

MONTHLY REPORT: October 2017 - COMMITTEE ON CURRICULUM

To: Joel Kuszai, Academic Senate Steering Committee
From: Lorena B. Ellis, Chairperson, Committee on Curriculum
Date: November 1, 2017
Subject: Committee on Curriculum October Monthly Report for the November, 2017 Senate
CC: College Archives (CWilliams@qcc.cuny.edu)

The Committee on Curriculum has voted to send the following recommendations to the Academic Senate:
 1 new course
 1 new program

1. NEW COURSE

DEPARTMENT OF SOCIAL SCIENCES
 Departmental approval: May 3, 2017, 2017

PSYC-201 Research Methods in Psychology.
 3 class hours, 3 credits
 Pre-requisite: PSYC101
 Co-requisite: None

Course Description for college catalog:
 This course explores an introduction to the methods of research in psychology. The following concepts will be discussed: scientific methodologies, conducting literature reviews, hypothesis development, following ethical guidelines in research, data collection, experimental variables, analyzing and interpreting data, summarizing and reporting data, and basic descriptive statistics. The issues discussed will be illustrated using a broad range of topics such as physiological, learning, developmental, perception, personality, social, and clinical psychology.

Rationale:
 For Psychology majors an introduction to basic principles and issues in research is essential to give them the foundation necessary to properly understand, analyze and apply research findings in the field and to prepare themselves for transfer into baccalaureate programs in Psychology.

COURSE REVISION - FOR INFORMATION ONLY

From	To
MA-024 Quantitative Reasoning	MA-071 Quantitative Reasoning
4 Class hours, 1 Computer Laboratory hour, 0 Credits	4 Class hours, 1 Computer Laboratory hour, 0 Credits
Pre-requisite: None	Pre-requisite: None
Co-requisite: None	Co-requisite: None
Course description: This developmental course provides an alternative	Course description: This developmental course provides an

<p>pathway to the college level liberal arts and science course MA-321 Mathematics in Contemporary Society. The course focuses on basic numeracy and quantitative reasoning skills necessary to make sense of the world around us. Topics covered include signed numbers, decimals and fractions; proportional reasoning; inequalities; interpreting graphs and charts; averages; linear functions; and translating word problems into mathematical expressions. This course cannot be used as a pre-requisite for MA-119 College Algebra and is not suited for Science, Technology, Engineering, or Math (STEM) students.</p>	<p>alternative pathway to the college level liberal arts and science course MA-321 Mathematics in Contemporary Society. The course focuses on basic numeracy and quantitative reasoning skills necessary to make sense of the world around us. Topics covered include signed numbers, decimals and fractions; proportional reasoning; inequalities; interpreting graphs and charts; averages; linear functions; and translating word problems into mathematical expressions. This course cannot be used as a pre-requisite for MA-119 College Algebra and is not suited for Science, Technology, Engineering, or Math (STEM) students.</p>
<p>Rationale: Between 1962 and 1979, the department used to offer a “MA-21 Fundamentals of Mathematics Course.” This makes it impossible for CUNY First to accept the proposed MA-021 course.</p> <p>The registrar confirmed that MA-071 is available and we have decided to use that course number instead.</p>	

2. NEW PROGRAM

DEPARTMENT OF SOCIAL SCIENCES
 Departmental approval: May 3, 2017

Degree proposal for an A.S. in Psychology.

**QUEENSBOROUGH COMMUNITY COLLEGE OF
 THE CITY UNIVERSITY OF NEW YORK**

PROPOSAL TO ESTABLISH A PROGRAM IN PSYCHOLOGY
 LEADING TO THE ASSOCIATE OF SCIENCE (A.S.) DEGREE

EFFECTIVE FALL 2018

SPONSORED BY THE DEPARTMENT OF SOCIAL SCIENCES

APPROVED BY QUEENSBOROUGH COMMUNITY COLLEGE ACADEMIC SENATE FALL 2017

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Vice President for Academic Affairs: _____

Signature

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EXECUTIVE SUMMARY

The Department of Social Sciences at Queensborough Community College proposes an associate degree (A.S.) in Psychology. The program will attract and allow students to complete their first two years of college at Queensborough Community College and transfer successfully to complete their baccalaureate degree in Psychology at CUNY Senior Colleges and other public and private four---year institutions. This A.S. degree program offers increased educational opportunities for Hispanics, African Americans, Asians, women and other underrepresented minorities in a growing STEM discipline.

Psychology is one of the most popular undergraduate majors in the nation. “Psychologists study cognitive, emotional, and social processes and behavior by observing, interpreting, and recording how people relate to one another and their environments,” as stated in the Occupational Outlook Handbook of the U.S. Bureau of Labor Statistics.¹ An associate degree in this field may serve as a foundation for the pursuit of a baccalaureate degree in this field and in related areas, such as social work and human services. In addition an associate degree in Psychology will provide an academic credential toward entry---level employment in a variety of occupations including counseling, education and human resources. This program will offer an opportunity for the many declared Psychology majors currently enrolled at QCC, and will likely draw new majors from other disciplines and from the ranks of the undecided. Psychology is one of the fastest growing fields for jobs not just in the Social Sciences but in all occupations: “Employment of psychologists is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations.”² Evidence from a QCC student survey shows strong interest in an associate degree in Psychology. Given our current number of declared Psychology majors and reported student interest in the proposed program we project enrollment of 400+ in the first five years.

The curriculum is designed to satisfy the recommendations of the CUNY Pathways Psychology Majors Course Committee and those of the American Psychological Association’s Guidelines for the Undergraduate Psychology Major. In addition the designated Program Outcomes for the curriculum are carefully aligned with the QCC General Education Objectives and with the Learning Goals for undergraduate psychology programs from the American Psychological Association.

