kinney & P.M. Vietze

OTHER PUBLICATIONS AND PRESENTATIONS

Peer---reviewed research journal articles, book chapters: 39
Professional published research reports: 45
Professional research presentations, since 2000: 12; 1979------1999: Approx.50

† Total amount of grant funding for the research is approximately 4.5 million from 1981- 2002
Evidence of Current Jobs

**Job Posting Notice**

**Job ID:** 154267  
**# of Positions:** 1

**Business Title:** Executive Director for ADA Advocacy  
**Civil Service Title:** ADMINISTRATIVE STAFF ANALYST (  
**Job Category:** Experienced (non-manager)  
**Career Level:**

**Title Code No:** 1002D  
**Level:** 00

**Proposed Salary Range:** $54,740.00 - $146,278.00 (Annual)  
**Work Location:** 160 Water Street

**Division/Work Unit:** Comm Affairs/Immigrant Svc-NM

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**Job Description**

HRA serves more than three million New York City residents annually through a diverse array of programs and services. The newly created Office of Client Advocacy ensures clients have access to information, services and benefits, and feel empowered and informed when accessing HRA services. To advance the Mayor’s vision to fight poverty and income inequality, prevent homelessness and improve service delivery, HRA is recruiting for an Americans with Disabilities Act (ADA) Executive Director.

The ADA Executive Director will be responsible for promoting access and equal opportunity to social services and benefits for the ADA community throughout New York City, collaborate with HRA program areas and assess existing policies and procedures and make recommendations to improve service delivery for those in the ADA community, work collaboratively with the Office of Constituent Services (OCS) to assess complaints about discrimination, access and sensitivity, and coordinate with various stakeholders to develop comprehensive HRA policies and procedures that improve service delivery to all clients.

Under the direction of the Assistant Deputy Commissioner of the Office of Client Advocacy, the ADA Executive Director will:

- Collaborate with HRA program areas to assess and develop policies and procedures that help to reduce barriers to services for persons with disabilities.
- Develop metrics to monitor the effectiveness of established policies and procedures in reducing existing barriers.
- Serve as liaison with various city and state agencies, community based organizations, and advocates around ADA issues.
- Collaborate with the Office of Constituent Services to provide assistance to persons with disabilities to facilitate the resolution of complaints and accommodations.
- Collaborate with the Office of Legal Affairs to ensure that HRA is in compliance with all applicable federal, state and local laws affecting people with disabilities.
- Assist with resolving issues affecting client rights under the ADA and applicable disability laws and regulations.
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- Research, collect and analyze data on program and strategy effectiveness and trends.

- Work with various program training groups within the Agency to develop appropriate procedures for providing services in a disability literate manner and in compliance with HRA's ADA compliance policies and procedures.

- Develop, coordinate, and formulate HRA policies relating to people with disabilities in connection with issues affecting eligibility and access to its social and economic benefits.

- Recommend, plan, develop, implement and administer comprehensive operational and programmatic changes that will better assist families and individuals protected under ADA to ensure that clients have meaningful access to services and benefits; monitors the progress toward established goals and objectives.

Minimum Qual Requirements

1. A master's degree from an accredited college in economics, finance, accounting, business or public administration, human resources management, management science, operations research, organizational behavior, industrial psychology, statistics, personnel administration, labor relations, psychology, sociology, human resources development, political science, urban studies or a closely related field, and two years of satisfactory full-time professional experience in one or a combination of the following: working with the budget of a large public or private concern in budget administration, accounting, economic or financial administration, or fiscal or economic research; in management or methods analysis, operations research, organizational research or program evaluation; in personnel or public administration, recruitment, position classification, personnel relations, employee benefits, staff development, employment program planning/administration, labor market research, economic planning, social services program planning/evaluation, or fiscal management; or in a related area. 18 months of this experience must have been in an executive, managerial, administrative or supervisory capacity. Supervision must have included supervising staff performing professional work in the areas described above; or

2. A baccalaureate degree from an accredited college and four years of professional experience in the areas described in “1” above, including the 18 months of executive, managerial, administrative or supervisory experience, as described in “1” above.

