PROPOSAL TO ESTABLISH A PROGRAM IN
SOCIOLOGY
LEADING TO THE ASSOCIATE IN ARTS DEGREE

SPONSORED BY THE DEPARTMENT OF
SOCIAL SCIENCES AND HUMAN SERVICES

APPROVED BY

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
ACADEMIC SENATE

College Representative: Karrin E. Wilks, Provost and Senior Vice President for Academic Affairs, Borough of Manhattan Community College

Telephone: 212-220-8320
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Email: kwilks@bmcc.cuny.edu

Provost’s Signature: 

Provost’s Name: Karrin E. Wilks

Effective Date: Fall 2015
APPENDIX A: NEW CURRICULUM FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal
NEW CURRICULUM

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

1. Name of Department(s): SOCIAL SCIENCES & HUMAN SERVICES

2. Name of new curriculum: SOCIOLOGY MAJOR

3. Degree to be granted: AA

4. Estimated enrollment in curriculum (number of students estimated to begin this curriculum per academic year): 120

5. Will this curriculum require special materials, equipment or space?
   ___ Yes   X No  If yes, attach an explanation.

6. Are any old curricula being dropped? ___ Yes   X No  If yes, please list.

7. Date effective: FALL 2015

8. Attach articulation agreement(s) with senior colleges.

9. Attach justification that the curriculum revision reflects the goals for all curricula passed by Faculty Council in May, 1988

10. Attach justification that the curriculum revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006

11. Attach department(s) minutes approving this proposal

Signatures

1A. [Signature]  10/17/14
   Department Chairperson or Program Director  Date

1B.
   Department Chairperson or Program Director  Date

1C.
   Department Chairperson or Program Director  Date

2. [Signature]  10/31/14
   Scheduling Officer (Advised as to Course Code)  Date

3. [Signature]  10/17/14
   Dean of Academic Affairs (Advised as to format)  Date

4. [Signature]  11/10/14
   Chairperson of Curriculum Committee  Date
   (After the approval of the Curriculum Committee)
Application for Registration of a New Program

Institution Information

Institution Name & Code: Borough of Manhattan Community College, 370500
Institution Address: 199 Chambers Street, New York, NY 10007

Program Information for New Programs

Program Title: Sociology
Degree Award: Associate of Arts
HEGIS code: 2208.00
Number of Credits*: 60

Section III. Contact Information

Name of contact person: Dr. Karrin E. Wilks
Title of contact person: Provost and Senior Vice President for Academic Affairs
Telephone: 212-220-8320
Fax: 212-220-8319
Email: kwilks@bmcc.cuny.edu

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/weekend 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.

1 CUNY and SUNY institutions: contact System Administration for proposal submission process.

June 2014
<table>
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<tr>
<th>4.5 Year baccalaureate:</th>
<th>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.</th>
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<td>Upper-Division:</td>
<td>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.</td>
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<tr>
<td>Independent Study:</td>
<td>A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.</td>
</tr>
<tr>
<td>Cooperative:</td>
<td>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.</td>
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<tr>
<td>Distance Education:</td>
<td>50% or more of the course requirements for the award can be completed through study delivered by distance education.</td>
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<tr>
<td>External:</td>
<td>All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.</td>
</tr>
<tr>
<td>Accelerated:</td>
<td>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.</td>
</tr>
<tr>
<td>Standard Addition:</td>
<td>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.</td>
</tr>
<tr>
<td>Bilingual:</td>
<td>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.</td>
</tr>
<tr>
<td>Language Other Than English:</td>
<td>The program is taught in a language other than English.</td>
</tr>
<tr>
<td>Other Non-Standard Feature(s):</td>
<td>Please provide a detailed explanation.</td>
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</table>
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Executive Summary

The proposal to establish a Sociology Major (A.A. in Sociology) at Borough of Manhattan Community College (BMCC) comes at a time when higher education, and the world in general, are becoming increasingly global and pluralistic and require the analytical, methodical, creative, and reflexive thinking that sociology engenders. The purpose of the sociology major falls within the context of BMCC’s mission to offer a quality liberal education in a pluralistic urban environment, and the program will prepare students for a rich diversity of future careers in fields such as program evaluation, urban planning, media, community organizing, business, sales, marketing, customer relations, human resources, human services, administration and many others. (See Appendix L for a sample of current employment postings.) The proposed program will also support student engagement by giving students an academic “home,” offering greater involvement in their field of study and with both faculty and other students, all of which is shown to increase student persistence, retention and graduation (Tinto; Kuh). The proposed sociology major also furthers BMCC’s goals of smoothing transition to a four year college. We have signed an articulation agreement with Brooklyn College (BC) and BMCC students will seamlessly transfer into BC’s sociology major. The proposed major is also cost-effective, as it will require only one new faculty, and no additional facilities or courses at this time.

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

Vincent Tinto’s *Dimensions of Institutional Action* clearly state that, “Institutions should commit themselves to a long-term process of program development” as one way of the key ways to increase student retention and persistence. He points out that, “[…]students are more likely to persists when they find themselves in settings that are committed to their success, hold high expectations for their learning, provide needed academic and social support, and frequent feedback about their performance, and actively involve them with other students and faculty in learning.”¹ The proposed sociology major promises to create just such a setting, where sociology students will have frequent and substantive interaction with faculty and with each other. Further, the culmination of the major in a “capstone course” is not only a key component of the major, but also serves as one of George Kuh’s high impact learning strategies that increases retention and persistence (2008).

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

The Social Sciences and Human Services Department of Borough of Manhattan Community College/The City University of New York is proposing to establish a program in Sociology for its students leading to an Associate in Arts degree. The Program will support BMCC’s Strategic Plan goals of increasing retention and graduation, and enable students to transfer into sociology programs at senior colleges with no loss of credit, and prepare students for a competitive and evolving job market. An articulation agreement between the proposed A.A. in Sociology degree at BMCC and the B.A. degree in Sociology at Brooklyn College has been finalized.
PURPOSES AND GOALS

C. Wright Mills, author of *The Sociological Imagination* (1959), argued that to understand ongoing societal change, an individual needs to be able to do more than just gain new information, but needs a particular quality of mind to decide how to use that information. In a global, pluralist society, sociological thinking and an awareness of social and historical forces is an asset. Familiarity with sociological perspectives can engender analytical, methodical, creative, and reflexive thinking – all necessary in the 21st century.

The purpose of the sociology major falls within the context of BMCC’s mission to offer a quality liberal education in a pluralistic urban environment. The major also responds to the BMCC General Education goals that students develop an understanding of, and be able to apply the concepts and methods of the social sciences; that they learn to write, read, listen and speak critically and effectively; and that students make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility. Further, the proposed major addresses the Strategic Priority1.2 “Promote student awareness and understanding of local, national and global issues that reflect our multicultural society” and 1.4 to “Strengthen curricular offerings to facilitate transition to four year institutions and address current and future workplace needs.” And it will contribute to the Strategic Priority 2’s goal to “Support a learning environment and culture that encourages student success.” It will offer students not only seamless transfer to senior colleges, but will also will also support student engagement by giving students an academic “home,” offering greater involvement in their field of study and with both faculty and other students, all of which is shown to increase student persistence, retention and graduation (Tinto; Kuh). All of this will prepare students for further study and a rich diversity of future careers.

In order to succeed within the global economy, many employers stress that students need a rigorous liberal education. In fact, Donna Randall, President of Albion College, attributes her success to a blended education that emphasized both business management and liberal arts. Randall earned a Ph.D. in sociology that led to a teaching career in business. She states, “There is no zero-sum game. We can and should commit ourselves more completely to providing students with education that encompasses both the timelessness of broad-based study in the arts and sciences, and the timeliness of practical preparation--leading to productive careers and satisfying lives.”

Sociology can also teach the skills to allow students to work collaboratively in diverse environments. The US Dept. of Labor projects that people will encounter a “more racially and ethnically diverse labor force, and employment growth in service-providing industries….” The courses offered in the sociology major will teach students to understand the dynamics of social relationships, the nature of power and influence in complex societies, and the role of age, class, ethnicity, gender, and other social characteristics in affecting people's life chances and perspectives. It will prepare students to "make a difference” in the quality of others' lives as well as the quality of their own, such as the ability to work collaboratively with others who do not always share their points of view. Students with a sociology major are capable of contributing and giving back to society. They are prepared to be participants in local and global citizenry.

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3 USBLS Employment Projections, 2008-2018 summary: http://www.bls.gov/news.release/ecopro.nr0.htm,
Providing well-educated workers or citizens is not the primary or singular concern of the Sociology major, however. It will also serve students by providing the beginnings of a college degree that will help them negotiate an increasingly competitive job market. Preparing students to successfully transfer to a four-year program is increasingly important, since “[o]ccupations that usually require a postsecondary degree or award are expected to account for nearly half of all new jobs from 2008 to 2018 and one-third of total job openings.” As the College Board reported in September 2010, “Workers with a college degree earned much more and were much less likely to be unemployed than those with only a high school diploma.”

The Proposed Major has five principal goals:

1. Familiarize students with the sociological perspective and thus the ability to:
   - analyze the dynamics of social relationships,
   - determine the roles of power and influence in complex societies,
   - discern how social characteristics such as age, class, ethnicity, race, gender, sexuality and others affect people's life chances and self-identity.

2. Equip students with the understanding of and the ability to apply the research methods of the social sciences including:
   - understanding of the scientific method,
   - familiarity with quantitative and qualitative research methods
   - awareness of the ASA Code of Research Ethics.

3. Empower students to develop their "sociological imagination" and therefore:
   - recognize the structures and patterns upon which everyday life rests and the interplay between individual choice and social influence,
   - interpret events from multiple sociological perspectives and to critically examine existing social arrangements,
   - demonstrate the extent to which contemporary institutions, ideologies, and cultures are products of actions and initiatives by members of society, and therefore can be changed and improved through social action.

4. Educate students to write, read, listen, and speak critically and effectively so that they can formulate arguments and actively stake out positions concerning their place in the social world.
   - ability to conceptualize and complete a significant written project.

5. Prepare students to "make a difference” in the quality of others' lives as well as the quality of their own:
   - develop the ability to work collaboratively with others who do not always share their points of view, develop strong leadership skills, contribute to the improvement of their communities, and the world.

\[4 \text{ ibid.}\]
NEED AND JUSTIFICATION FOR SOCIOLOGY DEGREE

In 1947, Martin Luther King Jr., who earned a Bachelor of Arts degree in sociology from Morehouse, realized the vital importance of exactly such an education as outlined in the above five principles. He warned that a narrowly focused curriculum would not equip graduates with the skills to weigh evidence and develop effective solutions to problems. King stated,

The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but with no morals...Intelligence plus character--that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate.⁵

Given the incredible range of skills and knowledge sociology provides, majors in this field will be well equipped to realize this vision of education.

Recent studies indicate that Americans change jobs ten times in the two decades after they turn eighteen, with such fluctuation even more frequent for younger workers.⁶ Job descriptions may vary, but the skills and knowledge that come from a solid general education equip those with a Bachelor’s degree with the flexibility to adapt to a changing market. Sociology majors have an advantage in this regard. Sociology equips students with communication, interpersonal, analytical, teamwork, and leadership skills as well as multi-cultural sensitivity and understanding, all of which employers list as their most sought after skills.⁷ Sociology also prepares students with skills in research design, data, and policy analysis, necessary for a wide range of careers, including program evaluation, urban planning, community organizing, business, sales, marketing, customer relations, human resources, human services, and administrative positions. Sociology majors also go on to pursue advanced training in law, medicine, and public health.⁸ (See Appendix L for a sample of current employment postings.)

Furthermore, sociology is a growing and lucrative field. The Bureau of Labor Statistics (BLS) Occupational Outlook Handbook projects that employment for sociologists will grow faster than average in the coming years. Employment is expected to grow 21% from 2008 to 2018, which is better than the average for all occupations. The BLS attributes this projected job growth to a greater incorporation of sociology into research and other fields as well as sociology’s broad training in analytical, conceptual, methodological, quantitative, and qualitative research skills.⁹

Historically, one of the principal goals of community colleges has been to prepare students for transfer to four-year colleges. Unfortunately, community colleges have had limited success in

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this regard, for students who begin at a two-year college are less likely to complete a bachelor’s and advanced degrees than students who begin at a four-year college.\(^\text{10}\) Students completing an associate’s degree face numerous obstacles to the successful completion of a bachelor’s degree, including an inadequate preparation in the disciplines in which they are expected to major in a four-year institution as well as insufficient academic and career counseling.

The proposed program aims to remedy these problems. Vincent Tinto points out that, “[…] students are more likely to persist when they find themselves in settings that are committed to their success, hold high expectations for their learning, provide needed academic and social support, and frequent feedback about their performance, and actively involve them with other students and faculty in learning.”\(^\text{11}\) The proposed sociology major promises to create just such a setting, where sociology students will have frequent and substantive interaction with faculty and with each other. It will provide students with a rigorous and diverse curriculum that will prepare them to begin and successfully complete a more advanced degree in sociology. Since the program will enable students to receive greater attention, careful guidance, and sustained counseling from sociology faculty both in and outside the classroom, it will allow for more self-critical and effective assessment as to whether teaching is truly leading to learning. Finally, students in the proposed program will develop the global perspective as well as the high level of critical thinking and communication skills integral to adapting to an ever-evolving world.

The implementation of a Sociology Major will:

- Enable more targeted academic and career counseling than the current system allows (liberal arts students receive advisement alphabetically according to their last names, not according to their special interests). Such advising will help students compose their programs and allow students to take full advantage of existing articulation agreements.
- Experience we have gained from our Title V grant has shown that this style of longer term focused advisement promotes student engagement which can lead to better retention and graduation rates.\(^\text{12}\)
- Cultivate more skills in the use of the library and of computer technology (word processing, spreadsheet, and the internet) than the average liberal arts student may have time to acquire.
- Steer students towards courses that will further their mastery of writing, speaking, oral, and computer skills.

All of these goals are attainable without narrowing the broad range of courses that liberal arts students now take. The accomplishment of these aims, however, will require intensive advisement and clearly defined curriculum objectives. Once the Social Sciences and Human Services Department can identify a sizable but limited number of students who, by interest and ability, are more likely to pursue careers enhanced by the study of sociology, it can more

\(^{10}\) Natalia Kolesnikova, “From Community College to a Bachelor’s Degree and Beyond: How Smooth Is the Road?” *The Regional Economist*, July, 2009.


\(^{12}\) BMCC received a Title V grant, the implementation of which determined that targeted academic advisement with a dedicated faculty advisor engaged students and improved persistence and graduation rates. Students in the Title V cohort persisted at rates as much as 10% higher than comparable non participants.
adequately prepare them to meet the demands of four-year colleges and the rapidly changing global world. Sociology faculty are already strongly committed to fostering passion for their discipline and the various critical, analytical, and communication skills of their students, but they presently lack the opportunity to cultivate, advise, and excite “their own” students the way discipline specific programs can and must do. Attaining these objectives would in the long run make these students more deeply engaged in achieving academic excellence, enhance their chances of gaining employment, and no doubt attract others to the program.

In the end, a firm grounding in the discipline of sociology is necessary for far more than obtaining the prerequisites for career success and national competitiveness. Especially for many of our students here at BMCC, who often struggle with complex lives and formidable financial hurdles in order to obtain the skills necessary to pursue a profession, a firm grounding in sociology is invaluable for opening their eyes to their own place and significance within a much wider world. At its core, sociology engages “questions of ultimate meaning,” not only for our students as individuals, but for the societies within which they live.13

**STUDENTS**

A Sociology Major will ultimately provide students with a secure “home” within which they can cultivate the skills, knowledge, and outlook necessary for the achievement of career and professional goals early on in their academic studies. It will provide students with a more predictable and smoother transition to senior colleges, both within and outside of CUNY and facilitate the transfer of credits for individual sociology courses. Participating in a major is also likely to increase students’ chance of graduating from BMCC. As the Title V program has shown, students who meet more regularly with a cohort and who are assigned a single advisor over the course of their studies are more likely to be successful in completing the Associate’s Degree. A major can play a similar role, in that students will take more courses with the same peers, and be assigned one advisor who directs their course plan. This more focused and cohesive environment will contribute to retention and graduation.

**Student Interest**

There is demonstrated interest in a Sociology major. A large number of students in the liberal arts program already take sociology courses as part of their major requirement, over 3,000 students in the Fall of 2014, according to recent statistics. Between Fall 2008 and Fall 2013, while BMCC experienced an 11% increase in enrollment in general, there was a 27% increase in enrollment in Sociology courses. In the last ten years, between Fall of 2003 and Fall of 2013, there has been a 33% overall increase in enrollment in sociology courses. According to a survey developed within the Social Sciences and Human Services Department to assess students’ interest in Social Science majors, Sociology was the second most popular choice of major of the over 500 students who responded. (See Appendix A for the survey instrument and results.) The top discipline in which participants expressed their interest to major was Psychology (20%), followed by Sociology (14%), and History (11%), Economics (11%), and Political Science (11%). The data was also assessed according to the discipline in which the

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surveys were distributed to be clear on what role enrollment in that course played in shaping the data’s outcome. Out of all students who chose the Sociology major, 40% of the time it was chosen by students in Sociology courses (Figure 1). Among students in other disciplines, it was chosen 16% of the time by political science students, 12% by economics students, 12% by psychology students, and 2% by anthropology students as illustrated in the graph below:

Figure 1: Interest in Sociology Major by Courses/Disciplines

A Sociology major would help many of our students seamlessly move forward with their future plans, since an overwhelming majority of participants in the survey (507 out of 512) reported planning to get a Bachelor’s Degree. A large number of participants demonstrated interest in continuing their education in one or more of the CUNY colleges, including John Jay and Brooklyn College. A large percentage of our students reside in Brooklyn, and the V.P. of Administration at Brooklyn College did a study that showed BMCC students have a good success rate there. An articulation agreement has been finalized with Brooklyn College (Appendix K).