The current personnel and physical resources of QCC are adequate to satisfy the needs of the proposed program. The QCC Psychology faculty presently include eleven full---time and eighteen part---time members; their education, teaching experience and areas of expertise are sufficient to insure the highest quality of instruction. Classroom, laboratory and library resources also are sufficient to sustain effective instructional and support services. In addition academic advisement for students in the program will be available both from the Psychology faculty and the advisement professionals in the STEM Academy.

¹ U.S. Bureau of Labor Statistics. <https://www.bls.gov/ooh/life---physical---and---social---science/psychologists.htm>.

² U.S. Bureau of Labor Statistics. <https://www.bls.gov/ooh/life---physical---and---social---science/psychologists.htm>.

ABSTRACT

The Queensborough Community College Department of Social Sciences proposes an Associate of Science (A.S.) degree program in Psychology. Students will be enrolled in a STEM discipline curriculum that will provide them with a strong General Education foundation and a sequence of major area courses that will well prepare them for transfer to a baccalaureate program in Psychology. In addition graduates of the program will receive an academic credential that will enable them to seek work in a variety of areas in psychology and related fields.

PURPOSE AND GOALS

The purpose of the proposed A.S. degree program in Psychology is to make available to QCC students a focused, well---organized psychology curriculum that will facilitate their ease of transfer into baccalaureate programs following graduation and prepare them effectively to succeed in those programs. It is also expected that the availability of an associate degree program at QCC will serve to improve retention of our psychology majors many of whom transfer out prior to completing their degree. Additionally, the purpose of creating an Associate of Science (A.S.) degree is to identify the psychology major as a participant in a STEM discipline in order to situate the program in the QCC STEM Academy. With our numerous psychology course offerings and our eleven current full---time psychology faculty members, all but one of whom have doctorate degrees in the discipline, we are prepared to offer a robust, high quality degree program. As our psychology courses already transfer as equivalent to those at the four year units of CUNY and to many other colleges and universities in the NYC area, the potential quality of this proposed degree program is equivalent to any comparable A.S. degree in Psychology within and outside of CUNY.

The proposed program will not duplicate any existing degree program, but will complement some of our existing programs, such as Health Sciences programs and Education. It will also serve as an attractive STEM co---major for students who wish to pursue a double major.

NEED AND JUSTIFICATION

The proposed program is consistent with the following goals stated in QCC's 2016---17 QCC Strategic Plan:

- a. Section B--- Community College Goals #2 Prepare students for *transfer to baccalaureate programs*
- b. Section C--- College Focus Goals #2 Maintain rigorous and current curricula, *support new program development and innovation, and achieve better alignment with baccalaureate programs* and job marked entry

Nationwide Psychology is consistently ranked as one of the Top Ten majors for undergraduates, typically in the Top Five of all majors. Data from the National Center for Education Statistics¹ (NCES) for 2013---14

¹ National Center for Education Statistics, https://nces.ed.gov/programs/digest/d15/tables/dt15_322.asp

show that in terms of the number of bachelor degrees granted Psychology ranked fourth nationwide. At QCC we have a large number of students (Fall 2016 census n=264) who are self-identified Psychology majors (i.e., students matriculated in the Psychology concentration of the Liberal Arts & Sciences degree program). This degree program will replace the current Psychology concentration in the LA1 curriculum with a broader and deeper program than is available within the framework of the LA1 curriculum.

The proposed A.S. Degree not only will provide students with a robust foundation for pursuing further baccalaureate studies in Psychology and related fields, such as education, counseling and social work, but also will give them an academic credential to permit them to work in entry-level jobs in those fields. Depending on whether one has an associate or bachelor degree, a psychology credential will prepare the individual for a variety of human service and other occupations including, but not limited to the following areas: Human Resources, Behavioral Research, Case Work, Counseling, Psychiatric Technician, Rehabilitation Services, Home Care Aide, Human Service Assistant, Coaching, Mentoring. {See Attachment A, Document #1, "Careers for Psychology Majors," for more details on jobs and salaries.} Data published by the U.S. Bureau of Labor Statistics shows significant projected job growth between 2014--2024 in many fields that may be career trajectories for individuals with degrees of various levels in Psychology. See table below for a summary of projected growth and 2015 median pay¹:

Occupation	2015 Median Pay	Job Outlook 2014---
High School Teacher	\$57,200	+6%
Human Resource Manager	\$104,400	+9%
Mental Health Counselor Marriage/Family	\$43,190	+19%
Psychiatric Technician/Aide	\$28,300	+5%
Psychologist	\$72,500	+19%
Rehabilitation Counselor	\$34,390	+9%
School/Career Counselor	\$53,660	+8%
Substance Abuse/Behavioral Disorder Counselor	\$39,980	+22%
Teacher Assistant	\$24,900	+6%

In recent years a national conversation has been under way about the need for promoting more STEM education at the college level. Nationally, we have seen efforts by the U. S. Department of Education to provide programs that support STEM education. In New York State under the Cuomo administration a NYS STEM Incentive Program was launched to encourage high school students to pursue STEM education at SUNY and CUNY schools. Those movements and programs are especially significant for recruiting students from underrepresented minority groups to pursue STEM educations. The American Psychological Association (APA), the main professional organization representing the discipline in the U.S., has a long-standing commitment to recruiting ethnic minority students into psychology programs, dating to a 1993 resolution by the APA Council². Given the increasing size of the minority groups in the

¹U.S. Bureau of Labor Statistics, Occupational Outlook Handbook <https://bls.gov/oooh/education--training--and--library/>

²American Psychological Association Council (1993) Resolution on Ethnic Minority Recruitment and Retention in *APA Council Policy Manual*, <http://www.apa.org/about/policy/chapter13.aspx>

U.S. and the increasing need to provide psychological services for members from those groups, the need for a larger minority presence in psychology programs can only grow over time.