Preferred Skills

- Graduate level studies in: law, public policy/administration, government, management or other related fields.

- Knowledge of HRA and related social service policies at city, state and federal levels.

- Knowledge of ADA policies and laws.

- Knowledge of community issues, particularly coming from the disability community.

- Ability to work effectively and collaboratively with a range of people.

- Management/supervisory experience.

- Experience with statistics, records-keeping and data analysis.

- Excellent communication skills, writing, and presentation skills.

- Ability to manage projects; excellent follow-through.

- Technology fluent: proficiency in Microsoft Suite of programs, ability to create databases, spreadsheets, list serves, PowerPoint presentations, etc.

- Ability to exercise complete discretion when handling sensitive or confidential information.

- Highly motivated individual, self-starter who can make solid independent judgment.

- Ability to work under pressure, meet deadlines and easily adapt to new circumstances.
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- Excellent strategic and public relations skills.
- Team player who can work collaboratively, model respect for all.
- Bi-lingual skills a plus.

To Apply
Click "APPLY NOW" Button.

Residency Requirement
New York City residency is generally required within 90 days of appointment. However, City Employees in certain titles who have worked for the City for 2 continuous years may also be eligible to reside in Nassau, Suffolk, Putnam, Westchester, Rockland, or Orange County. To determine if the residency requirement applies to you, please discuss with the agency representative at the time of interview.

POSTING DATE: 09/03/2014
POST UNTIL: 09/23/2014

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The City of New York is an Equal Opportunity Employer
Head of Human Capital

Human Resources | New York, NY, United States

We seek a Head of Human Capital who will provide overall strategic HR leadership to the Company, foster and further develop Company culture and focus on the development and implementation of various policies and initiatives in alignment with the Company’s visions and values.

The Head of Human Capital will be primarily responsible for developing and implementing an organization development agenda for the Company, fostering the growth and human capital needs of each of the business’ departments and driving the cultural pulse of the Company. The successful candidate will have the capacity to identify talent needs, effectively attract strong candidates, manage employment development programs as well as support a positive overall company culture.

Duties & Responsibilities:

**Organizational Development & Advisor to Executive Team**
- Serve as a senior advisor to the Executive Team and senior leadership regarding talent issues that affect performance and business relationships.
- Work proactively with Urban Compass leadership to ensure the Company is able to recruit, develop, motivate, and retain needed professional and support staff.
- Coach employees and managers on organizational effectiveness and teamwork.
- Select, develop, evaluate and lead a team of human resource professionals that will service as business partners to each of the Company’s departments and an effective and responsive resource and consultant to each department on developmental, cultural and retention-directed matters.

**Cultural Ambassador**
- Oversee the development of a highly effective orientation program that emphasizes the critical importance and value of welcoming and integrating new employees and agents into the Company culture.
- Foster a workplace environment that is consistent with the values and vision outlined by the leadership of the company.
- Plan and oversee office wide communications related to Human Capital function and internal office events to foster greater connection among the Company’s employees and agents to promote positive morale.
- Develop annual event calendar and budget (with the COO) and supervise teams in event planning.

**Performance Training, Development & Evaluation**
- Develop human resource planning models to identify competency, knowledge and talent gaps and develop specific programs for the filling of the gaps. Areas of activity will include talent management through proper succession planning programs for key contributors and management positions, training and development programs for preparing employees for more significant responsibilities and general business development programs to enhance employee knowledge and understanding of the business of the company and the industry.
- Work with the COO to design, development and management compensation schemes across the business and aimed at providing employee satisfaction, retention, motivation, incentives and rewards for effective performance.
- Identify human capital related training needs and select appropriate training programs either developed in house or working with outside consultants.
- Drive annual performance review process wherein 360 feedback is solicited and delivered in the spirit of Urban Compass’s culture. Communicate timeline and provide training to employees and senior leaders; manage review list development and the review process; oversee systems improvements and testing.