Enrollment Projections
We expect to enroll approximately 20 new students and recruit 100 continuing students in the first year of the program (Figure 2). A steady influx of new and continuing students will result in approximately 400 students by year 5 (Figure 2).
Admission to the Sociology Major

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

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<th>P-T</th>
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<td>YEAR II</td>
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<td>120</td>
<td>190</td>
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CURRICULUM

The proposed program consists of 60 credits. Its purpose is both to offer a comprehensive general education preparation, as well as provide a solid foundation for continuing on to a four-year institution to pursue a Bachelor’s degree in Sociology. The program is divided into General Education Requirements (30 credits), and Major Requirements (30 credits). The courses offered in both of these areas are modeled after BMCC guidelines that ensure students will develop a firm foundation in a range of competencies consistent with being prepared to graduate and move onto the career of their choice, or to transfer seamlessly into sociology programs at the articulating senior colleges (See Appendix B for required course descriptions). The curriculum addresses the General Education goals set forth by BMCC and students upon completing the capstone course will meet the WI requirement for graduation. Upon completion of the associate’s degree in Sociology, in addition to the Sociology A.A. elaborated in the “Goals” section, our major will achieve the following general student learning outcomes:

Social and Behavioral Sciences – Students will develop an understanding of, and be able to apply the concepts and methods of the social sciences.

Communication Skills – Students will be able to write, read, speak and listen critically and effectively.

Values – Students will make informed choices based on an understanding of personal values, human diversity, multiculturalism, awareness and personal responsibility

At the campuses within CUNY and beyond which we have researched, the sociology major requires an introduction to the research process sometime in the first two years. Our capstone is intended to articulate with this first or second year research methods course commonly found in sociology majors at the senior college level. Therefore our capstone, although it has the same name, is not obviated by the senior capstone courses at the colleges with whom we are looking to articulate (See Appendix C for sample syllabus).

We are proposing a 4 credit 4 hour course to ease articulation, since both of our articulating colleges, as well as other campuses in the CUNY system and beyond, structure their corresponding course in this manner. Brooklyn College, for instance, has a SOCY 2111 4 credit 5 hour (3 lecture hours, 2 laboratory hours) course called Research Methods I which they plan to accept as an equivalent to our capstone. Similarly, at CSI, the SOC 201, Methods of Sociological Research, is a 4 credit, 4 hour course, and majors are advised to take the course within the first 15 credits of their major. Our majors would take our equivalent at BMCC, but it will only articulate properly if our capstone is at least 4 credits and 4 hours. At City College, their equivalent course, SOC 23200, Methods and Techniques of Sociological Research, is 4 credits, and Columbia University’s SOCI W3010 Methods for Social Research, is 4 points, or credits, as is NYU’s Research Methods (SOC-UA 301) which is can be taken during the first 16 points/credits of the major.

Students who complete the Associate of Arts Degree in Sociology will arrive at a four-year university with strong communications skills, and be familiar with the basic foundations of the
discipline of sociology. They will be well-prepared to enter a Bachelor’s program in sociology as a third-year student.

The following is the proposed sociology curriculum leading to an Associates degree in Sociology at Borough of Manhattan Community College, CUNY:

**General Education Requirements**

*Required Common Core*

- English Composition 6
- Mathematical and Quantitative Reasoning 3*
- Life and Physical Sciences 3

*Total Required Common Core 12*

*Flexible Core*

- World Cultures and Global Issues 3
- Creative Expression 6 (speech mandatory)
- Scientific World 3*
- Individual and Society 3
- U.S. Experience in Its Diversity 3

*Total Flexible Core 18*

*Total Common Core 30 Credits*

**Major Requirements**

- SOC 100 Introduction to Sociology 3
- 3 Sociology electives 9
  (chosen from the courses listed in Appendix F)
  SOC xxx and AFN/LATxxx
- 2 courses in the Social Sciences 6
  (disciplines other than Sociology:
  Anthropology, Economics, Geography, History, Human Services,
  Philosophy, Political Science, Psychology)
- Liberal Arts Electives\(^\text{14}\) 8
- SOC 300 Capstone Course 4 hours 4

*Total Major Requirements: 30 credits*

**TOTAL REQUIRED FOR GRADUATION 60 credits**

\(^\text{14}\) May be partially fulfilled by STEM variants and recommending ENG XXX, HED100, Modern Lang XXX

* May be fulfilled by STEM Variant
Four Semester course program:

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

<table>
<thead>
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<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>XXX xxx</td>
<td>Creative Expression(^{15})</td>
<td>3</td>
</tr>
<tr>
<td>XXX xxx</td>
<td>World Cultures and Global Issues(^{16})</td>
<td>3</td>
</tr>
<tr>
<td>XXX xxx</td>
<td>US Experience and its Diversity</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15 credits</td>
<td></td>
</tr>
<tr>
<td>Spring – Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC xxx</td>
<td>Sociology Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENG 201</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>XXX xxx</td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>MAT xxx</td>
<td>Mathematical and Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>XXX xxx</td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15 credits</td>
<td></td>
</tr>
<tr>
<td>Fall – Year Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC xxx</td>
<td>Sociology Elective</td>
<td>3</td>
</tr>
<tr>
<td>XXX xxx</td>
<td>Life and Physical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>XXX xxx</td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>XXX xxx</td>
<td>Scientific World</td>
<td>3</td>
</tr>
<tr>
<td>XXX xxx</td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15 credits</td>
<td></td>
</tr>
<tr>
<td>Spring – Year Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 300</td>
<td>Sociology Capstone</td>
<td>4</td>
</tr>
<tr>
<td>SOC xxx</td>
<td>Sociology Elective</td>
<td>3</td>
</tr>
<tr>
<td>XXX xxx</td>
<td>Creative Expression</td>
<td>3</td>
</tr>
<tr>
<td>XXX xxx</td>
<td>Individual and Society</td>
<td>3</td>
</tr>
<tr>
<td>HED 100</td>
<td>Health Education</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>15 credits</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CREDITS 60 credits

\(^{15}\) Students will be strongly recommended to take Fundamentals of Speech (SPE 100).

\(^{16}\) Students will be strongly recommended to take a Modern Foreign Language.
The completion of these requirements will allow students to earn an associate’s degree at the end of two years and transfer to a sociology program at an articulating CUNY senior college, such as Brooklyn College.

FACULTY

Currently the Department of Social Science and Human Services includes thirteen full-time, tenured and tenure-track sociologists, all of whom hold Ph.D.'s in sociology. They are currently teaching courses in the proposed program and all are qualified to teach the proposed Sociology Capstone course (Appendix E). The current full time sociology faculty have expertise in: Theories of Race, Ethnicity and Racism; Religion; Sociology of the Family; Urban Studies; Qualitative Research Methods; Medical Sociology; Visual Sociology; Labor Studies; Science & Technology Studies; Gender and Feminism; Sociology of Culture; Sociological Theory; Sociology of Reproduction; Social Movements; Social Inequality; Theories of Self and Identity; New Media Studies; Asian American Studies; Critical Ethnic Studies. (See Appendix F for a sample of Sociology Faculty CVs.)

Although the program would not require new faculty, its existence would certainly influence the department’s hiring policies in the future. One of the benefits of the major will be to counter the effects of a large institution, where students mostly receive instruction from part-time faculty. As faculty receive tenure and expend their contractual reassigned time, they will be available to teach more courses. With the exception of senior, high-qualified adjuncts, sociology courses beyond Introduction to Sociology will be staffed by full-time professors. If additional sociology courses need to be covered, we currently have a pool of approximately 20 adjunct sociology faculty for coverage and could potentially hire more. (See Appendix N for sample Personnel Vacancy Notice for adjunct faculty in sociology.)

All full-time sociology faculty will have the opportunity to serve as the Major Coordinator, a two-year rotating position. The Coordinator will supervise the program, coordinate advising for all sociology majors, and serve as liaison with college faculty and administrative departments. Release time for the Coordinator will be provided.
COST ASSESSMENT

The costs of the program will be minimal. Even though the existing resources of CUNY and the city of New York will greatly facilitate the research of advanced students in the proposed major, the BMCC library will indeed have to acquire additional select sociology journals (online) in order to assist the students with their course work.

See Appendices G-J for Program Expenditures and Revenue and Enrollment and Seat Need Projections.

EVALUATION

Institutionalized processes currently are in place at BMCC for evaluating the effectiveness of degree programs. These processes are appropriate for evaluating new degree programs as well. Like all other academic programs at BMCC, new degree programs will undergo self-study and external evaluation via the college’s Academic Program and Review Process. In addition, the college distributes annual reports containing indicators of program effectiveness to departmental chairs that include, by degree program: enrollment by gender and race/ethnicity; number of graduates by gender and race/ethnicity; two-year graduation, transfer, program persistence and college attrition rates; three and six-year graduation rates by gender and by race/ethnicity; and among BMCC transferees, first term GPA and one year retention rate in CUNY BA programs by gender and race/ethnicity. The enrollment data will be especially useful when evaluating the first few years in a program’s existence.

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

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

STUDENT INTEREST SURVEY
A survey was developed in order to assess BMCC students’ interest in various Social Science majors. Students were asked to indicate whether they were interested in major in several Social Science disciplines (e.g. Anthropology, Economics, etc.). Additional questions assessed potential interest in pursuing a Bachelor’s Degree, as well as colleges/universities that the students would be interested in attending. The entire survey is reproduced following Tables 1 and 2.

A total of 520 BMCC undergraduates participated in the survey in the Fall 2009 semester. The distribution of participants by course is summarized in Table 1.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Course Abbreviation/Number</th>
<th>Number of Students Participated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>ANT 200</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>ANT Total:</td>
<td>11</td>
</tr>
<tr>
<td>Economics</td>
<td>ECO 100</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>ECO 201</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>ECO 202</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>ECO Total:</td>
<td>91</td>
</tr>
<tr>
<td>History</td>
<td>HIS 101</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>HIS 120</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>HIS 125</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>HIS Total:</td>
<td>134</td>
</tr>
<tr>
<td>Political Science</td>
<td>POL 100</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>POL 210</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>POL Total:</td>
<td>86</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSY 100</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>PSY 240</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>PSY 250</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PSY Total:</td>
<td>90</td>
</tr>
<tr>
<td>Sociology</td>
<td>SOC 100</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>SOC 111</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>SOC Total:</td>
<td>108</td>
</tr>
</tbody>
</table>

| Total Across Disciplines: | 520 |

Overall results are summarized in Chart 1. Interest in each major was measured by how often it was chosen by participants. It is important to note that each participant was able to choose more than one major. As can be seen, the top discipline in which participants expressed their
interest to major was Psychology (20%), followed by Sociology (14%), and History (11%), Economics (11%), and Political Science (11%). Finally, 6% of participants expressed interest to major in Philosophy, and another 6%, in Anthropology. A total of 14% of participants demonstrated no interest to major in any of the disciplines listed in the survey. The remaining 8% of participants (63 individuals) indicated interest in other disciplines, not listed in the survey. These participants were asked to specify, which other major they would choose. Although results varied greatly, the most common “other” major indicated was Nursing.

*Chart 1: Overall Interest in Social Science Majors*

*Participants were able to choose more than one major area.*

In order to discover whether enrollment in the courses where the data were collected biased the students toward choosing the corresponding discipline (e.g. PSY 100 students predominantly indicating interest in psychology major), the results were analyzed by course disciplines. These results are presented in *Table 2*. Major disciplines of interest are listed in rows, while course disciplines are listed in columns.

*Table 2: Interest in Social Science Majors by Course Discipline*

<table>
<thead>
<tr>
<th>Major</th>
<th>PSY (%)</th>
<th>SOC (%)</th>
<th>HIS (%)</th>
<th>ECO (%)</th>
<th>POL (%)</th>
<th>ANT (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>32</td>
<td>26</td>
<td>17</td>
<td>11</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Sociology</td>
<td>12</td>
<td>24</td>
<td>10</td>
<td>10</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>None</td>
<td>18</td>
<td>13</td>
<td>22</td>
<td>9</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
<td>9</td>
<td>17</td>
<td>9</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>33</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Political Science</td>
<td>4</td>
<td>4</td>
<td>9</td>
<td>13</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
<td>4</td>
<td>9</td>
<td>9</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Philosophy</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Anthropology</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Total (%)</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

*Highlighted numbers represent interest within a course discipline in a corresponding major discipline.*

The most popular major among psychology students was indeed Psychology, (32% of the time, students in psychology courses indicated interest in this major). Similarly, and the most popular major among economics students was Economics, (33%), and the most popular major among political science students was Political Science, (23%). However, Psychology major was also the most popular major among sociology students (26% of interest), and second most popular among political sciences students (16%), and history students (17%).

The other two popular majors were Sociology and History. The proportion of interest in Sociology major among students enrolled in sociology courses, vs. courses in other disciplines is presented in *Chart 3*. Out of all students who chose Sociology major, 40% of the time it was chosen by sociology students, 16% by political science students, 12% by economics students, 12% by psychology students, and 2% by anthropology students.
An overwhelming majority of participants (507 out of 512) reported planning to get a Bachelor's Degree. Most participants specified colleges/universities they would be interested in attending. A large number of participants demonstrated interest to continue their education in one or more CUNY colleges. Table 3 demonstrates the distribution of students planning to attend CUNY colleges. Even though participants were allowed to list more than one institution, only their first choice was considered in the analyses.

**Table 3: Distribution of Students Choosing CUNY by College**

<table>
<thead>
<tr>
<th>CUNY College</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunter College</td>
<td>112</td>
</tr>
<tr>
<td>Baruch College</td>
<td>69</td>
</tr>
<tr>
<td>City College</td>
<td>48</td>
</tr>
<tr>
<td>John Jay College</td>
<td>39</td>
</tr>
<tr>
<td>Brooklyn College</td>
<td>38</td>
</tr>
<tr>
<td>Lehman College</td>
<td>15</td>
</tr>
<tr>
<td>Queens College</td>
<td>13</td>
</tr>
<tr>
<td>New York City College of Technology</td>
<td>5</td>
</tr>
<tr>
<td>CUNY (did not specify college)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Number of Participants Who Chose CUNY:</strong></td>
<td><strong>348</strong></td>
</tr>
</tbody>
</table>

The Survey of Student interest in Social Science Majors at BMCC was developed by Dr. Yana Durmysheva for the Department of Social Sciences and Human Services Curriculum Committee. The survey was edited by the members of the Departmental Curriculum Committee. The data were collected in the Fall 2009 semester, by the full-time faculty volunteers in the department. The results were analyzed and reported by Yana Durmysheva.

**Survey Instrument of Student Interest in Social Science Majors**

This survey was created by the Social Science Department Curriculum Committee in order to learn whether the BMCC students would be interested in majoring in different Social Science disciplines. Your responses would help us potentially create new majors on campus.
Please take a few minutes to respond to the survey. The survey is anonymous so please do not write your name.

1. Course/semester) _____________________

(please just provide the course title, number and semester, for example PSY 100/Fall 09)

2. Would you be interested in majoring in any following Social Science disciplines at BMCC?
   - Anthropology
   - Economics
   - History
   - Philosophy
   - Political Science
   - Psychology
   - Sociology
   - None
   - Other (specify) ___________________

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

If yes, what would be your major?

________________________________________________________

Which school do you think you might attend?

________________________________________________________

Thank you for your participation!
Appendix B

COURSE DESCRIPTIONS FOR REQUIRED COURSES
Sociology Major Requirements

SOC 100 - Introduction to Sociology
This course analyzes the structure, processes and products associated with group living. Attention is focused on the concepts of social organization, culture, groups, stratification, major social institutions, and significant trends in group living.

SOC 300 – Sociology Capstone
This course focuses on special topics within the field and expertise of the instructor. It will provide a culminating experience for students by allowing them to explore a topic in-depth, engage in independent research, develop their analytic abilities and critical thinking skills, and apply concepts and theories to new cases. The capstone course will introduce students to the major theoretical perspectives, the basic research methodologies and research design issues, and the central analytical models in Sociology. Over the course of the semester, each student will engage in independent research that culminates in a research paper or project and a presentation to the class.

Sociology Electives

SOC 110 - Sociology of Urban Education
This course examines the barriers to the completion of high school by urban high school students and presents the "mentor model" as one way to support and help students achieve in the school environment. Students taking this course will spend a minimum of 20 hours serving as a mentor to a student from a nearby high school.
Prerequisite: Permission of department

SOC 111 - Understanding Technological Society
This is a problem-centered and task-oriented course that integrates the humanities and the theories and practices of science and social sciences into the leading public issues of technological society. By emphasizing the close connections between science and technology, social institutions, and cultural values, students will learn how social institutions directly affect technological development and professional careers. The course also analyzes today's "global village," the changing relations between East and West and the Third World, and worldwide development and environmental issues.

SOC 125 - Comparative Ethnic Studies I (AFL 125)
This course surveys the long history of cross-racial and inter-ethnic interactions among immigrants, migrants, people of color and working people in the United States and the wider world from the era of mercantile capitalism in the sixteenth century to the present. By making inroads into the dynamic worlds that indigenous people, people of African and Latin American descent, European Americans, and Asian Americans made and remade, the course aims to reach across borders of all kinds, including national boundaries, to cultivate global, transnational and comparative perspectives on race and ethnicity. In particular, it places emphasis on relationships and conflicts between these diverse groups, especially how they were treated and defined in relation to each other. Broadly, this course is concerned with how these groups struggle to stake out their place in a highly unequal world.
SOC 129 - The Black Man in Contemporary Society (AFN 129)
The effects of economic and social factors on socialization, status, and levels of achievement among Black men are analyzed. The impact of institutional racism and underachievement on urbanized populations is explored in terms of access, social status, and economic differentials.

SOC 150 - The Latino Experience in the U.S. (LAT 150)
This course studies the varied experiences of Latinos in the United States of America. Through readings, lectures, discussions and fieldwork, students will become familiar with the group and its diverse components from North, Central and South America as well as the Caribbean, while covering representative nationalities such as Mexicans, Salvadorians, Cubans, Colombians, Ecuadorians, Puerto Ricans and Dominicans. The course will survey the history and evolution of Latinos at the same time that it explores issues of culture and identity. Other topics include family, race relations, religion, education, economic incorporation and political participation. Key issues of contemporary interest will also be explored, such as Latinos and immigration, and the impact they have on local, state and nationwide elective office.

SOC 152 - Puerto Rican Experience in Urban U.S. Settings (LAT 152)
This course studies the peculiar characteristics of the Puerto Rican migration to the U.S. It analyzes the processes of assimilation and adaptation to the American society as opposed to the identity and preservation of Puerto Rican cultural values. The problems of education, housing, health services, family and community, employment, and economic development are given special attention as they relate to the unique experience of the Puerto Rican in the U.S.A.