Recognized as a STEM discipline by the National Science Foundation and by CUNY, psychology presents itself as an attractive STEM option for many students. Nationally, psychology has proven a popular major across all major ethnic groups. Data from the 2012---13 Integrated Postsecondary Education Data System (IPEDS) survey conducted by the NCES¹ shows that psychology ranks in popularity as 4th among Asian students, and 2nd among Hispanic, Black and White students.

Additionally, nationwide data from NCES² for 2013---14 show that 76% of bachelor degrees granted in Psychology were awarded to females. Given that QCC has a female---majority and ethnic minority---majority student population, and given that there is a nationwide push to increase female and minority student enrollment in STEM disciplines, this proposed program will serve as an opportunity to attract students from those group into a growing STEM field.

Regarding overlap with or duplication of other programs in CUNY, currently only LaGuardia CC and Borough of Manhattan CC, have Associate of Arts (A.A.) degree programs. The curriculum requirements of the proposed A.S. program and those A.A. programs are very similar, given the recommendations produced by the Pathways Psychology Course Majors Committee in their report of 3/7/12. However, the fact that QCC, LGCC and BMCC draw their student populations from significantly different regions of the NY Metropolitan area, it seems highly unlikely that the proposed program at QCC would have any adverse impact on enrollment in those other programs. In the context of discussions at CUNY Psychology Discipline Council meetings over the past two years, it was made known to the representatives of those colleges that QCC was planning to develop such a program. No objections were raised by the representatives of LGCC and BMCC; in fact they were gracious enough to provide information about the structure of their A.A. programs. As for overlap and duplication with locally accessible private colleges, according to information on the College Atlas website for New York State³, there are no Associate Degree programs shown for any private college in the NYC Metropolitan area.

STUDENT INTEREST/ENROLLMENT

Currently, QCC has 264 self---designated Psychology majors based on the number of matriculated students in the Psychology concentration of the LA1 degree program. Because many students do not complete the Curriculum form, it is suspected that there are many covert majors who have not formally matriculated in that concentration. In the Spring 2017 semester we conducted a Survey Monkey questionnaire to gauge student interest in an Associate of Science degree in Psychology {See Attachment B}. Using QCC Tigermail, an email was sent to all students in the Liberal Arts Academy inviting them to participate in the survey and providing a link to the Survey Monkey site. As of March 29, 2017, 651 students have completed the survey; it should be noted that this is a small

1 Hinrichs, P. L. Racial and Ethnic Differences in College Major Choice, <https://www.clevelandfed.org/newsroom>

2 National Center for Education Statistics, Integrated Postsecondary Educations Data System Fall 2014 in Digest of Education Statistics (2015)

3 College Atlas for New York State, <https://www.collegeatlas.org/new-york--psychology--programs.html>

minority of the total number of students contacted, many of whom are enrolled in other degree programs, such as Criminal Justice and Childhood Education. Nevertheless, the results were quite encouraging. Of the total respondents 87% are still enrolled in the LA1 degree program, and of those 28% are matriculated in the Psychology concentration. Of the non---Psychology major respondents 49% report that they would consider becoming a Psychology major if QCC were to create an A.S. Degree in Psychology, and 72% of respondents indicated that they are interested in continuing their under--- graduate studies to complete a B.A. or B.S. degree in Psychology. In addition 83% of respondents report an interest in pursuing careers in psychology or related fields. Regarding educational plans, 73% of respondents state an intent to transfer to a four---year school to complete the bachelor degree after completing their associate degree. Of respondents who stated their intent to transfer before completing the associate degree 29% indicated they would stay at QCC to finish an A.S., if it was an option, and 40% indicated that they are unsure if they would stay. In sum, the results of the survey suggest a reasonably large number of interested Psychology majors and an as yet untapped set of students who would consider pursuing an associate degree in Psychology at QCC.

Along with the student interest and potential enrollment suggested by the student survey, an additional source of information about potential enrollment comes from CUNY data¹ showing that from 2010---11 to 2015---16 a total of 3,053 former QCC students have enrolled in Bachelor Degree programs in Psychology at CUNY senior colleges. In fact the number of former QCC students enrolled in those senior college programs has increased by nearly 30% from 2010---11 (n=902) to 2015---16 (n=1,170). {See Attachment A, Document #2.}

Regarding projections of enrollment, there are a number of facts and assumptions to address. According to data from NCES², the number of bachelor degrees awarded annually in Psychology has increased by 37% from 2004---05 (n=85,614) to 2013---14 (n=117,298); this constitutes a year---to---year average increase of 3.7 percent. CUNY---specific data on majors¹, in recent years shows Psychology is the #2 overall most populated major in terms of undergraduate enrollment CUNY---wide. {See Attachment A, Document #3.} Over the three year period Fall 2013 to Fall 2015 enrollment increased on average 3.3% year---to---year (Fall 2013: 10,721; Fall 2014: 11,177; Fall 2015: 11,438). At QCC the enrollment in the Psychology Concentration Area of the Liberal Arts and Sciences A.A. degree program has increased from 56 in Fall 2012 (the first semester it was an option) to 182 in Fall 2016, an increase of 225%. Of this group 2/3 are full---time students. The size of Fall---to---Fall enrollment increases has diminished from the Fall 2012---to---Fall 2013 increase of 178% to the Fall 2015---to---Fall 2016 2.3% increase. Despite the deceleration of growth in the past few years it continues to be an attractive option to many LA1 students. On the basis of several trends in enrollment including a) increasing number of former QCC students enrolled in CUNY four---year bachelor degree programs in Psychology; b) the rapid growth of enrollment in the LA1 Psychology Concentration; c) the overall strength of enrollments in CUNY Psychology degree programs; and the rapid growth of

¹ CUNY Office of Institutional Research and Assessment, Enrollment Trends in Undergraduate Majors at Senior Colleges Fall 2013--_Fall 2015

² National Center for Education Statistics, https://nces.ed.gov/programs/digest/d15/tables/dt15_322.asp

of enrollments in other new A.S. degree programs at QCC, it seems reasonable to assume a 3---year growth of around 15% per year from the Fall 2016 baseline of 182, followed by slower growth in years 4 and 5 of 10% and 5%, respectively.