Qualifications/Skills and Knowledge Requirements:
• Experienced leader and human relations executive with appropriate industry experience, preferably in high growth environments.
• In-depth knowledge and proven track record in the human capital areas listed above.
• An energetic, forward thinking, creative individual with high ethical standards and an appropriate professional image.
• A strategic planner with analytical ability, good judgment and strong operational focus.
• Superior verbal and written communication skills to ensure clear and consistency in delivery of the Company’s messaging.
• High emotional intelligence; professional and trustworthy with confidential and sensitive information.
• Excellent organizational skills and interpersonal skills, including ability to resolve disputes and observe confidentiality.
• Technologically forward-thinking.
• Hands-on approach with the maturity and experience to navigate all levels of the organization. Capable of engaging a diverse set of stakeholders and gaining their trust.

Educational/Work Experience:
• Bachelor’s degree and preferably a Masters or relevant graduate degree in Business Administration, Organizational Psychology, Communications or equivalent.
• Extensive experience in Human Resources.
• Minimum five - seven years experience at the senior management or executive level in a company of similar or larger size.

APPLY NOW
DEPT OF HEALTH/MENTAL HYGIENE

Job Posting Notice

Job ID: 164538  # of Positions: 1
Business Title: Program Specialist, Bureau of Mental Health
Civil Service Title: SPECIAL CONSULTANT (MENTAL HEA
Job Category: Community & Business Services, Health
Career Level: Experienced (non-manager)
Title Code No: 51001  Level: 02
Proposed Salary Range: $60,183.00 - $75,687.00 (Annual)
Work Location: 42-09 28th Street
Division/Work Unit: Mental Health

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Job Description
The Bureau of Mental Health is responsible for the mental health service delivery and planning for New York City residents with mental health needs. Through contracting directly with NYC service providers, the Bureau is responsible for procuring and overseeing over 700 treatment, rehabilitation, housing, case management, advocacy, and Assisted Outpatient Treatment programs with a total value of over $200 million.

The Office of Housing Services is responsible for managing all contracted Bureau of Mental Health Supportive Housing, congregate and scattered site programs; TLC, On-Site Rehab programs and Legal Support and Advocacy contracts. In addition, the Office of Housing Services promotes regulatory, legislative and systemic enhancements to supportive housing within the context of the larger NYC mental health delivery system and monitors agency program performance through data collection and analysis, ongoing site visits, and provision of ongoing technical assistance. The office works closely and collaboratively with other offices within the Bureau of Mental Health across the Division and other City agencies to ensure that services provided in NYC are recovery focused, consumer driven and operating within the premise of "Best Practices."

Program Specialists provide oversight, consultation and technical assistance to public and voluntary agencies providing supportive housing services by contract or in agreement with NYC DOHMH. They plan and develop mental hygiene services in supportive housing which ensure that quality services are aligned with the Department, Division and Bureau goals.

Under Direction of the Office Director/ Deputy Director Program Specialists are responsible for the oversight management of a portfolio of providers. Oversight activities assist providers in providing services that increase access to quality care, promote continuous quality improvement, and are based upon current best practices.

The Program Specialist responsibilities include but are not limited to:

• Conduct ongoing site visits to assess and review the quality of program services. This includes observation and assessment in person, by telephone, and in writing of a program's quality, effectiveness, and outcomes to inform both policy and programmatic decisions.

• Provide technical assistance via site visit, telephone, email or letter.

• Address questions, concerns and complaints from programs and consumers.

• Review and discuss programmatic audits and fiscal issues as necessary.
• Refer, provide and/or coordinate meetings and trainings to address program needs.

• Review and negotiate program budget for optimal program performance.

• Develop and revise scopes of service for programs to ensure alignment with Bureau expectations and goals including recovery-orientation, competency in serving individuals with co-occurring disorders, and alignment with relevant State and Federal standards and statutes.