SOC 154 - Sociology of the Black Urban Community (AFN 154)
Current theories of socialization, cultural transformation, and poverty are assessed. Field visits to recognized agencies and institutions are arranged under supervision of the instructor.
Prerequisite: SOC 100 or ANT 100

SOC 161 - Health Problems in Urban Communities (AFL 161)
This course analyzes the relationships between economic and social factors, and the delivery of health care services in urban communities. Attention is given to community needs related to HIV/AIDS, tuberculosis, mortality rates, prevention, and education. Guest lecturers and workshops are presented. Prerequisite: SOC 100 or ANT 100

SOC 200 - Social Problems
A close relationship exists between the social problems and the values and structures regarded by society as normal and stable. In this course, students apply sociological principles, theory, methods, and research toward an understanding of social problems.
Prerequisite: SOC 100

SOC 230 - Ethnic Groups in American Life
This course studies the various ethnic groups which comprise the population of the United States—their accommodations and assimilation, their changing attitudes and impact on one another. In addition, the effects of interracial tension on personality and social organization are
explored and comparative analyses of selected countries are made.  
Prerequisite: SOC 100

**SOC 234 - The Puerto Rican Family (LAT 234)**  
This course studies the Puerto Rican family as the primary unit of Puerto Rican society, reflecting the patterns and dynamics of that society. It examines the variations in family structure that have evolved from the Taino, Spanish and African cultures. The historical and economic changes that have transformed Puerto Rican society are analyzed with emphasis on their effect on the family structure. The experience of migration and its impact on the Puerto Rican family are considered. Attention is given to the problems facing the family as the unit of migration.  
Prerequisite: SOC 100 or ANT 100.

**SOC 240 - Urban Sociology**  
This course involves a sociological analysis of the modern city and the urban way of life. Among the topics discussed are: the growth and decline of urban neighborhoods; social forces responsible for the modern urban community; urban ecology; urban blight and shifts in the residential distribution of racial, ethnic, and income groups; plans and policies for urban development; and the future of the central city.  
Prerequisite: SOC 100

**SOC 250 - The Family**  
This course examines the basic functions of the family in contemporary society. The social processes involved in courtship, marriage, parenthood, alternative family models, the roles of family members, and the relationship between the various models and the community will be examined.  
Prerequisite: SOC 100 or ANT 100

**SOC 256 - The Contemporary Black Family (AFN 256)**  
The Black family in current urban/suburban settings and the effects of changing value systems, the single-parent family, crises in education, and economic stability are examined. Field visits to selected agencies and institutions are required.  
Prerequisite: SOC 100 or ANT 100

**SSC 150 – Field Experience in Italy**  
This course offers the student Social Science field experience in Italy. Orientation, seminars with guest lecturers, field trips to sites of historic interest, and cultural tours are an integral part of the travel program. The field experience base of operations is a university in Italy.

**SSC 253 – The Black Experience in Africa (AFN 253)**  
This course is designed to provide the student with an introduction to the cultures of selected African nations through travel, structured reading, and lectures conducted on the campuses of African colleges and universities. Requirements include a term paper. This course and LAT 475 are part of the Center for Ethnic Studies’ Study Abroad Program.
SSC – Latin American & Caribbean Society (LAT 475)
This is a summer course taught abroad in a Latin American or Caribbean country. It offers the student the opportunity to travel, to share, to live and to study in another country. From a global perspective, this course explores the history and culture of a selected Latin American or Caribbean country by focusing on religion, homeland, art, family, identity, film, economic development, social and political movements and environment as they are presented as major themes of current research and in the tangible appreciation of the student. Prerequisite: A functional knowledge of the language of the country or countries visited may be required.

Pathways Common Core Requirements

ENG 101 – English Composition I
This is the first college level writing course. Readings are used to stimulate critical thinking and to provide students with models for effective writing. Students become acquainted with the process of writing, from pre-writing activities to producing a final, proofread draft. Grammar and syntax are discussed as needed. At the end of this course, students take a departmental essay examination that requires them to compose, draft, and edit a thesis-centered essay of at least 500 words.

ENG 201 – Introduction to Literature
This is a course that builds upon skills introduced in English 101. In this course, literature is the field for the development of critical reading, critical thinking, independent research, and writing skills. Students are introduced to literary criticisms and acquire basic knowledge necessary for the analysis of texts (including literary terms and some literary theory); they gain proficiency in library and internet research; and they hone their skills as readers and writers. Assignments move from close readings of literary texts in a variety of genres to analyses that introduce literary terms and broader contexts, culminating in an independent, documented, thesis-driven research paper. By the conclusion of English 201, students will be prepared for the analytical and research-based writing required in upper-level courses across the curriculum; they will also be prepared for advanced courses in literature.

SPE 100 – Fundamentals of Speech
The aim of this course is to develop effective skills in speech communication. The student examines how to generate topics and organized ideas, masters elements of audience psychology and practices techniques of speech presentation in a public forum. All elements of speech production and presentation are considered.
Appendix C

SYLLABUS FOR NEW COURSE
Title of Course: Sociology Capstone: Race and Ethnicity
Class Hours: 4
Semester: 
Instructor Information:
Credits: 4
Basic Skills:
Prerequisites: 
Corequisites: None

Course Description
The Sociology Capstone will focus on special topics within the field and expertise of the instructor. It will provide a culminating experience for students by allowing them to explore a topic in-depth, engage in independent research, develop their analytic abilities and critical thinking skills, and apply concepts and theories to new cases. The capstone course will introduce students to the major theoretical perspectives, the basic research methodologies and research design issues, and the central analytical models in Sociology. Over the course of the semester, each student will engage in independent research that culminates in a research paper or project and a presentation to the class.

<table>
<thead>
<tr>
<th>Course Student Learning Outcomes</th>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop knowledge of central concepts, historical foundations, and theoretical approaches of Sociology through the in-depth study of one area of the field.</td>
<td>Class discussions, research paper, presentation</td>
</tr>
<tr>
<td>To describe the advantages and disadvantages of selected research design and to develop critical thinking skills in the selected area of research methodology.</td>
<td>Class discussions, research paper</td>
</tr>
<tr>
<td>To conduct a literature review in Sociology and synthesize the research findings on the given topic.</td>
<td>Literature review, research paper</td>
</tr>
<tr>
<td>To communicate results of research by writing a research paper and delivering an oral presentation.</td>
<td>Research paper, presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Education Learning Outcomes</th>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills- Students will be able to write, read, listen and speak critically and effectively.</td>
<td>Research paper, presentation</td>
</tr>
<tr>
<td>Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.</td>
<td>Class discussions, research paper, presentation</td>
</tr>
</tbody>
</table>
**Information & Technology Literacy**
Students will be able to collect, evaluate and interpret information and effectively use information technologies.

**Values**
Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.

**Research paper**

**Class discussions, research paper**

**Required Texts:**
Foucault, Michel. *Society Must Be Defended*

**Other resources:**

**Use of technology (if applicable):**

**Evaluation and Requirements of Students:**

Research Paper and Presentation – Every two weeks students will complete one component of the research paper, from selecting a topic, developing a thesis statement, doing a literature review, conducting a pilot study, to writing up the results. A draft of the final research paper will be due for peer review during the third to last week of the semester and then the final version will be due the last day of class. In the weeks 13 and 14, students will present their research to the class.

**Sociology Capstone: Race & Ethnicity Description**

This course uses a variety of theoretical perspectives and methodological approaches to understand the phenomena of race and ethnicity, both of which are defined by their specific historical moment and geographical location. Initially, we will discuss the differences between the two, how they are inter-related, and the social, political, and historical constructions of race and ethnicity in the U.S. To do this, we will look at two accounts of race/ethnicity by well-known American sociologists.

In doing this, we will see how these are not just neutral categories, but that they are enmeshed in racism and ethnic discrimination. We must then consider how power is implicated more broadly. Where does power come from? Is the power wielded within racism about government, economics, structures, individuals? What is the role of the state and institutions such as the judicial/legal system. How are human bodies impacted?

As social phenomena, though we might argue that each is a separate analytical category to be understood, race and ethnicity each also intersect with a variety of other social forms such as class, gender, sexuality and nation. A further goal of this course is to take a look at how theorists have addressed these intersections and the boundaries involved. As such, the dominant understanding of race in sociology tends to be quite U.S.-centric. Yet not only do racial and ethnic formations vary city by city within the U.S., but around the world. By keeping up to date with current world news we will explore what can be learned about race and ethnicity when we
consider what is happening in the world today. For instance, what about ethnic genocides in other regions of the world? What is there to learn from the genocide in Bosnia, Rwanda, Sudan? Why is response to genocide so hesitant? How can we connect this to the theories of power we have previously discussed?

Finally, where do we find the potential for positive change, empowerment and anti-racist movements? One site of transformation we will explore is writing and poetics. In analyzing work that expresses the power (potentia) in racial and ethnic difference and records everyday resistance against racism and ethnic discrimination, it is my hope that you will also find sites in which to contribute to anti-racist action in your distinct way.

**Course Schedule**

**Race & Ethnicity: What’s the Difference?**

Weeks 1 & 2
- Introduction to the course
  - Hylland, *Ethnicity and Nationalism*
  - Omi & Winant, *Racial Formation*
  - Waters, *Ethnic Options*

**Submit your proposed topic**

**The State, Race & Power**

Weeks 3, 4 & 5
- Omi & Winant, *Racial Formation*
- Foucault, *History of Sexuality*
- Patterson, *The Ordeal of Integration*

**Submit First draft of Literature Review**

**Identities--Who Gets to Choose?**

Weeks 6 & 7
- Waters, *Ethnic Options*
- Patterson, *The Ordeal of Integration*
- Hylland, *Ethnicity and Nationalism*

**Submit a hypothesis**

**Borders and Boundaries**

Weeks 8, 9 & 10
- Anzaldua, *Borderlands=La Frontera*
- Film: “Lone Star” by John Sayles

**Submit proposed pilot study**

**The Question of Genocide**

Weeks 11, 12 & 13
- Hylland, *Ethnicity and Nationalism*
- Film “Hotel Rwanda”
- Foucault, *Society Must Be Defended*
**Submit Second Draft of Literature Review & Field Notes**

Class Presentations
Weeks 13 & 14

Week 15 – Final paper due

College Attendance Policy
At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

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

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

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

Writing Center & Learning Resource Center
BMCC has a place designated to assist and support students with each stage of the writing process. Please make use of this resource. It is located in Room S-500, or you can contact by phone at (212) 220-1384 or email writingcenter@bmcc.cuny.edu
BMCC has a very comprehensive tutorial service with a dedicated staff. For those who have difficult fitting in extra time on campus, there is also an e-tutoring service. The LRC is located in S-501 and information on e-tutoring may be found at the BMCC website under “Student Services”
Appendix D

SAMPLE PROGRAM SCHEDULING
Table 1a: Undergraduate Program Schedule

- Indicate academic calendar type: 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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<td>XXX xxx – World Cultures/Global Issues</td>
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<td>SOC xxx – Sociology elective</td>
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<tr>
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<td>ENG 201 – English Composition II</td>
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<td>MAT xxx – Math/Quant Reasoning</td>
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<td>XXX xxx – Creative Expression</td>
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Program Totals: Credits: 60 | Liberal Arts & Sciences: 45 | Major: 13 | Elective & Other: 2
Appendix E

FACULTY TEACHING ASSIGNMENTS
**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 Course(s) 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>
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</thead>
<tbody>
<tr>
<td>Sheldon Applewhite, Assistant Professor</td>
<td>SOC 100 Introduction to Sociology&lt;br&gt;SOC 161 Health Problems in Urban Communities&lt;br&gt;SOC 230 Ethnic Groups in American Cities&lt;br&gt;SOC 240 Urban Sociology</td>
<td>30%</td>
<td>PhD, Sociology, Howard University</td>
<td>See Appendix F for sample faculty CVs.</td>
</tr>
<tr>
<td>Cathy Borck, Assistant Professor</td>
<td>SOC 100 Introduction to Sociology</td>
<td>20%</td>
<td>PhD, Sociology, CUNY Graduate Center</td>
<td></td>
</tr>
<tr>
<td>Sarah Friedman, Assistant Professor</td>
<td>SOC 100 Introduction to Sociology</td>
<td>20%</td>
<td>PhD, Sociology, Emory University&lt;br&gt;Certificate in Women’s Studies</td>
<td></td>
</tr>
<tr>
<td>Deborah Gambs, Assistant Professor</td>
<td>SOC 100 Introduction to Sociology&lt;br&gt;SOC 111 Understanding Technological Society</td>
<td>25%</td>
<td>PhD, Sociology, CUNY Graduate Center</td>
<td></td>
</tr>
<tr>
<td>Robin G. Isserles, Associate Professor</td>
<td>SOC 100 Introduction to Sociology&lt;br&gt;SOC 240 Urban Sociology&lt;br&gt;SOC 250 The Family</td>
<td>25%</td>
<td>PhD, Sociology, CUNY Graduate Center</td>
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<tr>
<td>Rose M. Kim, Assistant Professor</td>
<td>SOC 100 Introduction to Sociology&lt;br&gt;SOC 200 Social Problems&lt;br&gt;SOC 240 Urban Sociology&lt;br&gt;SOC 250 The Family</td>
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<td>PhD, Sociology, CUNY Graduate Center</td>
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<tr>
<td>Stephanie Laudone, Assistant Professor</td>
<td>SOC 100 Introduction to Sociology</td>
<td>20%</td>
<td>PhD, Sociology, Fordham University</td>
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</table>
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>
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<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>
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<tr>
<td>Marci Littlefield, Assistant Professor</td>
<td>SOC 100 Introduction to Sociology&lt;br&gt;SOC 125 (AFL 125) Comparative Ethnic Studies&lt;br&gt;SOC 250 The Family</td>
<td>25%</td>
<td>PhD, Sociology, University of Texas at Austin</td>
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<tr>
<td>Soniya Munshi, Assistant Professor</td>
<td>SOC 100 Introduction to Sociology</td>
<td>20%</td>
<td>PhD, Sociology, CUNY Graduate Center</td>
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<tr>
<td>Charles Post, Professor</td>
<td>SOC 100 Introduction to Sociology&lt;br&gt;SOC 200 Social Problems</td>
<td>25%</td>
<td>PhD, Sociology, SUNY Binghamton</td>
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<tr>
<td>Rifat A. Salam, Associate Professor</td>
<td>SOC 100 Introduction to Sociology&lt;br&gt;SOC 125 (AFL 125) Comparative Ethnic Studies&lt;br&gt;SOC 250 The Family</td>
<td>25%</td>
<td>PhD, Sociology, New York University</td>
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<tr>
<td>Amy Sodaro, Assistant Professor</td>
<td>SOC 100 Introduction to Sociology</td>
<td>20%</td>
<td>PhD, Sociology, New School for Social Research</td>
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<tr>
<td>Elizabeth Wissinger, Associate Professor</td>
<td>SOC 100 Introduction to Sociology</td>
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<td>PhD, Sociology, CUNY Graduate Center</td>
<td>Certificate in Women’s Studies</td>
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Appendix F

SAMPLE FACULTY CV'S
Sheldon Applewhite, Ph.D.

EDUCATION

2006 Ph.D. in Sociology, Howard University

Qualifying exam fields: Medical Sociology, Urban Sociology

Dissertation: The Relationship between Gender Role Conflict, Substance Use, and the Sexual Health Behaviors of Black Men: An Exploratory Research Study of Black College Men
Advisors: Ivor L. Livingston, Roderick Harrison, Dominicus So

1997 M.A. in Sociology, University of Toledo

Master’s Thesis: An alternative to public transportation in communities: the dollar vehicles of Brooklyn, New York and their functions in the informal economy and ethnic neighborhood
Advisor: Marietta Morrissey

1995 B.S. in Sociology, State University of New York College at Buffalo

EMPLOYMENT

January 2010- Assistant Professor, Social Sciences & Human Services Department, Borough of Manhattan Community College

September 2005-2009 Research Scientist/Program Evaluator, Healthy Start Brooklyn, and The Fund for Public Health of New York, NYC Department of Health and Mental Hygiene

June 2003-2005 Research Associate, The MayaTech Corporation, Minority AIDS Initiative Evaluation Division

FIELDS OF SPECIALIZATION

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<td>Urban Education</td>
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<td>Health Disparities</td>
<td>Growth and Decline of Cities</td>
<td>Special Education</td>
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<td>Gender</td>
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<td>Multicultural Education</td>
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<td>Men’s Health</td>
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ACADEMIC HONORS, GRANTS, & FELLOWSHIPS
2013 City University of New York Faculty Fellowship Publication Program
2012 City University of New York Salute to Scholars Award for Outstanding Scholarly Achievements
2012 NIH Loan Repayment Program Award
2012 City University of New York Diversity Fund Grant
2011 Center for AIDS Prevention Studies Visiting Professors Training Program
2005 Distinguished Alumni Award, SUNY College at Buffalo
2004
2004 International AIDS Conference Award, Howard University
2002 Teachers Policy Network Institute Fellowship
1995 Robert E. McNair Scholars Program, SUNY College at Buffalo

PUBLICATIONS

Online Editorials


**Other Publications**


**Works in Progress**

Black Same Gender Loving Male Couples: Their Lived Experiences and Resilience in the Face of HIV Prevention. Article.

Re-examining the President’s National Strategy for HIV/AIDS Using a Dyadic Framework. Article. (with Vincent Guillermo Ramos)

The Effect of Stigma, Discrimination, and Marginalization on Relationship Dynamics and Unprotected Anal Intercourse (UAI) among Interracial and Racial Concordant Couples. (with Torsten Neilands et. Al.)

**TEACHING EXPERIENCE**

Borough of Manhattan Community College: Introduction to Sociology; Ethnic Groups in American Cities; Urban Sociology; Urban Health (2014);  
Columbia University: Ethnic Groups in American Cities  
Brooklyn College: International Public Health  
Bowie State University: Elementary Statistics  
Price Georges Community College: Social Problems

**INVITED PRESENTATIONS, LECTURES, & DISCUSSIONS (selected)**

2013 Couples as Contact: An Examination of Black Same Gender loving Male Romantic Couples, relationship factors and their influence on HIV risk and protective factors. Association of Black Sociologists, New York, NY.