Another factor to address in enrollment projection is the typical Fall---to---Spring attrition rates in Fall cohorts. From the QCC Fall 2007 to Fall 2016 first---time full---time freshman cohorts the overall average Fall---to---Spring attrition rate is 14.6%. Consideration of the Fall---to---Spring attrition in just the population of the LA1 Psychology Concentration students shows an average attrition rate of 11.2% in the three year period from 2014---15 to 2016---17; in the previous three year period there was an average of 12.7% increase in Fall---to---Spring growth. However, in the 2014---15 to 2016---17 period Fall---to---Spring attrition increased dramatically from 2015---16 (7.8%) to 2016---17 (18%). Given the different sources of these data, it is difficult to predict with precision how they apply to the proposed degree program, but a figure of 15% for Fall---to---Spring attrition seems a reasonable estimate. The table below provides a summary of our five year enrollment projection – numbers reflect full---time and part---time students.

Year 1 2018-19		Year 2 2019-20		Year 3 2020-21		Year 4 2021-22		Year 5 2022-23	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
311	264	367	311	422	358	464	394	487	414

In QCC’s Open Admissions environment admission of students to the proposed degree program will be consistent with those for most other programs, i.e., a high school diploma or its equivalent. If this proposal is approved, it is intended that the A.S. Degree Program will be made part of the QCC STEM Academy in the context of which academic advisement will be provided by the STEM advisors, supplemented by departmental advisement by Psychology faculty. Regarding other support services, the Social Sciences Department currently houses the Psychology Club, whose faculty advisors are two full---time Psychology faculty members. This student club serves as a resource for psychology students .

CURRICULUM

The proposed curriculum was designed to be in compliance with the recommendations of the CUNY Pathways Psychology Majors Course Committee in their report of March 7, 2012 in which they designate 3 courses advised for all Psychology Majors: 1) Introductory Psychology; 2) Either Abnormal Psychology or Personality Psychology; 3) Either Child Development or Lifespan Development. In addition the proposed curriculum is compliant with the American Psychological Association’s guidelines for a “typical” undergraduate curriculum in Psychology (Norcross et al. 2016¹; American Psychological Association 2016²). Following the frameworks of the local CUNY guidelines and national standards of the APA, the proposed program offers a solid foundation for Associate---level psychology students.

- ¹ Norcross, J.C. et al. (2016) Undergraduate Study in Psychology: Curriculum and Assessment, American Psychologist, 71(2), pp. 89–101
- ² American Psychological Association (2016) Guidelines for the Undergraduate Psychology Major: Version 2.0, American Psychologist, 71(2), pp. 102–111.

Summary of Proposed Associate of Science (A.S.) Degree in Psychology at Queensborough CC

Common Core	Credits
REQUIRED CORE: 1. A: English Composition: Take ENGL 101 & 102	6
REQUIRED CORE: 1. B: Math & Quant Reasoning (Select one course)	3
REQUIRED CORE: 1. C: Life & Physical Sciences	3--4
FLEXIBLE CORE: 2. A: World Cultures & Global Issues (Select one)	3
FLEXIBLE CORE: 2. B: U.S. Experience in Its Diversity (Select one)	3
FLEXIBLE CORE: 2. C: Creative Expression (Select one course)	3
FLEXIBLE CORE: 2. D: Individual & Society	3
FLEXIBLE CORE: 2. E: Scientific World (Recommend: PSYC 101)	3
FLEXIBLE CORE: 2: A, B, C, D or E (Select one course)	3
Subtotal	30--31

Major Course Requirements

PSYC101 Psychology (If taken in Flexible Core II.E., one additional course From the "additional courses" below is recommended.)	3
PSYC215 Child Development or PSYC220 Human Growth and Development (Prerequisites: PSYC101 3 cr.)	3
PSYC230 Abnormal Psychology or PSYC250 Personality (Prerequisites: PSYC101 3 cr.)	3
PSYC201 Research Methods in Psychology (new course to be proposed) (Prerequisites: PSYC101 3 cr.)	3
Two additional 3-credit courses from the following group at least one of which must be from the PSYC 200-series:	
PSYC125 Psychology of Personal Adjustment (Prerequisites: BE122 (or --- 226) or satisfactory score on CUNY ACT Assessment Test)	
PSYC215 Child Development (Prerequisites: PSYC101 3 credits)	
PSYC220 Human Growth and Development (Prerequisites: PSYC101 3 credits) PSYC230 Abnormal Psychology (Prerequisites: PSYC101 3 credits)	
PSYC240 Social Psychology (Prerequisites: PSYC101 3 credits)	
PSYC245 Cross-Cultural Psychology (Prerequisites: PSYC101 3 credits) PSYC250 Personality (Prerequisites: PSYC101 3 credits)	
PSYC255 The Psychology of Women (Prerequisites: PSYC101 3 credits)	
PSYC260 Psychological Disorders of Childhood (Prerequisites: PSYC101 3 credits)	
PSYC270 The Psychology of Aging (Prerequisites: PSYC101 3 credits)	
PSYC290 States of Consciousness (Prerequisites: PSYC101 3 credits)	

ANTH101 Anthropology (Prerequisites: BE122 (or -226) or satisfactory score on CUNY ACT Assessment Test)	
SOCY101 Sociology (Prerequisites: BE122 (or -226) or satisfactory score on CUNY ACT Assessment Test)	
HE104 Addictions and Dependencies (Prerequisites: HE101 or HE102. The HE101 or HE102 prerequisite is not required for students in the Nursing curriculum or for veterans.)	
HE105 Human Sexuality (Prerequisites: HE101 or HE102. The HE101 or HE102 prerequisite is not required for students in the Nursing curriculum or for veterans.)	6
Subtotal	18