• Assist in the negotiation of contracts or MOUs between the Department, public and voluntary agencies.

• Review and evaluate contract scope language.

• Address and respond to public and agency complaints/concerns.

• Represent DOHMH professionally at meetings, conferences, and workgroups.

• Write reports and correspondence.

• Participate in projects to evaluate the quality of services provided by programs.

• Develop and implement surveys, questionnaires or other surveillance methods, identify potential data sources, and analyze new and existing data sets to inform program planning and evaluation activities.

• Conduct proposal review and evaluation.

• Assist with the preparation of reports on agency functioning and service delivery as requested.

• Undertake and/or participate in special projects to improve service delivery operations and assess the needs of the public

Minimum Qual Requirements
A baccalaureate degree from an accredited college or university, and either:
1. A Master's degree in Social Work from an accredited college or university in the school of social work, or 60 graduate semester credits from an accredited university in social work, psychology, health, rehabilitation, public health, psychiatric nursing or special education; plus one year of full-time, satisfactory experience providing direct care in a social, psychiatric, health, mental retardation/developmental disabilities or substance abuse/chemical dependency/alcoholism agency or in the administration of a program providing direct care as described above, or as a consultant on program planning or evaluation for such services; or

2. A Master's degree of at least 30 graduate semester credits from an accredited university in psychology, sociology, anthropology, public health, special education, psychiatric nursing, counseling, human services, health, rehabilitation, public administration, or business administration; plus two years of experience as described in "1" above; or

3. A satisfactory combination of education and/or experience. Candidates without either a Master's degree as described in "1" or "2" above or at least 60 graduate semester credits in the areas listed in "1" above, must have at least:
   a) a baccalaureate degree from an accredited college or university and one year of actual experience as described in "1" above; plus
   b) a satisfactory combination of: (i) graduate semester credits in the areas listed in "1" and "2" above; and/or (ii) additional experience as described in "1" above, to equal 60 graduate semester credits or 2 years of experience. Graduate semester credits from an accredited university may be substituted for the experience in qualification "3 b)" only, on the basis of 30 graduate semester credits for each year of experience. Experience may be substituted for graduate semester credits in qualification "3 b)" only, on the basis of one year of experience for each 30 graduate semester credits.

NOTE: For assignment to Assignment Level II, in addition to meeting the above qualification requirements, all candidates must have one additional year of experience as described in "1" above.

Preferred Skills
He/she will possess exceptional written and verbal communication skills, strong analytical and problem solving skills and the ability to manage competing priorities and track progress to adhere to set timelines. Will have experience as a provider of
services to homeless or formerly homeless persons. Strong computer and data management skills, including software such as Microsoft Excel and Word. Proficiency with Microsoft Word, Excel and PowerPoint.

To Apply
Apply online with a cover letter to https://a127-jobs.nyc.gov/. In the Job ID search bar, enter: job ID number # 164538.

We appreciate the interest and thank all applicants who apply, but only those candidates under consideration will be contacted.

Work Location
42-09 28th Street, Long Island City, NY

Residency Requirement
New York City residency is required within 90 days of appointment. However, city employees in certain titles who have worked for the City for 2 continuous years may also be eligible to reside in Nassau, Suffolk, Putnam, Westchester, Rockland, or Orange County. To determine if the residency requirement applies to you, please discuss with the agency representative at the time of interview.

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- Data & Analytics
  Sr Researcher, Advertising Effectiveness
  Menlo Park, CA - New York, NY

  Facebook was built to help people connect and share, and over the last
decade our tools have played a critical part in changing how people
around the world communicate with one another. With over a billion
people using the service and more than fifty offices around the globe, a
career at Facebook offers countless ways to make an impact in a fast
growing organization.

  The Advertising Research team is a research and analytics group
focused on measuring the value and effectiveness of advertising on
Facebook that agencies and 3rd party developers ("PMO's") obtain from
their media investments.