2013 Research Issues and New Directions in LGBT Research” Presented at Eastern Sociological Association, Boston, MA.

2013 High Impact Activities at Community College”. Presented at Eastern Sociological Association, Boston, MA.


2008  A City Preparing for Better Outcomes: Moving from Preconception/Interconception Care Practices. Panel Discussant, NYC Regional Perinatal Forum, held at New York University School of Medicine, New York, NY.

2008  Perinatal Depression Screening, Referral and Treatment Practices in Brooklyn Hospitals. Presented at the Brooklyn Regional Perinatal Forum Quarterly Meeting, held at Downstate Medical Center in Brooklyn, NY.


2006  The Role of Sexuality and Gender Role in the Development of Health and Social Outcomes. Presented at University of Maryland, College Park, MD.


2003  The Psychosocial Effects of Stress among African American College Students at a Historically Black College/University. Association of Black Sociologists, Atlanta, GA.


CONFERENCE PARTICIPATION
Association of Black Sociologists
American Sociological Association
Eastern Sociological Society
Society for the Study for Social Problems
Black Gay Research Group
National Healthy Start Association
NYS Regional Perinatal Forum:
International AIDS Conference
SARAH FRIEDMAN

EDUCATION

2011  Ph.D.  Sociology, Certificate in Women’s Studies, Emory University
2008  M.A.  Sociology, Emory University
2003  B.A.  Sociology, minor Women’s Studies, Brandeis University

PROFESSIONAL APPOINTMENTS

2013-  Assistant Professor, Department of Social Sciences and Human Services
        City University of New York – Borough of Manhattan Community College
2011-2013  Visiting Assistant Professor, Department of Sociology and Criminal Justice
           Kennesaw State University
2009-2010  Mellon Foundation Fellow, Department of Sociology and Anthropology
           Agnes Scott College

TEACHING AND RESEARCH INTERESTS

Race, Class, and Gender; Sociology of Reproduction; Work/Family Conflict; Social
Movements and Social Change; Scholarship of Teaching and Learning

TEACHING EXPERIENCE

City University of New York – Borough of Manhattan Community College
  Introduction to Sociology (fall 2013, spring 2014)

Kennesaw State University
  Principles of Sociology (fall 2011, spring 2012, fall 2012, spring 2013)
  Foundations of Social Theory (spring 2012, spring 2013)
  Sociology of Gender (spring 2012, spring 2013)
  Religion and Society (fall 2011, fall 2012)
  Sociology of Race and Ethnicity (fall 2012)
  Social Organization (fall 2011)
  Criminology (fall 2011)

Agnes Scott College
  Introduction to Sociology (spring 2010)
  Race, Class, and Gender (fall 2009)
Emory University

Introduction to Sociology (fall 2008, spring 2009)
Sociology of Sex and Gender (fall 2007, summer 2008)

Teaching Assistant experience:
Emory University
Introduction to Sociology (spring 2006)
Women, Health, and Development (spring 2005)
Sociology of Sex and Gender (fall 2006)
Class, Status, and Power (spring 2007)

Brandeis University
Women/Gender in Culture and Society (fall 2002)

PEDAGOGICAL AND ADVOCACY TRAINING

2014 Professional Development Training: E-Learning for Online/Hybrid Teaching
Semester-long training course on online course development, including online and hybrid pedagogy, e-learning technology, and course development tools; led by Janey Flanagan, Ruru Rusmin, and Donna Dickinson (E-Learning Center), City University of New York – Borough of Manhattan Community College

2013 Balancing the Curriculum
Seminar series on addressing classroom issues of inequality and social justice, City University of New York – Borough of Manhattan Community College

2013 Teaching Social Problems
Workshop on best practices in course design, curriculum, and community partnerships for teaching issues of social inequality and social justice; led by Dr. Corey Dolgon at the Society for the Study of Social Problems Annual Meeting

2011 Hybrid/Online Course Development Workshop
Hybrid (online and in-person) workshop on topics such as: online pedagogy, online course design and delivery, and frameworks for online/hybrid course rubrics; led by Josie Baudier and Traci Stromie (Center for Excellence in Teaching and Learning), Kennesaw State University

2011 Sexual Assault Survivor Advocacy Training Program
Two-part seminar and training on issues such as: intimate partner violence, crisis intervention and response protocol, sexual assault prevention; led by Aline Jesus Rafi (Sexual Assault Prevention Education and Response), Emory University

2009-10 Identity and Integrity in Academia: Mellon Teaching Fellows Seminar
Year-long seminar for participants in the Andrew W. Mellon Foundation’s Graduate Teaching Fellowship Program, on topics including constructing
courses, advising students, and careers in academia; led by Drs. Michael Elliott and Kimberly Wallace-Sanders, Emory University

2009 *Race in the Classroom Workshop*
Workshop and roundtable on incorporating and teaching issues of race/ethnicity and diversity; led by Dr. Mark Chesler (Professor Emeritus, University of Michigan), Emory University

2009 *Teaching, Pedagogy, and Curriculum Workshop*
Seminar on incorporating technology into the classroom; by the Center for Interactive Teaching and Graduate School of Arts and Sciences, Emory University

2006 *Teaching Sociology*
Course on pedagogy, course development, syllabus construction, ethics in teaching, and various issues, taught by Dr. Karen Hegtvedt, Emory University

2005 *Teaching Assistant Training and Teaching Opportunities*
Three-day intensive pedagogical training, sponsored by the Graduate School of Arts and Sciences, Emory University

**PAPERS/WORKS IN PROGRESS**

*Willing and Able: Gender, Socialization, Family Formation, and Barriers to Achieving Non-Traditional Occupational Goals* (targeted for submission to *Journal of Marriage and Family*). A longitudinal analysis of data from the National Survey of Families and Households focused on gender, socialization, and the impact of marriage and parenthood on achieving non-traditional occupational goals.

*Race, Class, and Breastfeeding* (targeted for submission to *Gender and Society*). An analysis of data from the Listening to Mothers Survey focused on the influence of race, class, family structure, and work/family conflict on breastfeeding initiation and persistence.

*Gender Differences and Determinants of Young Adults’ Plans for Marriage, Parenthood, and Occupations* (targeted for submission to *Sex Roles*). A cross-sectional analysis of data from the National Survey of Families and Households on gender differences and the influence of parental socialization experiences on the formation of traditional or non-traditional work/family aspirations.

*Crowdsourcing Media Images: An Activity to Analyze Representation of Gender and Race in the Media* (targeted for submission to *Teaching Sociology*). A class exercise designed to study media representations of race/ethnicity and gender in sociology classes.

and pro-life activists to explore the influence of (de)centralized and religious/secular network connections on involvement in activist organizations.

**RESEARCH GRANTS AND FELLOWSHIPS**

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<td>2009-2010</td>
<td>Andrew W. Mellon Foundation Teaching Fellowship, Agnes Scott College</td>
</tr>
<tr>
<td>2004-2009</td>
<td>Graduate Fellow, Department of Sociology, Emory University</td>
</tr>
<tr>
<td>2007</td>
<td>Conference travel grant, Emory University</td>
</tr>
<tr>
<td>2006</td>
<td>Culture and Social Psychology Research grant, Emory University</td>
</tr>
<tr>
<td>2006</td>
<td>Research and conference travel grant, Emory University</td>
</tr>
</tbody>
</table>

**PROFESSIONAL PRESENTATIONS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>“Privileging the Privileged: How Pedagogical Approaches to Teaching Inequality Reinforce Systems of Privilege and Disadvantage Marginalized Students”, Society for the Study of Social Problems Meeting (accepted for August 2014 meeting)</td>
</tr>
<tr>
<td>2012</td>
<td>“Having it All? The Relationship between Gender, Family Outcomes, and Young Adults’ Achievement of Non-Traditional Occupational Goals”, Southern Sociological Society Meeting</td>
</tr>
<tr>
<td>2010</td>
<td>“Still a ‘Stalled Revolution’? Gender Differences and Determinants of Young Adults’ Plans for Work and Family”, Southern Sociological Society Meeting</td>
</tr>
<tr>
<td>2007</td>
<td>“Identity Salience and Involvement in the Pro-Choice and Pro-Life Movements”, Collective Behavior and Social Movements section of the American Sociological Association Meeting</td>
</tr>
<tr>
<td>2007</td>
<td>“It’s Not What You Know, It’s Who You Know: Networks and Involvement in the Pro-Choice and Pro-Life Movements”, Southern Sociological Society Meeting</td>
</tr>
</tbody>
</table>

**RESEARCH EXPERIENCE**

**Research Project Coordinator** (2010-2011)
Office of Institutional Research, Emory University
Analyzed survey data and prepared reports; assisted with assessment processes; conducted benchmark analyses; summarized focus group discussions and open-ended survey responses

Doctoral Research (2008-2011)
Department of Sociology, Emory University
Managed and cleaned data from longitudinal dataset (National Survey of Families and Households; supplemental data from the Census Bureau) to examine young adults work/family plans and experiences, constructed variables, analyzed descriptive statistics and multivariate analyses, wrote up results

Masters Research (2006-2008)
Department of Sociology, Emory University
Designed project on social networks and initial involvement in activism, constructed interview guides, conducted in-depth interviews, coded/analyzed data in MaxQDA, wrote up results

Research Assistantships (2004-2007)
To Dr. Regine Jackson, Office of Undergraduate Education, Emory University 2007
Assisted in research project examining student retention and success among underrepresented groups. Worked with research team to construct focus group interview guides and co-facilitated focus groups.

To Dr. Kathryn Yount, Department of Sociology, Emory University 2005
Edited manuscripts for publication review

To Dr. Julie Shayne, Department of Sociology, Emory University 2004
Conducted literature reviews and preliminary qualitative analysis

RESEARCH TRAINING

Quantitative Training
2010 Advanced Statistical Modeling using STATA, Emory University
2005 Applied Regression, Emory University
2004 Introduction to Statistics, Emory University
2004 Research Methods, Emory University

Qualitative Training
2006 Qualitative Methods Traditions, Emory University
2006 Combining Qualitative and Quantitative Approaches, Emory University
2006 Interviewing and Participant Observation, Emory University
2006 Qualitative Data Analysis and the Use of Computer Software, Emory University
2006 Qualitative Research in Religion, Emory University
2005 Qualitative Methods and Analysis, Emory University
Assessment and Grant Writing Training
2013  PSC-CUNY Grant Writing, Borough of Manhattan Community College
2010  Assessing Assessment Today: Politics and Practical Advice, University of Denver
2010  Assessment and WEAVE Workshop for Administrative and Educational Support Units, Emory University
2006  Grant Writing, Emory University

SOFTWARE/COMPUTER SKILLS

SPSS/PASW, STATA, MaxQDA, Microsoft suite, Photoshop, Dreamweaver, EndNote, Zotero, course development platforms (Blackboard, Moodle, WebCT, Desire2Learn)

DEPARTMENTAL AND PROFESSIONAL SERVICE

University Service
2013- Advisory Board, Center for Excellence in Teaching, Learning, and Scholarship, Borough of Manhattan Community College

Departmental Service
2013- Curriculum Committee, Borough of Manhattan Community College
2008-2009 Brown Bag Series Committee, Emory University
2007-2008 Graduate Program Committee, Emory University
2006-2009 Graduate Student Mentor, Emory University
2006-2007 Graduate Mentoring Committee, Emory University
2006 Qualitative Workshop Committee, Emory University
2004-2006 Graduate Recruitment Committee, Emory University

Professional Service
2007  Discussant, 25th Southeastern Undergraduate Sociology Symposium
2006  Discussant, 24th Southeastern Undergraduate Sociology Symposium

PROFESSIONAL AFFILIATIONS

American Sociological Association  Southern Sociological Society
Sociologists for Women in Society National Women’s Studies Association

SELECTED ORGANIZATION AND COMMUNITY INVOLVEMENT

Open Jewish Project / anti-sex trafficking program, Atlanta, GA 2011-2013
Co-organized and planned educational summit to raise awareness of sex trafficking in Atlanta. Communicated with partner organizations, planned recruitment, coordinated peer education programs. Continue to work with group on future educational events, lobbying, and direct service opportunities.
Jewish Funds for Social Justice, Atlanta, GA, 2008-2010
Participated in volunteer trips to New Orleans to participate in post-Katrina rebuilding.

Feminist Majority Leadership Alliance, Brandeis University, 2000-2003
Served on the executive board of the campus organization. Assisted in outreach and recruitment, education, advocacy, and planned campus events related to gender issues.
DEBORAH S. GAMBS, Ph.D.

Assistant Professor of Sociology, Department of Social Sciences & Human Services
Borough of Manhattan Community College, CUNY, September 2008-Present
Co-Coordinator of Sociology Discipline, 2010-Present

Ph.D. in Sociology, May 22, 2008
The Graduate Center, City University of New York (CUNY)

B.A. in Sociology & Human Diversity (Magna Cum Laude) May 1996
North Park University, Chicago, Illinois

RESEARCH & TEACHING INTERESTS
Sociology of Arts & Culture, Science & Technology Studies, Cultural Studies, Visual Studies,
Autoethnography, Qualitative Research Methods, Feminist Theory, Psychoanalytic Theory

CURRENT
Co-Editor. Deborah Gambs & Rose M. Kim. Women on the Role of Public Higher Education:

“An Open University: Taking the Experimental Path.” In Women on the Role of Public Higher

“Art and Ecology in New York City.” To be presented with Arts, Spaces, Communities,
Regular Paper Session at Eastern Sociological Society, Baltimore, MD Friday Feb 21, 2014

“Making the Most of Your Social Media Networks” To be presented with Entering the job
market: The effective use of social media (Sponsored by the ESS Committee on Graduate

Presider, Pedagogy: Teaching Sociology, Regular Paper Session at Eastern Sociological Society,
Baltimore, MD, Saturday February 22, 2014

PUBLICATIONS

“Experimental Research Methods After Critique: On ‘The Example,’ Affirmative Methods, and
2013.

“Images: Objects of Analysis in Sociology and Relational Psychoanalysis.” Cultural Studies:


“MIT Media Lab” in The Encyclopedia of Social Media and Politics. Golson. Forthcoming

“Flickr” in The Encyclopedia of Social Media and Politics. Golson. Forthcoming

“Considering Pedablogy” (series of six posts) *CacophonysBlog.* Blog of the Bernard L. Schwartz Communication Institute, Baruch College, CUNY
“Training Movement.” *Qualitative Inquiry.* Vol. 11:2. (157-169) 2005

**FELLOWSHIPS & AWARDS**

2013 Digital Storytelling Workshop, BMCC-CUNY. $4,000 stipend.
2010 Faculty Fellowship Publication Program. CUNY. One course release.
2009 NYU Faculty Research Network Summer Seminar participant. “Art, Policy & Politics.”
2009 PSC CUNY Award, “Cloning Trees: The Art of Natalie Jeremijenko”. Grant for $4,500
Communication Fellow, Bernard L. Schwartz Communication Institute, Baruch College,
CUNY, 2005-2008
CUNY Writing Fellow, Borough of Manhattan Community College, CUNY 2003-2005
Graduate Teaching Fellow, LaGuardia Community College, CUNY 2001-2003
Conviction Seminar, Center for the Study of Women & Society, The Graduate Center, CUNY,
2001-2003
Senior Par Excellence, Outstanding service to community, North Park University 1996
J. William Frederickson Scholarship, Sociology Departmental Award, North Park University,
1995 & 1996
Nyvall Scholar, North Park University, 1992-1996 (Top academic scholarship offered)

**PRESENTATIONS**

“Art and Ecology in New York City.” To be presented with Arts, Spaces, Communities, Regular Paper Session at Eastern Sociological Society, Baltimore, MD Friday Feb 21, 2014
“Making the Most of Your Social Media Networks” To be presented with Entering the job market: The effective use of social media (Sponsored by the ESS Committee on Graduate Education) Workshop. Baltimore MD February 21, 2014
Conference. BMCC-CUNY. February 2012
“Visualizing Social Theory: Are new technologies transforming the sociological landscape?” Presentation to the Faculty Salon, Social Science & Human Services Department, BMCC-CUNY. November 2011
“On the relations of images, objects and analysis” Paper presented at The Social Theory Forum, University of Massachusetts-Boston, Boston, MA, April 7, 2010
“Baruch in the Blogosphere: Experiments in Organizational and Course Weblogs.” 9th Annual Conference on Teaching and Technology, Baruch College, CUNY. April 7, 2006
“Writing Fellows Working With Students” CUNY Writing Fellow Training, The Graduate Center, CUNY, August 2005.

PREVIOUS EXPERIENCE

Division of Worker Education, City College of New York, CUNY
Designed syllabus and course materials
Writing Consultant, Writing Center, Fall 2006
Division of Social Sciences, Marymount Manhattan College, New York, NY
Race & Ethnicity, Summer 2008 & 2005
Women, Society & Culture, Fall 2007 & Summer 2004
General Sociology (two sections), Fall 2004 & Spring 2005
Designed syllabi and course materials for all courses

Bernard L. Schwartz Communication Institute, Baruch College, CUNY
Communication Fellow, August 2005-Present
Consultant to faculty and students on enhancing writing, public speaking, and use of technology in Business Policy Senior Capstone Course, Zicklin School of Business; Communication consultant to Healthcare MBA students on final presentations

SOCILOGY INSTRUCTION
Social Science Department, LaGuardia Community College, CUNY
Graduate Teaching Fellow, September 2001 - June 2003
Introduction to Sociology including:
One section for ESL students; One section that combined college students with both at-risk and advanced high school students
Designed syllabi and course materials for all courses

WRITING AND COMMUNICATION ACROSS THE CURRICULUM
Writing Across the Curriculum, Borough of Manhattan Community College, CUNY
CUNY Writing Fellow, August 2003 – June 2005
Consultant to faculty teaching Writing Intensive courses in Chemistry, Theatre, Ethnic Studies and Critical Thinking Departments; Assessed course syllabi to determine how writing could be added to the course while respecting the need to cover content; Assisted in developing and leading Faculty Development Seminar series on WAC; Gave in-class presentations to students on writing, editing and revision

RESEARCH ASSISTANTSHIPS
Center for the Study of Women & Society (CSWS), The Graduate Center, CUNY
Research Assistant to Director, May 2001 – May 2003
Assisted in planning and organizing “Future Matters: Technoscience, Global Politics, and Cultural Criticism” conference; Assisted in program development and grant writing for College and Community Fellowship, a non-profit group within CSWS that provides academic mentoring and assistance to women transitioning from prison to re-entry

Department of Sociology, The Graduate Center, CUNY
Research Assistant to Distinguished Professor of Sociology, September 1999-2001
Assisted with research on public interest lawyers, including literature review for grant proposal and project database.
PROFESSIONAL ACTIVITIES & SERVICE

Co-coordinator, Sociology Discipline. Department of Social Sciences & Human Services. BMCC-CUNY. 2011-Present
Eastern Sociological Society
Cultural Studies Association
Technology Day Committee. BMCC-CUNY. 2009-Present.
BMCC Chapter of PSC- CUNY – New Faculty Orientation Co-Coordinator and Panelist
CUNY at the Council
Chair, Board of Trustees, The Community Church of New York, Unitarian-Universalist, 2008-2010
Women’s Studies Advisory Council, The Graduate Center, CUNY, 2002-2003
Rep. to Sociology Dept. Executive Committee, CUNY-GC, 2002-03
Rep. to Sociology Dept. Faculty Membership Committee, CUNY-GC, 2001-2002
CURRICULUM VITAE

ROBIN G. ISSERLES, Ph.D.
Associate Professor, Sociology

HIGHER EDUCATION

THE GRADUATE SCHOOL
AND UNIVERSITY CENTER
City University of New York,
2002 Ph.D. in Sociology
(Advisor, Dr. Robert Alford)

UNION COLLEGE,
Schenectady, NY
1990 B.A. in Political Science

SCHOLARLY WORK


“Crafting Community at the Graduate Center”, in Women on the Role of Public Higher Education: Personal Reflections from CUNY’s Graduate Center (Rose Kim and Deborah Gambs, eds). Palgrave Macmillan. Forthcoming.