Additional Major Requirements

MA336 Statistics* (Prerequisite: MA119 with a C or better or MA114 with a C or better, or satisfactory score on the Mathematics Placement Test)	3
SP211 Speech Communication* (Prerequisite: satisfactory completion of Speech Placement Test, or successful completion of SP020, or SP-005 and/or SP-006)	3
HE101 Introduction to Health Education (1 credit Students who are required to take BE111, 112 or BE210, BE203, BE205 or BE225 must take HE101. Students may not receive credit for both HE101 and HE102) or	
HE102 Health, Behavior and Society (2 credits Corequisite: BE122 (or BE226), or satisfactory score on the CUNY/ACT Assessment Test)	1-2
One science laboratory course (STEM variant in the Common Core satisfies this requirement): applicable courses include:	
BI132 Laboratory: Foundations of Biology 1 credit (Prerequisite or Corequisite: BE131 Foundations of Biology)	
BI171 Laboratory: Plants and People 1 credit (Prerequisite or Corequisite: BI170 Plants and People 3 credits)	
CH102 Living in a Chemical World Laboratory 1 credit (Corequisite: CH101 Living in a Chemical World 3 credits)	
CH111 Chemistry and the Environment Laboratory 1 credit (Corequisite: CH110 Chemistry and the Environment 3 credits)	
CH121 Fundamentals of Chemistry Laboratory 1 credit (Corequisite: CH120 Fundamentals of Chemistry 3 credits)	
ET842 Energy Production and Conservation for a Sustainable World 1 credit (Corequisite: ET841 The Science of Energy and Power in the Modern World 3 credits)	

PH112 Space, Astronomy and Our Universe Laboratory 1 credit
(Corequisite: PH111 Space, Astronomy and our Universe
3 credits) 0-1

Subtotal 7-9

Free Electives 3-4

Total Credits Required for Degree 60

** Students who take MA 336 and/or SP 211 as part of the Common Core will need to take six additional elective credits to complete the degree requirements.*

Suggested Course Sequence: See Appendix D: Undergraduate Program Schedule
Course Descriptions for Required Courses in the Major: See Appendix A.
Articulation Agreement: See Appendix H.

COST ASSESSMENT

A. FACULTY (See Appendices E & F)

The full-time psychology faculty currently number eleven, ten of whom have doctoral degrees and one of whom has ABD status. These faculty have a variety of specializations including clinical psychology, experimental psychology, social psychology, personality psychology and developmental psychology. In addition there are currently eighteen part-time adjunct faculty in psychology all of whom have at least a Master's degree and several of whom have doctoral degrees in psychology. The current faculty will be able to cover instructional needs for all major courses in the program and at present it is not expected that the proposed program will require the hiring of any additional full-time faculty. The addition of the proposed program will have no impact on instruction in any other program. It is expected that additional expense will be incurred to fund four hours per year of reassigned time for a Faculty Coordinator of the proposed program.

Currently, the department has one Senior College Laboratory Technician (CLT) who is responsible for supervising and maintaining its two computer labs. A third lab is under construction and installation is expected to be complete by the start of the Fall 2017 semester. For the foreseeable future no additional CLT will be needed to maintain those lab facilities.

B. FACILITIES AND EQUIPMENT

At present no additional facilities or equipment will be needed to support the proposed program. However, depending on enrollment growth one or more additional computer labs might be needed to accommodate instruction for the introductory research methods course, PSYC201.

C. LIBRARY AND INSTRUCTIONAL MATERIALS

The current library resources – books, journals and databases – are sufficient to support instruction in a Psychology program. It is expected that some instructional software will be needed for the labs used for the PSYC201 course.

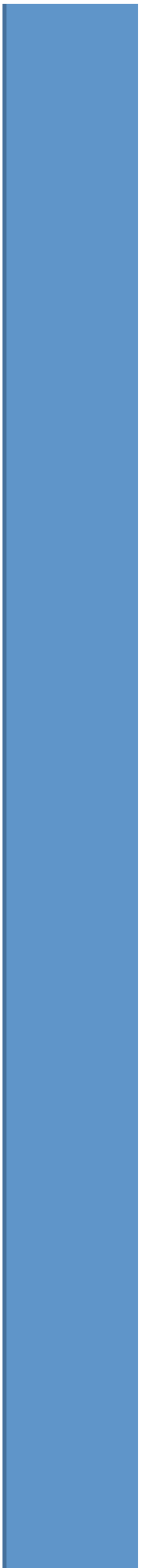
D. BUDGET TABLES (See Appendix G)

EVALUATION: INTERNAL EVALUATION AND OUTCOMES

During the first five years of the program's existence course assessment projects will be conducted on major course requirements with a focus on faculty-led project-based assessments that evaluate student achievement of course learning outcomes based on QCC General Education Objectives and Pathways Student Learning Outcomes and on program-specific curriculum outcomes. In the fifth year a formal Academic Program Review will be conducted to assess a variety of program outcomes including degree completion rate, progress toward graduation, retention rate, academic performance (GPA), transfer to four-year degree programs and student satisfaction.