  Through measurement and research we are systematically building the
knowledge and tools required to plan and buy campaigns in an
increasingly complex media environment. With our ecosystem partners,
we seek to answer key industry questions such as:

  When and how to coordinate TV and Digital buys?
  What are best practices for programmatic buying?
  How can we jointly evolve planning and measurement systems to keep
pace with shifting audiences?
  How can brands improve targeting and messaging strategies and what
benefits does custom messaging to segments provide?

  Please limit to 3 applications.
  Other positions in Monetization
  Audience Insights Analyst
  Data Analyst, Ad Effectiveness
  Quantitative Analyst (Tech and Telco)
  Data Analyst, CMS & Retail
  Forensic Ads Analyst
  Instagram Advertising
  Measurement & Research Lead
  Qualitative Researcher
  R&D Technical Operations Lead
  Regional Measurement Lead - Asia

Back to all jobs
As a data scientist in this group, your primary goal will be to identify, design and execute research projects that provide answers to these types of questions. Typically, you will be developing experiments and working with large datasets to develop an empirical supported point of view on advertising effectiveness.

Knowledge of SQL and a scripting language (e.g. Python or equivalent) is preferred as well as the curiosity and persistence to work with large databases. The ideal candidate is scrappy, focused on results, and self-motivated. Although not a requirement, a strong interest and background in data visualization techniques is also a plus.

You will also be a key member of the broader team concerned with understanding and influencing the evolving ecosystem of companies/entities buying and planning campaigns on Facebook, Facebook exchange and ad networks. This job can be located in either New York, NY or Menlo Park, CA.

Responsibilities

- Apply your expertise in quantitative analysis, data mining, and the presentation of data to measure and communicate the effectiveness of online advertising.
- Build the empirical case to demonstrate that Facebook media should be a critical component of all media plans.
- Package these insights effectively for both internal and external audiences.

Requirements

- 5 years of quantitative research experience (can include academic research, but minimum of 3 years post college work).
- Advanced Degree in Social Science (Economics, Political Science, Psychology, etc.), Computer Science, Applied Mathematics, Operations Research, Engineering, or similar field. Graduate research degree / experience preferred.
- Fluency in SQL and a scripting language (such as Python) or other database programming languages, experience with packages such as R, MATLAB, SAS, Stata, etc.
- Strong knowledge of advertising preferred
- Good knowledge and understanding of statistical analysis and concepts (primary research experience preferred).
- Ability to communicate complex ideas in a clear and effective manner to a broad range of audiences
- Ability to prioritize among conflicting demands in a fluid environment.
- Track record of publishing peer review journals

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EEO Minitures/Females/Protected Veterans/Individuals with a disability.

Browse by team and role

Browse by location

University Students

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HR Program Manager: Talent Management/Organizational Development

Location: New York
Job Code: AL-3113

Description

What is Two Sigma and why apply for a job with us?

Two Sigma is a career destination for the intellectually curious who want to learn, invent, and create. The people of Two Sigma – a dynamic and diverse group of scientists, engineers, and business professionals – are accomplished analytical thinkers and passionate problem solvers.

We are a technology company that applies a rigorous, scientific method-based approach to investment management. Since our founding in 2001, Two Sigma’s vision has been to develop technological innovations that intelligently analyze the world’s data to consistently deliver value for our clients.

Human Resources at Two Sigma

We invest in our people and in creating an environment where individuals come together to achieve great things.

With remarkably low turnover, we have built a close-knit community of talented team players who have – and continue to make – important and lasting contributions. The HR team has been essential to this mission, which is why working in HR at Two Sigma is an exciting, challenging, and rewarding experience.

We hire great people who share our values and make sure their diverse and complementary skills are put to good use. We’re committed to designing, developing, and building high performing teams.

As a career destination, we actively encourage and facilitate employee mobility, career development, and learning. It’s important to us that our employees are engaged and growing with us. We foster a culture of active learning and generous teaching. We work hard to ensure that individuals have access to a variety of roles and opportunities over the span of their TS careers.