Women’s Studies Quarterly, (Fall/Winter: vol XXXI, Nos. 3&4), pp. 38-57.


OTHER PROFESSIONAL ACTIVITIES


September 2011-August 2013. Project Director, CUNY Research Project on Academic Momentum. Center for Advanced Study in Education, Graduate Center, City University of New York. On leave from BMCC.


2009-2011. Personnel and Budget Committee, Department of Social Sciences and Human Services, Borough of Manhattan Community College, CUNY

2009-2011; 2013-present. Coordinator, Faculty Salon, Department of Social Sciences and Human Services, Borough of Manhattan Community College, CUNY

2006-2011. Deputy Chairperson, Adjunct Coordinator, Department of Social Sciences and Human Services, Borough of Manhattan Community College, CUNY

2007. Peer Reviewer for submitted manuscript to Gender, Work and Organization, (June).


RECENT PROFESSIONAL PRESENTATIONS


March 22, 2013 “A Tale of Two RCTs”: Results and Reflections from an Experimental Design Study of First-year Community College Students” co-author with Dan Douglas. Annual Meeting of


August 19, 2011  “Caring “for” and “about” the Work We Do: The Dialectics of Alienation and an Ethic of Care”. 7th International Carework Conference, University of Las Vegas, Nevada.

August 19, 2011  “Selling ‘Care’: The Implications of Emotional Branding for an Ethic of Care”. 7th International Carework Conference, University of Las Vegas, Nevada.


RECENT INVITATIONS

February 2013/ Opening Remarks, Purposeful Pedagogy Workshop, Graduate Center, City University of New York
March 2012
January 2013  Presenter, Pedagogical Research Design in the Social Sciences and Education Session at the Pedagogical Research Design: A One-Day Grant Writing Workshop, Sponsored by the Office of Vice Chancellor for Research, City University of New York

November 2011  Panelist, “Creating Community through the Faculty Salon”, BMCC Faculty Development Day

ACADEMIC AND PROFESSIONAL HONORS

Recipient, 2011, BMCC Faculty Publications Grant
Recipient, 2009, BMCC Scholarship of Teaching and Learning Faculty Development Initiative
Recipient, 2008 BMCC Faculty Development Grant
Recipient, 2004-2005, CUNY Faculty Development Grant, Co-coordinator (along with Joan Tronto and Pamela Stone of Hunter College) of seminar "Considering Care: New Scholarship and Emerging Issues in the Study of Care and Caregiving"

Memberships:
American Sociological Association, Section on Teaching and Learning
Eastern Sociological Society, Co-Chair, Committee on Community Colleges
Carework Network
Charles Post

Education

Ph.D. (Sociology) State University of New York at Binghamton May 1983
Dissertation: Primitive Accumulation, Class Struggle and the Capitalist State: Political Crisis and the Origins of the U.S. Civil War, 1844-1861

M.A. (Sociology) SUNY-Binghamton, May 1978

B.A. (History) State University of New York at Stony Brook May 1976

Teaching Experience

Professor, Sociology, Borough of Manhattan Community College-CUNY, New York, New York, 10007 (September 2011- Present)

Associate Professor, Sociology, Borough of Manhattan Community College-CUNY, New York, New York, 10007 (September 2000-August 2011)


Assistant Professor, Sociology, Borough of Manhattan Community College-CUNY, New York, New York 10007 (February 1994 – August 2000)

Adjunct Assistant Professor, Sociology, LaGuardia Community College-CUNY, Long Island City, New York 11101 (September 1993 - December 1993)

Adjunct Assistant Professor, Sociology, Kingsborough Community College-CUNY, Brooklyn, New York 12235 (September 1993 - December 1993)

Adjunct Assistant Professor, Sociology, Borough of Manhattan Community College-CUNY, New York, New York 10017 (September 1991 - May 1992)

Publications

Book


Short-listed for the 2011 Isaac and Tamara Deutscher Award.
2013 Paul M. Sweezy Marxist Sociology Book Prize, Marxist Section of the American Sociological Association.

Articles


“How Capitalist Were The ‘Bourgeois Revolutions’?: Neil Davidson’s How Revolutionary Were The Bourgeois Revolutions?” Historical Materialism (Under review)


“Capitalism, Laws of Motion and Social Relations of Production: Jarius Banaji’s Theory as History: Essays on Modes of Production and Exploitation,” Historical Materialism (Forthcoming 2012)


"Amerikan Ic Savasi" (The American Civil War) in Sosyalizm Ve Toplumsal Mucadeler Anskiklopedisi (Encyclopedia of Socialism and Social Struggles) (In Turkish) (Istanbul, Turkey: Iletism Yayinlari, 1988)

"A New Middle Class?" Against the Current Volume 2, Number 4 (Winter 1984)

"The 'Agrarian Question,' Class Struggle and the Capitalist State in South Africa and the United States" (co-authored with Martin J. Murray) Insurgent Sociologist, Volume 11, Number 3 (Winter 1984)

"The American Road to Capitalism" New Left Review, Number 133 (May-June 1982)

**Comments**

“Comment: Primitive Accumulation in Modern China,” Dialectical Anthropology, 32 (2008)


**Book Reviews**


“Review of T. Eagleton, Why Marx Was Right,” Socialist Studies/Etudes Socialiste, 8, 2 (Fall 2012)


"Review of Mark A. Laus, *Young America: Land, Labor, and the Republican Community.*" *Journal of Agrarian Change*, 6,2 (April 2006)


“Review of T. Byres, *Capitalism from Above, Capitalism from Below,*” *Historical Materialism*, Number 4 (June 1999)

"Review of S. Edgell, et al. (Eds.), *Debating the Future of the Public Sphere: Transforming the Public and Private Domains in Free Market Societies,*" *Contemporary Sociology*, Volume 25, Number 3 (1996)


"Review of Nelson Lichtenstein's *Labor's War at Home: The CIO in World War II*" *Against the Current* Volume 3, Number 3 (Fall 1985)


**Conference/Seminar Presentations**

“Marx, Marxism and the Trade Unions,” Labor and Working Class History Association Conference, June 2013, New York, NY

“The American Road to Capitalism,” Research in Progress Seminar, International Relations Department, University of Sussex, November 2012, Sussex, UK


“The American Road to Capitalism,” Economics and Philosophy Department Seminar, New School for Social Research, April 2012, New York, NY

“The American Road to Capitalism: Toward a New Social Interpretation of the US Civil War” Keynote Address to New York University Sociology Graduate Student Conference, April 2012, New York, NY

“The American Road to Capitalism,” History of Consciousness Program, University of California-Santa Cruz, April 2012, Santa Cruz, California


“The American Road to Capitalism,” Havens Center-University of Wisconsin, March 2012, Madison Wisconsin.

“What’s Left of Leninism?” Socialist Register-Rosa Luxemburg Foundation, North Atlantic Left Dialogue Seminar, December 2012, Toronto, Canada


“The Social Roots of the Civil War,” Presented to the Philosophy Department Discussions in the Humanities, Adelphi University, April 2011, Garden City, NY.

“Capitalism, Laws of Motion and Social Relations of Production: Jarius Banaji's *Theory as History: Essays on Modes of Production and Exploitation,*” Presented to the *Historical Materialism* Conference, November 2010, London, UK


“Plantation Slavery and Economic Development in the Americas” Presented to the Seminar in Agrarian Studies, Agrarian Studies Program, Yale University, October 2002, New Haven, Connecticut. (*By Invitation*)


“Regional Uneven Development in the Antebellum U.S.: Slavery and Southern Economic Underdevelopment” Presented to the Department of Geography, University of California-Berkeley, April 1997. (*By Invitation*)

"Ernest Mandel and the theory of Bureaucracy" Presented to the conference on The Contribution of Ernest Mandel to Social Theory, July 1996, Ernest Mandel Study Center of the International Institute for Research and Education, Amsterdam, The Netherlands

"The Agrarian Roots of US Capitalism: The Transformation of the Northern Countryside Before the Civil War" Presented to the Meetings of the American Sociological Association, August 1994, Los Angeles, California


Awards/Grants

The American Road to Capitalism, 2013 Paul M. Sweezy Marxist Sociology Book Prize, Marxist Section of the American Sociological Association.

The American Road to Capitalism, Short-Listed for the 2011 Isaac and Tamara Deutscher Prize.

Borough of Manhattan Community College-CUNY Faculty Publication Grant to fund research on theories of working class consciousness during the Spring of 2008.

Borough of Manhattan Community College-CUNY Faculty Development Grant to fund research on comparative slavery and economic development during the Summer of 1999.

Professional Staff Congress-City University of New York Research Foundation Grant (669279) to fund research on comparative slavery and economic development during the Summer of 1998.

Professional Staff Congress-City University of New York Research Foundation Grant (668293) to fund research on comparative slavery and economic development during the Summer of 1997.

Professional Staff Congress-City University of New York Research Foundation Grant (666527) to fund research on antebellum northern U.S. rural class structure during the Summer of 1995.

Other Professional Contributions

Editorial Board, Journal of Agrarian Change

Editorial Board, Historical Materialism
Editorial Board, *Socialist Register*


Anonymous Referee for the *Journal of American History*
Anonymous Referee for the *Journal of Socialist Studies*
Anonymous Referee for *Critical Sociology*

**Teaching and Research Areas**
Race and Ethnicity
Work and Occupations
Sociology of Labor
Comparative Historical Sociology

**Professional Associations**

American Sociological Association
Amy Sodaro

Education

Ph.D., Sociology, New School for Social Research, New York, 2011
Dissertation: Exhibiting Atrocity: Presentation of the Past in Memorial Museums
Committee: Jeffrey C. Goldfarb (chair), Elzbieta Matynia, Vera Zolberg

M.A., w/ Honors, Liberal Studies, New School for Social Research, New York, 2004

B.A., summa cum laude, Classics and Drama, Tufts University, Medford, MA, 1997

Academic Positions

Assistant Professor, Sociology, 2012-present
Borough of Manhattan Community College, City University of New York, New York, NY

Visiting Assistant Professor of Sociology, 2011-2012
William Paterson University, Wayne, NJ

Research and Teaching Interests

Sociological Theory, Sociology of Culture, Memory Studies, Holocaust and Genocide Studies,
Museum Studies, Political Sociology, Sociology of Religion

Courses Taught

- Introduction to Sociology, Borough of Manhattan Community College (Fall 2012-present)
- Sociological Theory, William Paterson University (Spring 2012)
- Sociology of Religion, William Paterson University (Fall 2011; Spring 2012)
- Qualitative Methods, William Paterson University (Fall 2011; Spring 2012)
- Principles of Sociology, William Paterson University (Fall 2011)
- Genocide: A Problem from Hell, Eugene Lang College (Spring 2011) & New School for General Studies (Fall 2009)

Teaching Assistant
• *Fiction: An Introduction* (writing intensive), The New School (Spring 2010)
• *Introduction to Visual Culture*, The New School (Fall 2008, 2009)
• *Surveillance and Visual Culture*, The New School (Spring 2009)
• *Media Politics*, The New School (Fall 2008)
• *Reimagining New York* (online), The New School (Spring 2007)
• *Modernity and its Discontents*, The New School for Social Research (Fall 2003)

**Publications**

**Books**

**Peer Reviewed Articles**

Sodaro, A. “Skabelsen af fortiden i Kigali Genocide Memorial Center” (“Production of the Past in the Kigali Genocide Memorial Center,” translated to Danish by Astrid Nonbo Andersen) in *Slagmark: Tidsskrift for idehistorie*, special issue *Historiepolitiik*, No. 60, 2011.


**Book Chapters**


Book Reviews

Conferences and Workshops

Organizing Committee

*Memory: Silence, Screen and Spectacle*
- Fourth Annual Interdisciplinary Memory Conference, New School for Social Research, March 2011

*The Limits of Memory*
- Third Annual Interdisciplinary Memory Conference, New School for Social Research, March 2010

*Memory and the Future*
- Second Annual Interdisciplinary Memory Conference, New School for Social Research, February 2009

*Is an Interdisciplinary Field of Memory Studies Possible?*
- First Annual Interdisciplinary Memory Conference, New School for Social Research, February 2008

Select Presentations


“Memory, History and Identity in Berlin’s Jewish Museum,” *Identities in Conflict/Conflicts in Identities*, Center for Cultural Sociology, Masaryk University, Brno, Czech Republic, 2012

“Memorial Museums and the Production of the Past,” *Producing History*, CUNY Graduate Center, April 2011


“Fifteen Years Later: Remembering the Rwandan Genocide at the Kigali Memorial Center” *Curating Difficult Knowledge*, Concordia University, Montreal, April 2009


Invited Talks and Workshops


“Exhibiting Atrocity: Memory of Genocide and Violence in Memorial Museums,” Johnson State College, VT, March 2011

“A New Memorial Paradigm,” *Mapping Local Landscapes*, Munk School of International Affairs, University of Toronto, January 2011

**Academic Awards and Honors**

- Melamid Prize Fellowship, New School for Social Research, 2010-2011
- Memory and Memorialization Fellowship, New York University & Centre national de la recherche scientifique, 2009-2010
- New School for Social Research Travel Fellowship, 2008; 2010
- Essay selected for Irmgard Coninx Stiftung Transnational Roundtables on Memory Politics, Berlin, 2009
- Levinson Scholarship, New School for Social Research, 2009-2010
- University Fellowship, New School for Social Research, 2005-2006
- New Social Science Training Program Fellowship, New School for Social Research, Fall 2004
- Central European University Summer Program Tuition Scholarship, Summer 2004

**Professional Experience**

Transregional Center for Democratic Studies (TCDS), New School for Social Research
*Program Coordinator*, November 2008 – present

- Organize and run international study programs in South Africa and Poland; oversee budget and finances; organize university-wide conferences, lectures, and events; general office administration: manage work study staff, correspond with donors and associates, website maintenance, and all other administrative work.

International Center for Transitional Justice, New York City, NY

- Assist in the development of a PowerPoint presentation and workshop entitled “The Power of Memorials: Human Rights, Memory and the Struggle for Justice”; create database of human rights memorial initiatives from around the world; research and write a report on the field of memorials and human rights to redesign the ICTJ Memorials project.
Additional Experience and Professional Service

- Executive Committee – Women’s HerStory Month, BMCC, 2014


- Advisor – STAND at The New School, student anti-genocide organization, 2010-2011


International Education and Experience


- Democracy & Diversity Institute, Cape Town, South Africa; January 2006, 2009

- Kigali Rwanda, dissertation research, June 2008

- Central European University Summer Program, Budapest, Hungary; July 2004

- Democracy & Diversity Institute, Krakow, Poland; July 2003

Professional Memberships

- Eastern Sociological Society

- New School for Social Research Interdisciplinary Memory Group

- International Association of Genocide Scholars
Appendix G

NEW RESOURCES: EXPENDITURES AND SUPPORTING MATERIALS
<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>$ -</td>
<td>$ 1,200.00</td>
<td>$ 1,400.00</td>
<td>$ 1,600.00</td>
<td>$ 1,800.00</td>
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<tr>
<td>Part Time Faculty</td>
<td>$ 11,187.00</td>
<td>$ 11,187.00</td>
<td>$ 11,187.00</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>$ 60,708.17</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Part Time Staff</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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</tr>
<tr>
<td>Equipment</td>
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<td>$ -</td>
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</tr>
<tr>
<td>Laboratories</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Supplies &amp; Expenses (Other than Personal Services)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Capital Expenditures</td>
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<tr>
<td>Other</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Total all</td>
<td>$ 2200</td>
<td>$ 2800</td>
<td>$ 14587</td>
<td>$ 15287</td>
<td>$ 65208.168</td>
</tr>
</tbody>
</table>

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

Specify what is included in "other" category (e.g., student financial aid).
The Five-Year Financial Projections for Program