**VI. SED AND CUNY FORMS FOR
ACADEMIC PROGRAMS (GRADUATE AND
UNDERGRADUATE)**

- B. Application for Undergraduate and Graduate programs other than
Teacher Education



OFFICE OF ACADEMIC AFFAIRS
OFFICE OF PROGRAM REVIEW, ARTICULATION AND
TRANSFER

FACULTY HANDBOOK FOR THE PREPARATION OF NEW
ACADEMIC PROGRAMS REVISED OCTOBER 2016



**THE STATE EDUCATION DEPARTMENT/THE UNIVERSITY OF THE
STATE OF NEW YORK ALBANY, NY 12234**

Application for the Registration of
New Graduate and Undergraduate Curricula/Programs

– Including Programs to be Offered in Distance Education Format Important

Information

- 1. This application is for use by institutions of higher education that hold an absolute charter or permanent authority to award degrees seeking to register general academic curricula.**
- 2. Do not use this application for the following program proposals:**
 - §§Programs preparing teachers, educational leaders, or other school personnel
 - §§Programs preparing licensed professionals
 - §§Programs leading to doctoral level degrees
 - §§Programs leading to a credit-bearing Certificates or Advanced Certificates
 - §§Proposals for revisions to existing registered programs (including title changes, curricular changes, etc.)
- 3. Program registration is based upon standards in the Regulations of the Commissioner of Education (8 NYCRR Chapter II, Subchapter A). The Department registers individual curricula/programs rather than the institution as a whole, but the registration process includes, in some instances, an assessment of institutional-level compliance with some of the standards.**
- 4. This application includes attestations/assurances, by the Chief Administrative or Academic Officer/Provost of the institution, on behalf of the institution, concerning the institution's compliance with statutory and regulatory requirements related to the standards for curricula/program registration and operation of higher education programs in New York State.**
- 5. The Department will audit compliance and, if an institution is found to be out of compliance with one or more standard to which it attested compliance, that finding may lead to denial of: (1) re-registration of the program, pursuant to §52.1(l) of the Regulations of the Commissioner of Education and (2) the ability of the institution to utilize attestations in future applications for program registration; and in certain circumstances may warrant deregistration of the program.**
- 6. Program proposals from SUNY and CUNY System institutions must be submitted to the Department by the System Administration. Contact the System Administration for information concerning relevant proposal submission requirements.**
- 7. The Department reserves the right to request additional information and/or clarification of any information provided by the institution that may be necessary for the Department to make a registration decision concerning the proposed program.**

Submission Instructions

Applications for program registration will be accepted in **electronic format only** via the instructions below. Hard copy applications will not be accepted or reviewed by the Department and will not be retained.

1. Create a single PDF document that includes the following documents:
 - The completed Application for the Registration of New Graduate and Undergraduate Curricula/Programs, with all required signatures included;
 - Any request for a Master Plan Amendment and associated information and materials that may be required concerning this program proposal (see below); and
 - Any external review of the proposed program that is required (see below).
2. Attach the PDF document to an e-mail.
3. Send the e-mail (with attachment) to OCUERevAdmin@nysed.gov.
4. The subject line of the email should include the name of the institution, the degree award and the program title. For example:

Subject: ABC College, Master of Science, English Literature.

Master Plan Amendments

If this program proposal necessitates a Master Plan Amendment, additional information and materials related to that request will be required. Please refer to information on the Department's web site at: <http://www.highered.nysed.gov/ocue/aipr/guidance/gpr2.html> for information on Master Plan Amendments to determine if such an amendment is required for this program proposal and to access the Master Plan Amendment Supplement.

External Review

Please refer to <http://www.highered.nysed.gov/ocue/aipr/guidance/gpr9.html> for information about when an external review of a proposed program is required. If such a review is required, that material must be submitted with the program registration application.

General Information

Institution (Legal Name)	Institution Code
Queensborough Community College of the City University of New York	373500
Proposed Program Title	Degree Award
Psychology	A.S.
Address of Any Campus Where the Proposed Program Will Be Offered (main and/or branch campuses)	Full-time or Part-time ¹
Queensborough Community College/CUNY 222-05 56th Avenue Bayside, NY 11364	Full-time
All Program Format(s) (standard, distance education ² , evening, weekend and/or other)	HEGIS Code
Standard	2001
Joint Registration IHE (if applicable)	Total Number of Credits
	60
Lead Contact [First Name, Last Name, Title]	Telephone Number
Joseph Culkin, Chairperson Dept. of Social Sciences	718-631-6251
Email Address	
jculkin@qcc.cuny.edu	

¹ Please refer to §52.2(c) and §145-2.1 of the Regulations of the Commissioner for definitions and information concerning full and part time study. Note: Only programs registered as full time are eligible for TAP. Programs are subject to audit by the NYS Office of the State Comptroller and the Higher Education Services Corporation (HESC) for financial aid compliance purposes.

² If a major portion of the program (50% or more) can be completed through study delivered by distance education then the program must be registered in the distance education format. Hybrid or blended courses do not count toward the 50%.

Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.³

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	Phone Number

³ The Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

Program Purpose, Objectives and Targets

<p>Program Purpose</p> <p><i>Department Expectation: Clearly define a program purpose that is aligned to the degree award and program title.</i></p>				
<p>To prepare students to transfer to baccalaureate degree programs in Psychology and for entry-level employment in human services occupations.</p>				
<p>Program Objectives</p> <p><i>Department Expectation: Articulate between 1 and 3 program-level (curriculum-level) objectives that are clearly defined and directly aligned with the program purpose and proposed degree award.</i></p>				
<p>1. Students will demonstrated competency regarding the knowledge base in the psychology major appropriate to an associate degree.</p>				
<p>2. Students will demonstrated an understanding of research methods in psychology appropriate to an associate degree.</p>				
<p>3. Students will make ethical judgments while recognizing multiple perspectives, as appropriate to an associate degree in Psychology.</p>				
<p>Program Targets - <i>Department Expectation:</i> Establish realistic enrollment, retention, graduation, and job placement targets for this program that are connected to the reviewing system by which the success of students and faculty in achieving such goals and objectives of the program are determined. <u>Note:</u> There are not specific Department defined targets required for the registration of curricula. The Department expects institutions to establish targets that reflect the espoused quality of the program, and to periodically and systematically review such targets are they related to program implementation.</p>				
<p>Enrollment Projections</p> <p><i>The Department assumes that Year 5 enrollment projections will be full-capacity relative to existing and new resources planned.</i></p>				
Year 1	Year 2	Year 3	Year 4	Year 5
190	220	255	280	295
Annual Retention Rate Target		Target graduation rate (%)		Target Job Placement Rate