Our approach to Human Resources is thoughtful and proactive. We’re committed to finding ways to make our people and our organization more efficient, productive, and innovative. To help you understand the context of the HR openings below, here is a description of the functional disciplines within HR at Two Sigma:

- Recruiting is focused on hiring great people who share our values.
- Organizational and People Development helps design, develop, and evaluate high-performing teams and individuals.
- Employee Relations focuses on employee morale and fosters a culture of respect, diversity, and clear communication.
- Compensation, Benefits, and Data ensures that we’re rewarding people fairly and analyzing our people data effectively to inform a broad range of decisions.
- HR Operations ensures that our employees have the right visas, work permits, and relocation assistance to be productive in their roles and are paid correctly and on time.
HR Partners connects the functional areas of HR above with a deep understanding of the issues, challenges, and goals of Two Sigma’s teams.

**HR Program Manager: Talent Management/Organizational Development Position**

We are seeking a top notch HR Program Manager to cover the areas of Talent Management and Organizational Development, a role covering a vast array of responsibilities including:

- Managing the bi-annual rollout of performance reviews, including communications, design iterations, process changes, tools, calibrations, completion drives, support, analytics plan, and reporting to a range of audiences;
- Consulting with teams around team and role design to support an agile, partnership-oriented organizational structure;
- Designing, developing, and maintaining the Two Sigma set of job families and development levels, including benchmarking with external frameworks to ensure consistency and competitiveness with professional tracks in other industries;
- Maintaining the calibration and mapping of individuals to appropriate job families and development levels for career planning, compensation modeling, and talent management;
- Developing and managing a range of metrics to strategically inform talent development, retention initiatives, and internal mobility;
- Managing promotions criteria, process design, and calibrations, including alignment with development levels;
- Translating job families and development levels into L&D mandates and initiatives;
- Interfacing with the external OD community to stay current with cutting edge practices.

**Requirements Include:**

- A bachelor’s degree from a top university with an excellent academic record; graduate degree in relevant area (e.g. Organizational Development, Industrial/Organizational Psychology, Organizational Behavior) is a plus.
- A minimum of 6 years of HR experience across learning and development, talent, performance management, and organizational development areas, preferably at a dynamic technology company.
- Comfort navigating ambiguity and ability to multi-task and prioritize work within a fast-paced, fluid environment.
- Ability to think creatively within an analytical framework.
- Sharp analytical, organizational, and interpersonal know-how.
- Strong written and verbal communication skills.
- Exceptional coaching, facilitation, and conflict resolution skills.
- Maturity, discretion, and sound judgment in managing complex decisions and handling sensitive information.

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Job Description:

CAMPAIGN ANALYST We are seeking a Campaign Analyst to be responsible for the proper implementation and reporting of online and offline advertising campaigns for our clients and day-to-day ad operations, including Trafficking, QA, Campaign Implementation, Campaign Performance Reporting, and Optimization recommendations for all assigned accounts. Primary Responsibilities: - Generate monthly campaign performance reports and optimization recommendations to planning teams. - Troubleshoot internal and external ad server system issues. - Interface regularly with partners and resolve issues that arise, including reporting discrepancies, creative policing, and trafficking requirements. - Manage the trafficking, testing, and implementation of ad campaigns and pixel tags as needed. - Regularly monitor all live campaigns for proper serving, click through action, and conversion events. - Coordinate with supplier community on best practices for optimization and how best to configure programs for optimization opportunities. - Enforce SOP on capture of necessary data from both client and suppliers for objectives and KPIs. - Coordinate with any necessary client data feeds. - Assist senior analysts to build measurement plans based on strategic imperatives, communications objectives, and media strategies. To be considered, candidates must possess a Bachelor’s degree in Marketing, Statistics, Mathematics, Economics, Psychology or other relevant graduate degree and 3-5 years of related online analytics/research and/or ad operations experience. Additional qualification requirements: - 3-5 years experience working with Ad Serving Technologies, especially DFA, Atlas, MOJO Mediaplex, and other in-house ad serving systems. Proficient with javascript, iFrame, and other html coding as it relates to ad serving and pixel implementation. - Working knowledge of Adobe Flash. - Knowledge of Rich Media technology and current vendors in this space. - Strong Excel skills (creating and working with pivot tables, conditional formulas, etc.) is required. - Knowledge of SQL and other database technologies, Omniture, WebTrends and other website analytics tools, Offermatica, Mediaplex MOJO, Atlas, Eyeblaster, DART, Excel, Word, PowerPoint, Access and Project. - Direct experience with online direct marketing or online media performance analysis. - Knowledge of statistical modeling techniques, segmentation, research, lifetime value, ROI a plus. We offer an excellent benefits package including medical, dental, short- and long-term disability, Life insurance and 401(k). CMI is an Equal Opportunity Employer. MiFID.