<table>
<thead>
<tr>
<th>DIRECT OPERATING EXPENSES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>42873</td>
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<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
<td></td>
<td></td>
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<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
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</tr>
<tr>
<td>Full Time Employee Fringe Benefits (41.6%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total (Links to Full-Time Faculty on Program Exp Worksheet)</strong></td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Part Time Faculty Actual Salaries</td>
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<td></td>
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<tr>
<td>Part Time Faculty Actual Fringe Benefits (24.3%)</td>
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<td>2187</td>
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<td>$11,187.00</td>
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<td>Full Time Staff Base Salary (list separately)</td>
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</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
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<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total (Links to Full-Time Staff on Program Exp Worksheet)</strong></td>
<td>$ -</td>
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<tr>
<td><strong>PART-TIME STAFF</strong> (do not include library staff in this section)</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-------</td>
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<tr>
<td>Part Time Staff Base Salary (list separately)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Replacement Costs (replacement of full-time faculty - e.g. on release time - with part-time faculty)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
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<tr>
<td>Student Hourly</td>
<td></td>
<td></td>
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<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total</strong> (Links to Part-Time Staff on Program Exp Worksheet)</td>
<td>-</td>
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<table>
<thead>
<tr>
<th><strong>LIBRARY</strong></th>
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<td>Full Time Staff Fringe Benefits (41.6%)</td>
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<td>Library Staff Part Time (List Separately)</td>
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<td>Part Time Employee Fringe Benefits (24.3%)</td>
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<td>$1,200.00</td>
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<tr>
<td>Office Furniture</td>
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<tr>
<td>Other (Specify)</td>
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<tr>
<td><strong>Total</strong> (Links to Equipment on Program Exp Worksheet)</td>
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<table>
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<tr>
<td>Other (list separately)</td>
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<td>SUPPLIES AND EXPENSES (OTPS)</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------</td>
<td>--------</td>
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<tr>
<td>Consultants and Honoraria</td>
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<td>2100</td>
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<td>Advertising and Promotion</td>
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<td>Computer Software</td>
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</tr>
<tr>
<td>Computer License Fees</td>
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<td></td>
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</tr>
<tr>
<td>Computer Repair and Maintenance</td>
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</tr>
<tr>
<td>Equipment Repair and Maintenance</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>New Total Supplies and OTPS Expenses</strong></td>
<td><strong>$1,000.00</strong></td>
<td><strong>$1,400.00</strong></td>
<td><strong>$1,800.00</strong></td>
<td><strong>$2,300.00</strong></td>
<td><strong>$2,500.00</strong></td>
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<table>
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<tr>
<th>CAPITAL EXPENDITURES</th>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td>Facility Renovations</td>
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</tr>
<tr>
<td>Classroom Equipment</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other (list separately)</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>TOTAL</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
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Appendix H

PROJECTED REVENUE
## Projected Revenue Related to the Proposed Program

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<th></th>
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<tr>
<td><strong>Tuition Revenue[3]</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Sources[4]</td>
<td>$324,000</td>
<td>$432,000</td>
<td>$465,120</td>
<td>$339,587</td>
<td>$0</td>
</tr>
<tr>
<td>02. From New Sources[5]</td>
<td>$63,000</td>
<td>$196,800</td>
<td>$489,600</td>
<td>$848,966</td>
<td>$1,528,140</td>
</tr>
<tr>
<td><strong>03. Total</strong></td>
<td>$387,000</td>
<td>$628,800</td>
<td>$954,720</td>
<td>$1,188,553</td>
<td>$1,528,140</td>
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<tr>
<td><strong>State Revenue[6]</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04. From Existing Sources$</td>
<td>$174,384</td>
<td>$217,980</td>
<td>$230,090</td>
<td>$164,696</td>
<td>$0</td>
</tr>
<tr>
<td>05. From New Sources**</td>
<td>$33,908</td>
<td>$99,302</td>
<td>$242,200</td>
<td>$411,740</td>
<td>$726,600</td>
</tr>
<tr>
<td><strong>06. Total</strong></td>
<td>$208,292</td>
<td>$317,282</td>
<td>$472,290</td>
<td>$576,436</td>
<td>$726,600</td>
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<tr>
<td><strong>Other Revenue[7]</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>07. From Existing Sources$</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>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Grand Total[8]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. From Existing Sources$</td>
<td>$498,384</td>
<td>$649,980</td>
<td>$695,210</td>
<td>$504,283</td>
<td>$0</td>
</tr>
<tr>
<td>11. From New Sources**</td>
<td>$96,908</td>
<td>$296,102</td>
<td>$731,800</td>
<td>$1,260,706</td>
<td>$2,254,740</td>
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<td><strong>TOTAL</strong></td>
<td>$595,292</td>
<td>$946,082</td>
<td>$1,427,010</td>
<td>$1,764,989</td>
<td>$2,254,740</td>
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</table>
Appendix I

SUPPORTING MATERIALS FOR PROJECTED REVENUE TABLE
## The Five-Year Revenue Projections for Program
### COMMUNITY COLLEGE WORKSHEET
#### Year 1 = Fall 2014

<table>
<thead>
<tr>
<th>EXISTING FULL-TIME STUDENTS</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING FULL-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>72</td>
<td>90</td>
<td>95</td>
<td>68</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income (calculates 2% increase per year after Fall 2015)</td>
<td>$4,500</td>
<td>$4,800</td>
<td>$4,896</td>
<td>$4,994</td>
<td>$5,094</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$324,000</td>
<td>$432,000</td>
<td>$465,120</td>
<td>$339,587</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total In-State Tuition &amp; Fees</strong></td>
<td>$324,000</td>
<td>$432,000</td>
<td>$465,120</td>
<td>$339,587</td>
<td>$0</td>
</tr>
</tbody>
</table>

| **Tuition & Fees:**         |          |          |            |           |           |
| # of EXISTING FULL-TIME, Out-of-State Students (linked from "Enroll & Seat Need Projections") | 8        | 10       | 10         | 7         | 0         |
| Annual Avg # of Credits per FT student (24-30) |          |          |            |           |           |
| Tuition Income (Specify Rate per credit. Calculates 2% annual increase after Fall 2015) | $290     | $305     | $311       | $317      | $324      |
| Total Tuition               | $0       | $0       | $0         | $0        | $0        |
| Student Fees (enter ANNUAL program fees other than standard CUNY fees) |          |          |            |           |           |
| Total Fees                  |          |          |            |           |           |
| **Total Out-of-State Tuition & Fees** | $0       | $0       | $0         | $0        | $0        |

**TOTAL EXISTING FULL-TIME TUITION REVENUE** | $324,000 | $432,000 | $465,120 | $339,587 | $0
## EXISTING PART-TIME STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees: # of EXISTING PART-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>19</td>
<td>28</td>
<td>24</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year- Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td>19</td>
<td>28</td>
<td>24</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$185</td>
<td>$195</td>
<td>$199</td>
<td>$203</td>
<td>$207</td>
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<td>Total Tuition</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Total Fees</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>Tuition &amp; Fees: # of EXISTING PART-TIME Out of State Students (linked from &quot;Enrollment and Seat Need Projections&quot;)</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year- Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$290</td>
<td>$305</td>
<td>$311</td>
<td>$317</td>
<td>$324</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td><strong>TOTAL EXISTING PART TIME REVENUE</strong></td>
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<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
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</table>
### TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)

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<thead>
<tr>
<th></th>
<th>$324,000</th>
<th>$432,000</th>
<th>$465,120</th>
<th>$339,587</th>
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</table>

### NEW FULL-TIME STUDENTS

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<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW FULL-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>14</td>
<td>41</td>
<td>100</td>
<td>170</td>
<td>300</td>
</tr>
<tr>
<td>Tuition Income (Calculates 2% increase per year after Fall 2015)</td>
<td>$4,500</td>
<td>$4,800</td>
<td>$4,896</td>
<td>$4,994</td>
<td>$5,094</td>
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<td>$196,800</td>
<td>$489,600</td>
<td>$848,966</td>
<td>$1,528,140</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$63,000</td>
<td>$196,800</td>
<td>$489,600</td>
<td>$848,966</td>
<td>$1,528,140</td>
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### Tuition & Fees:

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<tbody>
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<td># of NEW FULL-TIME, Out-of-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>1</td>
<td>4</td>
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<td>Annual Avg # of Credits per FT student (24-30)</td>
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<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$290</td>
<td>$305</td>
<td>$311</td>
<td>$317</td>
<td>$324</td>
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<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
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<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td></td>
<td></td>
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<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
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### TOTAL NEW FULL-TIME TUITION REVENUE

<table>
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<th>$63,000</th>
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### NEW PART-TIME STUDENTS

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<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td># of NEW PART-TIME, In-State Students</td>
<td></td>
<td>4</td>
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<tr>
<td>Total Enrolled Credits</td>
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<tr>
<td>(Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td></td>
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<td></td>
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<tr>
<td>Tuition Income</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>(Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$185</td>
<td>$195</td>
<td>$199</td>
<td>$203</td>
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<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
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<td>$0</td>
<td>$0</td>
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<td>$0</td>
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<td>Total Fees</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Total In-State Tuition &amp; Fees</td>
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### Tuition & Fees:

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<thead>
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<td># of NEW PART-TIME, Out-of-State Students</td>
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<td>Total Enrolled Credits</td>
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<td></td>
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<tr>
<td>(Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
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<tr>
<td>Tuition Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Specify Rate per credit) calculates 2% increase per year</td>
<td>$290</td>
<td>$305</td>
<td>$311</td>
<td>$317</td>
<td>$324</td>
</tr>
<tr>
<td>Total Tuition</td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Total Fees</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
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<td>$0</td>
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</table>

### TOTAL NEW PART-TIME REVENUE

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>TOTAL NEW PART-TIME REVENUE</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</table>
### TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)

<table>
<thead>
<tr>
<th></th>
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<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$63,000</td>
<td>$196,800</td>
<td>$489,600</td>
<td>$848,966</td>
<td>$1,528,140</td>
<td></td>
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</tbody>
</table>

### STATE REVENUE

<table>
<thead>
<tr>
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<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td># EXISTING FTEs</td>
<td>72</td>
<td>90</td>
<td>95</td>
<td>68</td>
<td>0</td>
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<tr>
<td>Appropriation per FTE</td>
<td>$2,422</td>
<td>$2,422</td>
<td>$2,422</td>
<td>$2,422</td>
<td>$2,422</td>
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<tr>
<td>STATE REVENUE FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9</td>
<td>$174,384</td>
<td>$217,980</td>
<td>$230,090</td>
<td>$164,696</td>
<td>$0</td>
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<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td># NEW FTEs</td>
<td>14</td>
<td>41</td>
<td>100</td>
<td>170</td>
<td>300</td>
</tr>
<tr>
<td>Appropriation per FTE</td>
<td>$2,422</td>
<td>$2,422</td>
<td>$2,422</td>
<td>$2,422</td>
<td>$2,422</td>
</tr>
<tr>
<td>STATE REVENUE FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11</td>
<td>$33,908</td>
<td>$99,302</td>
<td>$242,200</td>
<td>$411,740</td>
<td>$726,600</td>
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### OTHER REVENUE

<table>
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<tr>
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<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
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</thead>
<tbody>
<tr>
<td>Other Revenue From Existing Sources</td>
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<td></td>
<td></td>
</tr>
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<td>(specify and explain) -LINKS TO REVENUE SPREADSHEET ROW 13)</td>
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<tr>
<td>Other Revenue New</td>
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<td></td>
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<tr>
<td>(specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)</td>
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Appendix J

ENROLLMENT AND SEAT NEED PROJECTIONS
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<tr>
<th>Projected Enrollment</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Existing Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>80</td>
<td>100</td>
<td>105</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Out-of-State</td>
<td>72</td>
<td>90</td>
<td>95</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
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<tr>
<td><strong>Existing Full-time Total</strong></td>
<td>80</td>
<td>100</td>
<td>105</td>
<td>75</td>
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<tr>
<td><strong>Existing Part-time Students</strong></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>In-State</td>
<td>20</td>
<td>30</td>
<td>25</td>
<td>25</td>
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<tr>
<td>Out-of-State</td>
<td>19</td>
<td>28</td>
<td>24</td>
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<td>1</td>
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<td>1</td>
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<tr>
<td><strong>Existing Part-time Total</strong></td>
<td>20</td>
<td>30</td>
<td>25</td>
<td>25</td>
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</tr>
<tr>
<td><strong>New Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>15</td>
<td>45</td>
<td>110</td>
<td>185</td>
<td>325</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>14</td>
<td>41</td>
<td>100</td>
<td>170</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td><strong>NEW Full-time Total</strong></td>
<td>15</td>
<td>45</td>
<td>110</td>
<td>185</td>
<td>325</td>
</tr>
<tr>
<td><strong>New Part-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>5</td>
<td>16</td>
<td>30</td>
<td>50</td>
<td>75</td>
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<td>Out-of-State</td>
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<td>46</td>
<td>70</td>
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<td>1</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>New Part-time Total</strong></td>
<td>5</td>
<td>16</td>
<td>30</td>
<td>50</td>
<td>75</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Section Seats per Student</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
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</thead>
<tbody>
<tr>
<td><strong>Full-time Students</strong></td>
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</tr>
<tr>
<td>Existing Courses</td>
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<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
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<tr>
<td>New Courses</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total (normally equals 10)</strong></td>
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<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Part-Time Students</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
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<td>4</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>New Courses</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td><strong>Total (normally equals 4-6)</strong></td>
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<td>Seat &amp; Section Needs</td>
<td>Year One</td>
<td>Year Two</td>
<td>Year Three</td>
<td>Year Four</td>
<td>Year Five</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Seat Need for Existing Students</strong></td>
<td></td>
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<tr>
<td>Existing Courses</td>
<td>-</td>
<td>(100)</td>
<td>(130)</td>
<td>(100)</td>
<td>-</td>
</tr>
<tr>
<td>New Courses</td>
<td>-</td>
<td>100</td>
<td>130</td>
<td>100</td>
<td>-</td>
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<tr>
<td><strong>Seat Need for New Students</strong></td>
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<td></td>
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<tr>
<td>Existing Courses</td>
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<td>1,815</td>
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<td>140</td>
<td>235</td>
<td>400</td>
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<tr>
<td><strong>Total Seat Need</strong></td>
<td>170</td>
<td>514</td>
<td>1,220</td>
<td>2,050</td>
<td>3,550</td>
</tr>
<tr>
<td>Avail. Seats in Existing Courses</td>
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<tr>
<td>Net Seat Need in Existing Courses</td>
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<td>950</td>
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<td>2,050</td>
<td>3,550</td>
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<td>25</td>
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<td>17.33125</td>
<td>40.4875</td>
<td>66.99375</td>
<td>114.4375</td>
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</table>
Appendix K

ARTICULATION AGREEMENT WITH BROOKLYN COLLEGE
THE BOROUGH OF MANHATTAN COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
ARTICULATION AGREEMENT FORM

A. SENDING AND RECEIVING INSTITUTIONS
Sending College: Borough of Manhattan Community College/ CUNY
Department: Social Sciences and Human Services
Program: Sociology (Pathways)
Degree: Associate of Arts (A.A.)

Receiving College: Brooklyn College/ CUNY
Department: Sociology
Program: Sociology
Degree: Bachelor of Arts (B.A.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM
(e.g., minimum GPA, audition/portfolio)

• 2.5 overall GPA – per A.A.S./A.S./A.A. graduation requirement.
• Completed Mathematics course worth three or more credits
• Grade of C or better in freshman composition, its equivalent, or a higher-level English course*

*(Effective 10/1/08, per University policy)

About the Major
Total transfer credits granted toward the baccalaureate degree: 60
Total additional credits required at the senior college to complete baccalaureate degree: 60
## C. COURSE TO COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

### I. Common Core

<table>
<thead>
<tr>
<th>A. Required Common Core</th>
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<tbody>
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<td>1. English Composition</td>
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</tr>
<tr>
<td>ENG 101 English Composition I</td>
<td></td>
</tr>
<tr>
<td>ENG 201 English Composition II</td>
<td>6</td>
</tr>
<tr>
<td>2. Mathematical &amp; Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>MAT 104 or 109 or 210 or 150 or 160 or 161 or 200 or 205 or 206 or 209 or 214 or 301 or 302 or 303 or 315 or 320 or 501 or 601</td>
<td></td>
</tr>
<tr>
<td>3. Life &amp; Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>AST 105 or 110 or BIO 109 or 210 or 220 or 230 or 240 or 250 or 420 or 425 or 426 or BTE 201 or CHE 108 or 118 or 120 or 121 or 201 or 202 or 205 or 230 or 240 or GLY 210 or PHY 105 or 110 or 210 or 215 or 220 or 225 or 240 or 400 or SCI 120 or 121 or 340 or 430</td>
<td>3</td>
</tr>
</tbody>
</table>

**Subtotal Required Common Core**  **12**

### B. Flexible Core

| 1. World Culture & Global Issues | 3 |
| CHI 105 or 106 or FRN 105 or 106 or 200 or 210 or 400 or 430 or 435 or 440 or 445 or 461 or 462 or ITL 105 |   |
| 106 or 170 or 200 or 210 or SPN 105 or 106 or 107 or 200 |   |
| 2. U.S. Experience in Its Diversity | 3 |
| APN 122 or 124 or HIS 133 or 124 or LAT 150 or SOC 150 |   |
| 3. Creative Expression | 6 |
| MUS 153 or MUS 102 or 103 or SPE 100 or 102 |   |
| 4. Individual & Society | 3 |
| ANT 115 or CRT 100 or LIN 100 or PHI 115 or SPE 240 |   |
| 5. Scientific World | 3 |
| AST 108 or 110 or BIO 108 or 210 or 220 or 230 or 240 or 260 or 420 or 425 or 426 or BTE 201 or CHE 108 or 118 or 120 or 121 or 201 or 202 or 205 or 230 or 240 or GLY 210 or PHY 105 or 110 or 210 or 215 or 220 or 225 or 240 or 400 or SCI 120 or 121 or 340 or 430 |   |

**Subtotal Flexible Core**  **18**

**Total Common Core**  **30**

### II. SOC Major Requirements

| 1. SOC 100 | 3 |
| SOC ELECTIVES | 9 |
| GENERAL ELECTIVES | 8 |
| SOCIAL SCIENCES | 6 |
| SOC 300 - CAPSTONE COURSE | 4 |

**Total Curriculum Credits**  **30**

**Total Program Credits**  **60**

---

* Can take any SOC xxx courses. STRONGLY recommend SOC 280, SOC 230 and SOC 250

* Discipline other than Sociology

* It is strongly recommended that students take PSY 100 and SOC 100 for their Social Science requirement
### Senior College Upper Division Courses Remaining for Baccalaureate Degree

<table>
<thead>
<tr>
<th>Brooklyn College Sociology Program</th>
<th>Total</th>
<th>Number of Credits taken at BMCC</th>
<th>Credits to be taken at Brooklyn College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Requirements (Required Common Core)</strong></td>
<td>18</td>
<td>18</td>
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</tr>
<tr>
<td><strong>General Education Requirements (Flexible Common Core)</strong></td>
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</tr>
<tr>
<td><strong>College Option</strong></td>
<td>6</td>
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<td>6</td>
</tr>
<tr>
<td><strong>Major Requirements</strong></td>
<td>38</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td><strong>General Electives</strong></td>
<td>46</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>120</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