Form 1: New Course Proposal Guidelines/Template

1. **Department:** Social Sciences
2. **Course, prefix, number, & title:** PSYC201 Research Methods in Psychology
3. **Hours (Class, recitation, Laboratory, studio) &** 3 hours/3 credits
4. **Pre-requisites (if any):** PSYC101
- Co-requisites (if any):** _____

Month Day Year

5. **Date Approved by Department:** _____
6. **Date Submitted to Curriculum Committee:**
- | | | |
|-----|---|------|
| May | 3 | 2017 |
| | | |

7. **In order to avoid unnecessary delays or difficulties, please state if the proposal was discussed with other department chair(s) with similar interests.**

Yes* No

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*If yes, which department(s): _____

8. _____

Course Description for college catalog:

This course explores an introduction to the methods of research in psychology. The following concepts will be discussed: scientific methodologies, conducting literature reviews, hypothesis development, following ethical guidelines in research, data collection, experimental variables, analyzing and interpreting data, summarizing and reporting data, and basic descriptive statistics. The issues discussed will be illustrated using a broad range of topics such as physiological, learning, developmental, perception, personality, social, and clinical psychology.

9. Rationale – why the course is needed or desired:

For Psychology majors an introduction to basic principles and issues in research is essential to give them the foundation necessary to properly understand, analyze and apply research findings in the field and to prepare themselves for transfer into baccalaureate programs in Psychology.

10. Academic Programs into which the course would be incorporated and the requirements it will satisfy:

The course will be a requirement in the A.S. degree in Psychology and can be used to satisfy a Free Elective and Liberal Arts and Sciences Elective in other degree programs.

11. Academic Program /outcomes addressed by this course: Note: Program outcomes may include:

∅∅ Integrate knowledge and skills in the program of study

∅∅ Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study.

∅∅ Work collaboratively to accomplish learning objectives

Students will integrate knowledge and skills in the psychology major.

Students will demonstrate an understanding of research methods in psychology.

Students will make ethical judgments while recognizing multiple perspectives, as appropriate in the psychology major.

Form 1: New Course Proposal Guidelines/Template

12. General Education Outcomes: Check those that will be assessed:

- 1. Communicate effectively through written and oral forms
- 2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
- 3. Reason quantitatively as required in various fields of interest and in everyday life
- 4. Apply information management and digital technology skills useful for academic research and lifelong learning
- 5. Discipline-Specific Outcomes:
 - 5A. Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments
 - 5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.
 - 5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.

General Education Outcomes addressed by this course: Select from list. (There is no minimum required for these outcomes.)	Briefly describe activities in the course which help students meet each of these General Education Outcomes.
Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	Working in small groups, students will read summaries of a research study and construct the hypothesis. Using a sample research project, students will identify and evaluate the major features of the project. Working in small groups, students will construct brief questionnaires to measure selected constructs (e.g., self-esteem), and will evaluate one another's questionnaires as regards their psychometric properties.
Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments	Students will view filmed segments of famous studies (e.g., Milgram Obedience Study; Stanford Prison Study) and discuss the ethical problems observed. Students will discuss and evaluate the application of psychological research in the understanding of individual and group behavior.

13. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core	X	
Course*: Requirement for the Major:	X	
Elective for the Major:		
Liberal Arts and Sciences:	X	
	X	

Writing Intensive:

*If yes, submit [Common Core Course Submission Form](#) & Syllabus to Dr. A. Corradetti

14. Course student learning outcomes (Students will...)

Students will demonstrate understanding of the scientific method in psychology.
Students will identify key components of research studies in psychology.
Students will interpret results of psychological research.
Students will demonstrate understanding of the ethical and moral aspects of psychological research.

Form 1: New Course Proposal Guidelines/Template

15. Attach department course syllabus (see Recommended Syllabus template, Form 4): See attached syllabus.

16. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):

Sample Textbook: McBride, Dawn M. *The Process of Research in Psychology* 3rd Edition, Sage Publications, 2015.

Sample Reading Assignments on Assorted Research Topics in Psychology:

Assefi, S. L. & Garry, M. (2003). ABSOLUT® memory distortion: Alcohol placebos influence the misinformation effect. *Psychological Science*, 14, 77-80.

Bartecchi, C., Alsever, R. N., Nevin-Woods, C., Thomas, W. M., Estacio, R. O., Bartelson, B. B., & Krantz, M. J. (2006). Reduction in the incidence of acute myocardial infarction associated with a citywide smoking ordinance. *Circulation*, 114(14), 1490-1496.

Braun, K. A., & Loftus, E. F. (1998). Advertising's misinformation effect. *Applied Cognitive Psychology*, 12, 569-591.

Cantlon, J. F., & Brannon, E. M. (2006). Shared system for ordering small and large numbers in monkeys and humans. *Psychological Science*, 17(5), 401-406.

Chartrand, T. L., & Bargh, J. A. (1999). The chameleon effect: the perception-behavior link and social interaction. *Journal of personality and social psychology*, 76(6), 893.

Farmer, H., McKay, R., & Tsakiris, M. (2014). Trust in me trustworthy others are seen as more physically similar to the self. *Psychological science*, 25(1), 290-292.

Farooqui, A. A., & Manly, T. (2015). Anticipatory Control Through Associative Learning of Subliminal Relations Invisible May Be Better Than Visible. *Psychological science*, 0956797614564191.

Ferreira, V. S., & Humphreys, K. R. (2001). Syntactic influences on lexical and morphological processing in language production. *Journal of Memory and Language*, 44(1), 52-80.

Jackson, J. J., Connolly, J. J., Garrison, S. M., Leveille, M. M., & Connolly, S. L. (2015). Your Friends Know How Long You Will Live A 75-Year Study of Peer-Rated Personality Traits. *Psychological science*, 26(3), 335-340.