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ZS Associates (http://www.zsassociates.com) is a global leader in sales and marketing consulting, outsourcing, technology and software. Since 1983, ZS has helped companies get the most out of their sales and marketing organizations. From 20 offices around the world, ZS experts use analytics and deep expertise to help companies across a range of industries (primarily pharmaceuticals and biotech, high tech/telecommunication, financial services, medical products/services, transportation and consumer packaged goods and energy) make smart decisions quickly and cost effectively.

ZS' Business Consulting group delivers solutions to a broad spectrum of marketing and sales challenges. We also help our clients transform their marketing and sales organizations to implement these solutions. Our solutions and recommendations are based in rigorous research and analysis underpinned by deep expertise and thought leadership.

**Business Consultants** serve on project teams that deliver high-quality marketing and sales strategy projects to clients. In particular, Consultants possess qualitative research and unstructured problem solving skills and/or advanced quantitative analytics skills. Consultants may work on multiple projects simultaneously. As Consultants advance in their career, they may choose to specialize in a particular industry, practice area and/or client relationship.

As a Consultant, you will have opportunities in many areas, such as:

- Work with project leadership to define project scope and develop approach
Proposal to Establish a Master of Arts in Psychology

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- Lead project task execution by ensuring progress, organizing project data and coordinating team meetings
- Design and execute qualitative or quantitative analyses to help clients improve their commercial effectiveness
- Synthesize findings, develop recommendations and communicate results to clients and internal teams
- Provide thought leadership and innovation within projects and practice areas
- Participate in business and strategy development
- Contribute to internal firm activities
- Coach and mentor junior team members

Qualifications:

ZS welcomes candidates with an MBA and bachelor’s (and often graduate) degrees in engineering, business, psychology or physical/life sciences, plus 3-5 years of prior relevant work experience. Alternately, candidates may possess a PhD in marketing, economics, decision sciences or related field with a business application. In lieu of an MBA or PhD, 5-8 years of relevant work experience may substitute.

In addition to a strong academic record of analytic and quantitative work, typically demonstrated through consistent top marks in university, successful Business Consultants also have broadly applicable consulting skills such as:

- High motivation, good work ethic, maturity and personal initiative
- Aptitude for, and enjoyment of, leading and managing teams
- Strong oral and written communication skills that enable personal impact with senior-level decision makers
- Strong attention to detail, with a quality-focused mindset
- Analytic problem solving skills, with a creative and innovative outlook
- Primary and secondary market research skills desired
- Client service orientation

ZS is a global consulting firm; fluency in English is required, additional fluency in at least one European or Asian language is highly desired.

Candidates must possess work authorization for their intended country of employment. An on-line application, including a cover letter expressing interest and a full set of transcripts (official or unofficial), is required to be considered.

ZS Associates offers a competitive compensation package with salary and bonus incentives, complete medical/dental/life insurance programs and retirement benefits. We are an Equal Opportunity Employer.

NO AGENCY CALLS, PLEASE.

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www.zsassociates.com