**College Option**

2 Courses

| **Total Required College Option** | 6 |

**Course and Title**

**Required Major Courses**

- SOCY 1101 (SOC 100 at BMCC)  
- SOCY 2101 Classical Social Theory  
- SOCY 2102 Contemporary Social Theory  
- SOCY 2111 Research Methods 1  
- SOCY 2112 Research Methods 2  
- SOCY 5201W Senior Seminar  
- SOCY 2402 The Family (SOC 250 at BMCC)  
- SOCY 2500 Social Problems (SOC 200 at BMCC)  
- SOCY 2501 Race and Ethnicity (SOC 230 at BMCC)  
- SOCY 2000 or Higher\(^4\)  
- SOCY 2000 or Higher\(^4\)  

**Total Required Major Credits** 26

**General Electives**

| **General Electives** | 28 |

**Total General Elective Credits** 28

**Total Program Credits** 60

---

\(^4\) List of courses on following page

\(^4\) List of courses on following page
<table>
<thead>
<tr>
<th>Course Listing for Sociology 2000 or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ Classical Social Theory (SOCY 2101 / SDC 18)</td>
</tr>
<tr>
<td>➤ Contemporary Social Theory (SOCY 2202 / SDC 18.5)</td>
</tr>
<tr>
<td>➤ Research Methods I (SOCY 2311 / SOC 18)</td>
</tr>
<tr>
<td>➤ Research Methods II (SOCY 2112 / SOC 19.5)</td>
</tr>
<tr>
<td>➤ Urban Life and Culture (SOCY 2200 / SOC 20.4)</td>
</tr>
<tr>
<td>➤ Sociology of the Environment (SOCY 2201 / SOC 28)</td>
</tr>
<tr>
<td>➤ Urban Caribbean Diaspora (SOCY 2300)</td>
</tr>
<tr>
<td>➤ The Family (SOCY 2400 / SOC 40.1)</td>
</tr>
<tr>
<td>➤ Sociology of Children (SOCY 2401 / SOC 40.2)</td>
</tr>
<tr>
<td>➤ Aging in America (SOCY 2402 / SOC 40.4)</td>
</tr>
<tr>
<td>➤ Social Problems (SOCY 2500 / SOC 51.1)</td>
</tr>
<tr>
<td>➤ Deviant Behavior (SOCY 2501 / SOC 51.3)</td>
</tr>
<tr>
<td>➤ Blacks in the American Criminal Justice System (SOCY 2502 / SOC 51.41)</td>
</tr>
<tr>
<td>➤ Gender and Society (SOCY 2600 / SOC 51.5)</td>
</tr>
<tr>
<td>➤ Race and Ethnicity (SOCY 2800 / SOC 61.4)</td>
</tr>
<tr>
<td>➤ Social Class (SOCY 2802 / SOC 62.1)</td>
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<tr>
<td>➤ Social Change (SOCY 2820 / SOC 63.1)</td>
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<tr>
<td>➤ Social Interaction (SOCY 2805 / SOC 63.1)</td>
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<tr>
<td>➤ Sociology of Religion (SOCY 2790 / SOC 76)</td>
</tr>
<tr>
<td>➤ Sociology of Science and Technology (SOCY 2791 / SOC 77.1)</td>
</tr>
<tr>
<td>➤ Mass Communications and Mass Media (SOCY 2800 / SOC 77.2)</td>
</tr>
<tr>
<td>➤ Race, Class, and Environmental Justice (SOCY 3202 / SOC 29)</td>
</tr>
<tr>
<td>➤ Consumer Society and Consumer Culture (SOCY 3203 / SOC 46)</td>
</tr>
<tr>
<td>➤ Urban Sociology (SOCY 3204 / SOC 28)</td>
</tr>
<tr>
<td>➤ Sociology of Globalization and Sustainability (SOCY 3205 / SOC 62)</td>
</tr>
<tr>
<td>➤ Sociology of Immigration (SOCY 3206 / SOC 63)</td>
</tr>
<tr>
<td>➤ Contemporary Urban Social Welfare Policy (SOCY 3303 / SOC 32.5)</td>
</tr>
<tr>
<td>➤ Drug Use and Drug Policy in the United States (SOCY 3304 / SOC 51.2)</td>
</tr>
<tr>
<td>➤ Transgender Theories and Politics (SOCY 3446)</td>
</tr>
<tr>
<td>➤ Sociology of Law (SOCY 3500 / SOC 43.5)</td>
</tr>
<tr>
<td>➤ Criminology (SOCY 3504 / SOC 51.4)</td>
</tr>
<tr>
<td>➤ Sociology of Public Health (SOCY 3505)</td>
</tr>
<tr>
<td>➤ Social Movements (SOCY 3605 / SOC 61.6)</td>
</tr>
<tr>
<td>➤ Political Sociology (SOCY 3606 / SOC 44)</td>
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<tr>
<td>➤ Working 9-5? The Sociology of Work in the U.S. (SOCY 3607 / SOC 43.2)</td>
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<tr>
<td>➤ Workers United: The Sociology of Labor and Capital (SOCY 3608 / SOC 43.6)</td>
</tr>
<tr>
<td>➤ Balancing Acts: Negotiating Work and Family Life in the Contemporary United States (SOCY 3609 / SOC 43.7)</td>
</tr>
<tr>
<td>➤ Visual Sociology (SOCY 3802 / SOC 25)</td>
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<tr>
<td>➤ Special Topics (SOCY 3902 / SOC 22.1)</td>
</tr>
<tr>
<td>➤ Internship in Applied Sociology (SOCY 4800 / SOC 19.3)</td>
</tr>
<tr>
<td>➤ Internship in Applied Sociology (SOCY 4901 / SOC 19.4)</td>
</tr>
<tr>
<td>➤ Independent Supervised Research I (SOCY 5101 / SOC 83.1)</td>
</tr>
<tr>
<td>➤ Independent Supervised Research II (SOCY 5102 / SOC 83.2)</td>
</tr>
<tr>
<td>➤ Senior Seminar (SOCY 5201W / SOC 90W)</td>
</tr>
<tr>
<td>➤ Global Cities (SOCY 3347)</td>
</tr>
</tbody>
</table>
E. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURES

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

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by faculty from each institution's respective departments or programs, selected by their Chairpersons and program directors.

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

Each year Brooklyn College will provide Borough of Manhattan Community College (BMCC) the following information: a) the number of BMCC graduates who applied to the program; b) the number of BMCC students who were accepted into the program; c) the number of BMCC students who enrolled; d) the aggregate GPA of these enrolled students at Brooklyn College.

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

- This articulation agreement will be publicized on the Borough of Manhattan Community College's website, and Brooklyn College's website.
- Transfer advisors at BMCC will promote this agreement with eligible students.
Effective Date: Spring 2015

Borough of Manhattan Community College (CUNY)

Robert Messina
Acting Provost & Senior Vice President
Borough of Manhattan Community College

Date: 5/29/14

Emily Andrade
Chairperson of Social Sciences and Human Services
Borough of Manhattan Community College

Date: 5/29/14

Brooklyn College (CUNY)

William Trabontado
Provost/Senior Vice President for Academic Affairs
Brooklyn College

Date: 6/30/14

Carolina Bank Munoz
Chairperson of Sociology Department
Brooklyn College

Date: 6/25/14
Appendix L

EMPLOYMENT POSTINGS
According to the American Sociological Association, students with a degree in sociology found jobs in the following areas:

Social Services, Counselors, Psychologists
Clerical/administrative support
Management
Teachers, Librarians
Services
Sales, Marketing
Social Science, Researchers
Other Professionals (includes PR and IT)

Source: ASA Research and Development Department, What Can I Do With a Bachelor's Degree in Sociology
Job Opening Details

Visiting Nurse Service of New York

Job Title: Comprehensive Case Manager
Job ID: 20726
Program: Cancer Care - Other Services
Location: Manhattan
Full/Part Time: Full-Time
Regular/Temporary: Regular

Responsibilities:

- Responsible for providing direct case management services in collaboration with case management team consistent with VNSNY Home Care policy and requirements of the Comprehensive Care Management Program.
- Works under general supervision. Licenses/Valid drivers license may be required, as determined by operational/functional needs.
- Education: Bachelor's Degree in Social Work, Sociology, Psychology, or other field related to social work required.
- Experience: Minimum of two years experience in a human services area, including case management or field (outreach) experience required. Knowledge of oncology stuctures/terminology preferred. Experience with educational/vocational rehabilitation counseling and solid clinical intake assessment skills preferred.
- Bilingual (English/Spanish) preferred.

Social Insights Analyst

Converseon is looking for a Social Insights Analyst to support our growing list of clients. Social Insights Analysts work collaboratively and independently to develop comprehensive reports and analyses for our clients.

Required Skills:
- The ability to develop comprehensive reports based on data from a wide range of consumer-generated media
- Experience of learning complex topics quickly and thoroughly in a short time frame
- The ability to work autonomously and work well in a fast-paced environment
- A desire and ability to learn quickly and be self-motivated to stay on top of new social media features and opportunities
- A high degree of organization, discipline and career focus, confident, articulate and actively involved in social media
- Capable of managing the work of junior team members on their projects
- The ability to perform advanced analysis such regression, conjoint and segmentation (CHAND, CART) is an advantage

Responsibilities Include:
- Project Scoping — Working with our clients to define project parameters
- Keyword/Sources — Learning how to isolate the relevant online conversation
- Data analysis / Technology — Working with cutting-edge tools to interpret the data
- Coding / Sentiment analysis — Applying rules to further understand the conversation
- Analysis — Analyzing the data to generate insights actionable by a range of different stakeholders
- Presentation — Learning to present the data in the most engaging way
- Framework — Working with the clients team to apply the research in specific campaigns
- QA — participate in the QA of analyst and coding work

Requirements:
- Bachelor’s degree
- At least one year experience in analyzing consumer insights in a research company or agency
- Proficiency with MS Office
- Outstanding writing skills
- Applications are also considered from those with a background in anthropology, psychology and/or sociology
- Proficiency with at least one statistical package such as SAS of SPSS is an advantage
- Comfortable with multiple languages a plus
- Must be located in the NY Metropolitan area and are currently authorized to work in the US

Interested? We'd love to hear from you.
Please submit your resume and cover letter to careers@converseon.com.

Location(s):
NYC

Homelessness Prevention Case Manager (Williamsburg)

Job posted by: RBSCC Community Empowerment Center
Posted on: October 9, 2014

Job description

Job Summary:

The Homelessness Prevention Case Manager position will be responsible for preventing homelessness by providing housing assistance and holistic case management services. He/she will provide ongoing social services to program participants to secure long-term housing stability and prevent shelter entry.

Duties and Responsibilities:

- Coordinate services and activities to provide program participants with necessary tools to sustain their housing and prevent homelessness.
- Complete a full case assessment and determines clients' eligibility for the Homedrive program.
- Develop and implements an individualized service and housing plan for each case, assessing goals, actions, and the underlying causes of the crisis.
- Monitor and evaluate program participant's progress on the implementation of the service plan.
- Conference client cases with the Program Director and determines the necessity of financial subsidies.
- Prepare all necessary documentation to prepare in-house subsidy applications on behalf of the client.
- Provide referrals to clients to access public benefits and entitlements.
- Liaise with the Legal Director to determine if legal representation or council is necessary to prevent homelessness.
- Maintain a record keeping via case file system and designated computer database.
- Engage in the arrangements, coordination, monitoring, and delivery of services to Homedrive program participants.
- Ensure that program participants' rights are protected.
- Other duties as assigned by the center director and program director.

Qualifications:

- Bachelor's degree
- Experience working in non-profit organizations and commitment to social justice.
- Excellent communication skills and ability to advocate.
- Ability to work independently and collaborate with a team.
- Entrepreneurial spirit, ability to problem solve and build relationships.
- Bilingual Spanish candidates and community residents are encouraged to apply.

How to apply

http://www.idealist.org/view/job/ZstDBxW644FP/

Location

40 Beaver Street, Brooklyn, NY, 11201, US

Details

Start date: November 17, 2014
Education requirement: 4-year degree
Employment type: Full time
Professional level: Entry level
Salary range: Annual, US $34,000 - 36,000
Job function:
Advocacy, Homelessness and Housing, Direct social services, Case Management, Non-Profit
Owner's areas of focus:
Veteran, Housing and homelessness, Housing and Homelessness, Veterans Services, Social Services & Non-Profit, Direct services, Job training and education

10/14/2014
Careers

Research Assistant

Location: New York, NY or Oakland, CA
Job Code: 4102-40

Description

MDRC is seeking a Research Assistant to join our Family Well-Being and Children's Development policy area and be part of a multi-disciplinary team developing evaluation research on current social policy issues. Studies conducted in the area of Family Well-being and Children’s Development examine how the developmental trajectories of low-income children can be improved through interventions in family employment and economic security; family relationships and mental health; and child care and early education. Assistants work under the guidance and supervision of leading researchers in the fields of developmental psychology, economics, public policy, sociology and social work.

Responsibilities:

Among other projects, the research assistant hired for this position will play a significant role in the Mother and Infant Home Visiting Program Evaluation, a major multisite random assignment study of the new federal evidence-based home visiting initiative. The Research Assistant will have a range of responsibilities, including:

- Assistance in all stages of program and evaluation design and implementation
- Conduct reconnaissances and recruit sites into MDRC evaluations;
- Serve as liaison between selected sites and MDRC project directors;
- Involvement in various stages of producing reports, proposals, and papers (coordinating across authors; writing; preparing figures, charts and tables; fact-checking; and documentation)
- Working with MDRC's Publications Department staff to produce "camera ready" documents for printing and posting on MDRC's website
- General project support, including scheduling meetings and note-taking.

Qualifications:

- BA/BS in developmental psychology, economics, public policy, sociology, or related social science field
- Demonstrated interest in social policy issues affecting low-income children
- Basic understanding of quantitative and qualitative research methods
- Excellent attention to detail and ability to multi-task
- Comfortable working in a team-oriented, fast-paced environment
- Strong writing and communication skills
- Proficiency in written and oral Spanish a plus
- Previous experience working in a non-profit or as a research assistant is a plus

The position is based in MDRC's New York or California office.

Some on-the-job training is provided, salary contingent upon experience.

Please attach a Writing Sample to your application.

MDRC is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected Veteran status. Legal work authorization required.
Data and Evaluation Coordinator

Job posted by: New York Harm Reduction Educators
Posted on: October 2, 2014

Job description

From its activist roots as an underground needle exchange, New York Harm Reduction Educators (NYHRE) is now New York's largest syringe exchange program, serving over 5,000 low-income drug users and street-based sex workers each year in the Bronx and East Harlem using a unique street-side, low-threshold model. Rooted in social and economic justice, NYHRE provides integrated educational, supportive and substance use services in a non-coercive, grass roots manner that help participants empower themselves, improve the quality of their lives and have a positive impact on our communities.

NYHRE encourages a collaborative environment where staff are expected to be proactive in their work and encouraged to actively participate in the improvement of service delivery and the development of programs.

Position Summary:

The Data and Evaluation Coordinator position presents a unique opportunity for an individual who thrives on complex challenges and is interested in developing tools and systems to support the agency’s outcomes-based program initiatives, evaluation, and impact assessment. As a member of the Senior Management Team (SMT), this position is critical in supporting the agency’s efforts to make evaluation part of daily activities at the agency and requires a solid understanding of data’s relationship to program services. The Data and Evaluation Coordinator will be required to process, manage, analyze, and interpret data across a variety of software systems. The Data and Evaluation Coordinator will ensure data integrity, identify and manage quality improvement efforts, and present information for process improvement, fundraising, and PR purposes.

Responsibilities:

- Supervise Data and Evaluation staff: Assess workflow and schedule work to meet priorities; facilitate regular individual supervision sessions and team meetings; provide guidance, ongoing training, and skills development;
- Identify, develop and maintain systems to integrate and analyze agency-wide data from multiple databases and across platforms;
- Recruit, train, and supervise Data Entry Interns/Peers;
- With input from program and Data and Evaluation staff, develop and maintain quality assurance and outcome monitoring procedures. Work with the data team and program staff to resolve any discrepancies;
- Develop and maintain procedures for ensuring that program staff is accountable for accurate and timely data submission. Train NYHRE staff on applicable data procedures as necessary;
- Develop and produce internal reports to support the strategic use of data for program planning and quality improvement;

Location

155 east 149th St, 2nd Fl, Bronx, NY, 10451, US

Details

Application deadline: November 30, 2014
Education requirements: No requirement
Employment type: Full time
Professional level: None specified
Job function: Clerical and data-entry, Management, Administration, Database management
Owner's areas of focus: Mental health, Drug User Health, Multi-service agency, Drug abuse, Advocacy, Human rights and civil liberties, Community development, Human services, Harm Reduction, Sex Work
Lead ongoing data analysis to identify opportunities, interpret emerging trends, and measure larger social impact;
- Oversee the generation, submission, and tracking of all funder reports and other communications;
- Maintain, review, and update data management policies and procedures from data collection through data entry, analysis, quality assurance, and reporting;
- Develop and/or modify data collection instruments as necessary;
- Maintain current knowledge of the field, including learning new and existing software, applications, and databases, and assist in the development of new information systems projects;
- Monitor system performance and troubleshoot problems;
- Enter service delivery, intake and outreach data into AIRS, eSHARE, MS Access databases and other systems as required;
- Maintain participant confidentiality at all times as per NYHRE policies and procedures;
- Other duties, as assigned.

Requirements and Experience:

- Bachelor's degree or higher: college-level coursework in research, evaluation, information systems, sociology, anthropology, psychometrics, or other related disciplines preferred;
- Experience with manipulating data (e.g., in Excel) or a social science software program;
- Minimum 2 years' experience in evaluation, data management, IT, research, or related capacity required;
- Detail-oriented with excellent organizational, problem-solving, and communication skills;
- Resourceful and creative with the ability to work well in a fast-paced environment;
- Ability to work both independently with minimal supervision and in a highly collaborative team setting;
- Ability to organize, analyze, interpret, and disseminate information to multiple audiences;
- Demonstrated experience in outcomes management, planning, prioritizing workloads, and meeting deadlines;
- Self-motivated and committed to working in a multi-cultural, multi-racial, harm reduction environment.

Reports to: Executive Director

Supervises: 2-member Data and Evaluation Team and Data Entry Intern

Status: Full-Time, Exempt

NYHRE is an Equal Opportunity Employer. Individuals who have personal experience with drug use, PRWHS, women, people of color, members of the LGBTQ community, and the formerly incarcerated are strongly encouraged to apply.

How to apply

http://www.idealista.org/view/job/Mg9sc5pnhKMD?utm_source=Indeed&utm_medium=other 10/10/2014
Public Health Solutions is a nonprofit organization that develops, implements and advocates dynamic solutions to prevent disease and improve community health. We conduct comprehensive research, providing insight on public health issues, create and manage community health programs, and provide services to organizations to address public health challenges. Programs of Public Health Solutions address critical public health needs such as maternal and child health, nutrition, access to health insurance, HIV prevention and care, and substance abuse. For government agencies, nonprofit organizations and others, Public Health Solutions provides services to enable them to enhance their effectiveness and strengthen their capacity to have an impact and efficiently manage funds. Our roots are in scientific research. We were founded in 1957 under the name Medical and Health Research Associates of New York City to enable the New York City Department of Health and Mental Hygiene and other organizations to conduct health research to inform their work. Over the years, we saw an opportunity and a need to build upon this foundation of rigorous scientific research to link research and practice in dynamic ways to improve the health of communities. Today, as Public Health Solutions, we use research wherever we can to help inform critical public health issues and to design, implement and assess effective methods for preventing disease and improving health in New York City and beyond.

We are seeking SERVICE COORDINATORS/SCAGE MANAGERS for Manhattan, Brooklyn, Staten Island and Queens Boroughs.

Early Intervention Service Coordination (EISC) is a service division of Public Health Solutions in New York City, Inc. Early Intervention Program (NYCEP) is contracted with the New York City Early Intervention Program (NYCEP) to provide service coordination throughout the five boroughs for infants and toddlers with delays or suspected developmental delays.

We are seeking motivated individuals who have a strong commitment to helping families.

Responsibilities include:
- Providing case management to families with infants and toddlers with developmental delays
- Developing plans and strategies to meet the family’s needs
- Securing a multi-disciplinary evaluation to determine the child’s eligibility
- Participating in the development, implementation, and monitoring of the Individualized Family Service Plan (IFSP)

EISC/Public Health Solutions offers:
- Excellent training program
- Supervisory support
- Competitive salary
- Paid time off
- Life insurance at no cost
- Tax deferred annuity
- Flexible Spending Plan for health and dependent care expenses
- Dental paid holidays
- Comprehensive health benefits package
- Tuition reimbursement

Experience/Qualifications:
- BA in Health or Human Services, Psychology, Sociology or Social Work. OR BA in fields other than those specified, and at least 2+ years in case management with infants & families.
- Willingness to meet with families in their homes or community
- Ability to communicate, read and write in a second language. In your application, please be sure to specify what languages you speak and your level of fluency in each language.
Job Title: Employment Specialist
Job Type: Full-Time
Location: Yonkers, NY

Job Description:

We are looking for a resourceful, hands-on HR professional to join our team as an Employment Specialist! In this position, the Employment Specialist will guide the organization in the areas of recruiting and training.

Key Responsibilities:

- Full life cycle recruiting including but not limited to planning, advertising, sourcing, screening, selection and hiring.
  - Build relationships with hiring managers to understand current business needs and objectives.
  - Sources new recruitment opportunities, including but not limited to job fairs, advertisement, and building relationships with local schools and organizations.
  - Assists applicants and current employees with initial licensing and renewal.
  - Arranges and conducts training for orientation, TIPS, etc.
  - Organization and maintenance of the HR Budget Book.
  - Maintains recruitment database (Ceridian platform).
  - Assists in the development and explanation of policies and procedures.
  - Responsible for planning and organizing employee events (parties/celebrations).
  - Performs other duties as assigned.

Qualifications and Experience:

- Minimum 3-5 years of related experience in a dynamic, fast-paced organization; experience in the hospitality industry a plus.
- Bachelor's degree in Human Resources/Psychology/Sociology or related field; PHR certification preferred.
- Adept business acumen and knowledge of recruitment concepts/training practices/processes.
Strong understanding of HR laws including EEO, and FLSA.

Proven success at developing strong working relationships with all levels of management to gain support and achieve results.

Ability to communicate effectively both verbally and written with internal and external customers.

Excellent organizational and problem solving skills with the ability to handle multiple tasks simultaneously and prioritize according to management directives.

Strong technical skills, specifically with MS Office and HRIS; Ceridian platform experience a plus.

Must successfully complete the pre-employment process pursuant to NYS Gaming Commission regulations.
Service Coordinator
Happy Dragon - Corona, NY

The Early Intervention Service Coordinators help the families of children with developmental delays navigate all aspects of the Early Intervention system by:
1. Coordinating all services available to children across agencies
2. Providing information on available services, resources and options
3. Assisting in the development of Individualized Family Service Plans (IFSP)

This job offer is contingent upon you having the following documentation:
- A Bachelor or Masters in any Social Science field (e.g., Psychology, Sociology, Human Development etc.)
- Two to three years experience in working with children from the ages of 0-3.

Bilingual Service Coordinators are needed! Happy Dragon is looking to hire Service Coordinators who can fluently speak the following languages:
1. Cantonese
2. Mandarin
3. Japanese
4. Korean
5. Spanish

Job Type: Full-time

Apply Now
Please review all application instructions before applying.

Apply Now
Market Research Analyst (MR123)

Job Details
Job ID: 278968-6
Title: Market Research Analyst (MR123)
Location: NJ, Teaneck
Category: Market Research
Salary: $62,660, 000
Post Date: 09/25/2014

Job Description
We are looking for an analytic to assist in the implementation of quantitative consumer research studies. The Market Research Analyst is expected to handle a project from beginning to end with minimal supervision.

Responsibilities
• Oversee individual studies from project launch through reporting which includes:
  • Regular contact with clients and internal departments
  • Assist in the development and oversight of the research plan, project timeline, and the organization/assembly/diffusion of key project information necessary to implement a project
  • Assist in survey development
  • Oversee the possible process
  • Assist in lab plan creation
  • Assist in data analysis
  • Contact with clients on a moderate basis
  • Preparation of reports and presentations

Minimum Requirements
• At least 2 years of experience in primary consumer research
• Ability to analyze quantitative data
• Proven ability to take responsibility, think analytically, and work within a team environment


• Accurately revise questionnaires, and report documents based on lean feedback
• Strong telephone skills associated with surveys
• Strong written and oral communication - used to correspond clearly and concisely with clients, outside vendors, and internal departments
• Proficient in Word, Excel and PowerPoint
• Bachelor’s degree in Business Administration, Marketing, Psychology and Sociology

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Appendix M

MINUTES FROM SOCIAL SCIENCES AND HUMAN SERVICES
DEPARTMENTAL MEETING
Social Sciences, Human Services, and Criminal Justice Department Meeting Minutes
May 7, 2014
Submitted by Erik Freas

In attendance: All members present except as noted –
    Excused: Roger Foster, Geoffrey Kurtz, Alice Lun, Charles Post, Janice Walters
    Absent: Miriam Calceres-Dalmau, Daniel DePaulo, Vernon Smith, Sarah Wessler

The Meeting was called to order at 2:12 pm.
Minutes from the April Meeting
The minutes were approved unanimously, pending the elimination of certain names from the
‘Absent’ category.

Advisement/Fall 2014 Registration/CUNYfirst

Emily Anderson – Faculty involvement in advisement is winding down for the Fall Semester.
Students should be directed to the Advisement Center, which will add additional time-slots to
accommodate students registering for the Summer and Fall. The Department’s courses should all
be Pathways compliant in time for Fall enrollment.

Make sure you are able to access to CUNYfirst okay for posting grades.

End of Semester Party

Jamie Warren – Please e-mail Jamie regarding your attendance—also if you are planning on
bringing someone to—the end-of-semester party at Cowgirl (10th Street and Hudson), Thursday,
May 15th, 6 pm. Costs: set price ($29-32) for the food plus cash bar. Please bring cash to facilitate
settlement of the final bill. Adjuncts are invited.

Advisement/Schedules – Spring 2015

Sangeeta Bishop – Two things: 1) We have received the dates (end of August) for doing
advisement for the Fall Semester. Participation is not mandatory; if you do advisement, it can be
for pay or in lieu of doing advisement for the Spring Semester. 2) The Spring Semester schedules
are in. If you want to make any changes, please contact Sangeeta or Gail Mansouri (ideally in
person) no later than next Monday. See Yolanda Martin for Criminal Justice and Lisa Rose for
Human Services.

Emily Anderson – Noted that there has been some discussion about changing the
scheduling/rollover process, as we are trying to move away from paper.

Sangeeta Bishop – Situations pertaining to release time possibly excepted, there is an expectation
that all faculty members be on campus (i.e., teaching classes) at least three days a week. It would
appear that this applies with respect to on-line courses, though this is not entirely clear.

Curriculum Committee Action Items
Melissa Brown – We have two majors before us: Sociology and History. Noted that with regards to the Sociology Major, assessment measures will be added to the learning objectives for the capstone course.

Elizabeth Wissinger – Speaking on behalf of the discipline, thanked the Department for its support. Responding to a query, noted that Letter of Intent had already passed through the Academic Senate.

Emily Anderson – Explained the process. Essentially, there are two phases: The first concerns the Letter of Intent, which, regarding the Sociology Major, has already made it through governance. The second phases concerns the Proposal, which expands upon the Letter of Intent, and addresses logistical issues (inclusive of cost). Once approved by the Department, the Sociology Major Proposal then goes to the college-wide Curriculum Committee; then the Academic Senate; then Central Office and finally to the state level. Assuming there aren’t any problems, the major should be ready by the Fall.

The Department voted unanimously in favor of the Sociology Major Proposal.

Melissa Brown – Turned to the History Major Proposal. Some discussion followed regarding a few minor issues; nothing that cannot be worked out later.

Lisa Rose – Noted that the college-wide Curriculum Committee needs to receive the minutes from this Department meeting as soon as possible. Also drew attention to the need to complete the signature pages for the two proposals.

The Department voted unanimously in favor of the History Major Proposal.

Those individuals who submitted Pathways forms and syllabi to Melissa, please forward copies of them to Emily Anderson. We need to ensure that we have the most updated versions.

Elections-Chairperson, Personnel & Budget Committee, Representative to Academic Senate

Emily Anderson – Introduced the Election Committee who would run the election for the noted positions.

Bill Roane – We need to make sure everyone signed the appropriate attendance sheets (one was for full-timers, the other for part-timers). The first election was for Chairperson. Sangeeta Bishop was elected Chairperson with 44 votes.

Yana Durmysheva was added to the slate for the Personnel and Budget Committee. It was noted that 29 votes are required to win.

Emily Anderson – Went over the responsibilities of the Personnel and Budget Committee: assisting the Chairperson with peer review (peer evaluations) and hiring (sitting on search committees, reading resumes and conducting interviews). Emphasized the time commitment.
Everyone was to vote for four candidates. Elected were Matthew Ally, Melissa Brown, Deborah Gambs and Lisa Rose.

The Department then elected a representative for the Academic Senate, to replace Andrew Vernon, whose term is coming to an end. Some discussion took place concerning the different ways in which faculty members might get elected to the Academic Senate. Nominations were then solicited: Peter Bratsis, Debra Greenwood, Robin Isserles and Sheldon Applewhite. Robin Isserles was elected.

Middle States Assessment Updates

Emily Anderson – Middle States did an assessment of our assessment processes, and determined that we need to “close the loop.” Additional information can be found on the BMCC website. Additionally, everyone was sent a link to the Middle States report. Noted in particular the requirement for course assessment. Each discipline determined its own learning outcomes and means of assessment. In each case, what is needed now is a report explaining how this actually works; that is, at the course level, to link a particular outcome to a particular assignment, and then indicate how students performed (did great, did okay, did poorly, etc.). Emily will have Valerie e-mail samples of how this might look, to clarify what is required.

Noted that students were given a form to assess their learning. Reports will be sent in the Fall, for individual courses and for the Department as a whole. They should provide useful feedback.

Announcements

Robin Isserles – Reminded everyone about the last Faculty Salon, scheduled for Thursday, May 15th. 2-4 pm, in the Hudson Room. Andrew Smallwood and Amy Sodaro will be presenting. Faculty should shortly be getting a flyer about next year’s Salon; we are looking for participants and moderators. Noted that Lisa Rose benefited from the feedback she received from a Faculty Salon presentation, leading to the work’s eventual publication.

Also announced another Faculty event. Several faculty members requested a workshop on maintaining faculty webpages. The event is scheduled for May 28th, time to be announced.

Amy Sodaro – Announced upcoming talk on Communities United for Police Reform, scheduled for tomorrow, 5:30-8:30 pm in this room.

Rifat Salam – Encouraged participation in WAC for next semester. Applications are available and will soon be distributed. Workshops are schedule for Fridays, 10:00 am-1:00 pm. May 27th is the deadline for applying.

Emily Anderson – Noted the wonderful event put together by the Psychology faculty, featuring Dr. Carl Hart. Noted that the room was filled to capacity!

Lisa Rose – Urged faculty to attend the College Council meeting scheduled for May 28th; it is a good way to get on a committee and to network.
Emily Anderson – Noted that in addition to Academic Senators elected directly by the departments to the Academic Senate, there are the at-large elections. Encouraged faculty to run, as it is important to ensure that our Department has strong representation.

**Summer Sessions**

Albert Duncan – Reminded faculty teaching the Summer sessions to fill out the multiple-positions forms.

The meeting adjourned at approximately 3:42 pm.
Appendix N

SAMPLE PERSONNEL VACANCY NOTICE FOR
ADJUNCT FACULTY IN SOCIOLOGY
AND FULL TIME FACULTY IN SOCIOLOGY
FACULTY VACANCY ANNOUNCEMENT

The Sociology Program is searching for qualified Sociology Adjunct Lecturers, who possess the educational and professional backgrounds to instruct within our program.

The candidates will be required to teach undergraduate courses in Sociology.

Performs teaching and related faculty functions in area(s) of expertise.

QUALIFICATIONS

For Adjunct Lecturer:
Bachelor's degree in area(s) of expertise, and the ability to teach successfully.

The following qualifications are preferred:
- Master's degree in Sociology
- College teaching experience is preferred
- Experience with instructional technology, such as Blackboard, is an asset.

COMPENSATION

Adjunct Lecturer: $64.84 - $80.70/hr; commensurate with qualifications and experience.

CUNY offers faculty a competitive compensation and benefits package covering health insurance, pension and retirement benefits, paid parental leave, and savings programs. We also provide mentoring and support for research, scholarship, and publication as part of our commitment to ongoing faculty professional development.

HOW TO APPLY

Candidates should provide a resume and cover letter. For full consideration, upload a position focused cover letter and résumé as ONE MS WORD or ADOBE PDF DOCUMENT in the RESUME FIELD. Your cover letter should specifically describe
your work experience as related to the essential general and campus specific duties of this position.

If you are viewing this job posting in CUNYFirst, please click on "Apply Now" on the bottom of this page and follow the instructions. If you are viewing this job posting externally, please apply as follows:
- Go to www.cuny.edu and click on "Employment"
- Click "Search job listings"
- Click on "More search options"
- Search by Job Opening ID number
- Click on the "Apply Now" button and follow the instructions.

PLEASE NOTE THAT YOU MUST UPLOAD A COVER LETTER AND RESUME AS ONE DOCUMENT IN ANY OF THE FOLLOWING FORMATS: doc, .docx, .pdf, .rtf, or text format.

Emailed or hard copy documents will not be considered.

CLOSING DATE
Open until filled; reviews to start

JOB SEARCH CATEGORY
CUNY Job Posting: Faculty

EQUAL EMPLOYMENT OPPORTUNITY
We are committed to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, veterans, and women to apply. We take pride in our pluralistic community and continue to seek excellence through diversity and inclusion. EO/AA Employer.
Job Vacancy Notice

Job Title: Assistant Professor - Sociology (Tenure-track)
Job ID:
Location: Borough of Manhattan Community College

Full/Part Time: Full-Time
Regular/Temporary: Regular

FACULTY VACANCY ANNOUNCEMENT

The Sociology Program at Borough of Manhattan Community College, invites applications for an anticipated full-time, tenure track position at the Assistant Professor level available at the beginning of the Fall 2019 semester. The successful candidate will teach a range of introductory courses and will perform research, service and guidance duties.

Faculty members must demonstrate the ability to teach a culturally and linguistically diverse student population as evidenced by outstanding teaching evaluations. Demonstrated capacity to use a diverse range of effective and new technology-based strategies as well as openness to adopting new practices expected. In addition, faculty are expected to participate in activities such as curriculum development, grant writing, assessment, faculty development, and mentoring student projects, as well as sharing responsibility for committee and department assignments, and working cooperatively for the good of the college. Evening/ weekend schedule may be required.

QUALIFICATIONS

For Assistant Professor:
Ph.D. in Sociology. Also required are the ability to teach successfully, demonstrated scholarship or achievement, and ability to cooperate with others for the good of the institution.

For Instructor:
Master's degree in Sociology, and active progress towards a Doctorate required. Also required are the ability to teach successfully, an interest in productive scholarship or achievements, and ability to cooperate with others for the good of the college. Instructors with ABD preferred.

City University of New York and BMCC expect faculty to have a real passion for teaching and
to engage in scholarship and research in their fields. Ideal candidates for the faculty positions would have an established research agenda and be able to take advantage of the bountiful academic resources and institutions available within the metropolitan New York area and research opportunities within the City University of New York. Significant research release time is available to junior faculty, and peer-refereed publications are a necessary component for tenure and promotion. Experience with instructional technology an asset.

COMPENSATION

Commensurate with qualifications and experience.

CUNY offers faculty a competitive compensation and benefits package covering health insurance, pension and retirement benefits, paid parental leave, and savings programs. We also provide mentoring and support for research, scholarship, and publication as part of our commitment to ongoing faculty professional development.

EQUAL EMPLOYMENT OPPORTUNITY

We are committed to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, veterans, and women to apply. We take pride in our pluralistic community and continue to seek excellence through diversity and inclusion. EO/AA Employer.