Jirout, J. J., & Newcombe, N. S. (2015). Building Blocks for Developing Spatial Skills Evidence From a Large, Representative US Sample. *Psychological science*, 0956797614563338.

Jordan, J. S., & Knoblich, G. (2004). Spatial perception and control. *Psychonomic Bulletin & Review*, 11(1), 54-59.

Lane, L. W., Groisman, M., & Ferreira, V. S. (2006). Don't talk about pink elephants! Speakers' control over leaking private information during language production. *Psychological science*, 17(4), 273-277.

Lawson, T. J. (Ed.). (2007). *Scientific perspectives on pseudoscience and the paranormal: Readings for general psychology*. Pearson Prentice Hall.

Lee, K., Talwar, V., McCarthy, A., Ross, I., Evans, A., & Arruda, C. (2014). Can classic moral stories promote honesty in children? *Psychological science*, 25(8), 1630-1636.

Logan, G. D. (2004). Working memory, task switching, and executive control in the task span procedure. *Journal of Experimental Psychology: General*, 133(2), 218.

Form 1: New Course Proposal Guidelines/Template

Mueller, P.A.; Oppenheimer, D. M.(2014) The pen is mightier than the Keyboard: Advantages of longhand over laptop note taking," *Psychological Science*, 25(6), 1159-1168.

Nauta, M. M. (2007). Assessing college students' satisfaction with their academic majors. *Journal of Career Assessment*, 15(4), 446-462.

Plomin, R., Fulker, D. W., Corley, R., & DeFries, J. C. (1997). Nature, nurture, and cognitive development from 1 to 16 years: A parent-offspring adoption study. *Psychological Science*, 442-447.

Roediger, H. L., & Karpicke, J. D. (2006). Test-enhanced learning taking memory tests improves long-term retention. *Psychological science*, 17(3), 249-255.

Sayette, M. A., Reichle, E. D., & Schooler, J. W. (2009). Lost in the sauce the effects of alcohol on mind wandering. *Psychological Science*, 20(6), 747-752.

Sproesser, G., Schupp, H. T., & Renner, B. (2013). The bright side of stress-induced eating eating more when stressed but less when pleased. *Psychological science*, 25, 58-65.

Tsapelas, I., Aron, A., & Orbuch, T. (2009). Marital boredom now predicts less satisfaction 9 years later. *Psychological Science*, 20(5), 543-545.

Vohs, K. D., & Schooler, J. W. (2008). The value of believing in free will encouraging a belief in determinism increases cheating. *Psychological science*, 19(1), 49-54.

Form 1: New Course Proposal Guidelines/Template

17. Methods of Instruction (such as lecture, performance, web-enhanced, online, video, writing intensive, etc.):

Lecture, web-enhanced, online, video, writing intensive, group projects

18. Methods by which student learning will be assessed and evaluated (describe the types of methods to be employed; note whether certain methods are required for all sections):

Depending on the preferences of individual instructors, student learning may be assessed by the use of examinations, high-stakes writing assignments, class discussion, and individual or group presentations.

19. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:

It is expected that this course will be accepted into the Pathways Flexible Core II.D. Scientific World, and thus, will transfer to other CUNY institutions.

20. Faculty availability:

	Instructor 1	Instructor 2	Instructor 3
Name:	Jeffery Jankowski	Cheryl Bluestone	Rommel Robertson
Degree	Ph.D. Psychology	Ph.D. Psychology	Ph.D. Psychology
:	23	20	15
	23	20	15

Years in Profession:
Years Teaching:

21. Facilities and technology availability:

Currently, it is expected that this course will be taught most effectively in a computer lab. At present the department of Social Sciences has two such labs, and is requesting installation of an additional lab to support the course. However, the course may also be taught in available Smart Classrooms.

22. List of courses to be withdrawn, or replaced by this course, if any:

none

23. Enrollment limit and frequency the course is offered (each semester, once a year, or

alternating years):

As a Writing Intensive course, the limit will be 25. It will be taught each semester.

24. What changes in any programs will be necessitated or requested as a result of this course's additions/charges

none

GLOSSARY OF TERMS

Entry-level course	A credit course with no pre-requisites other than passing placement exams or required remediation; usually considered a first semester course; this course may be a pre-requisite for mid-level courses
Mid-level course	A course which has at least one credit course as a pre-requisite; usually a second or third semester course; this course may be a pre-requisite for upper-level courses
Upper-level course	A course, usually taken in the third or fourth semester, which has several credit course pre-requisites
(Student) Learning outcomes	An explicit statement of the competencies (knowledge and skills) a student is expected to learn and demonstrate either in general education, in an academic program or in a course
General education outcomes	Desired student learning in general education skills and in the liberal arts and sciences: <i>communication, analytic reasoning and problem solving, quantitative and mathematical reasoning, information management and digital technology skills, application of concepts, perspectives, and methods of history, social sciences, and natural</i>
Academic Program learning outcomes	An explicit statement of the major points of learning that students must achieve to complete a program of study; these include both general education objectives and objectives specific to the program
Course learning outcomes	Major points of learning that students must achieve to complete a course; course objectives include general education objectives, curricular objectives, and objectives specific to the course

Rev. 12/19/16 – for discussion

Form 4: Syllabus Template

1. **Department:** Social Sciences
2. **Course, prefix, number, & title:** —PSYC201 Research Methods in Psychology_____
3. **Hours (Class, recitation, Laboratory, studio) & Credits:** _____ 3 hours/3 credits _____
4. **Pre-requisites (if any):** _____ PSYC101 _____
Co-requisites (if any): _____

5. Course Description in college catalog:

This course explores an introduction to the methods of research in psychology. The following concepts will be discussed: scientific methodologies, conducting literature reviews, hypothesis development, following ethical guidelines in research, data collection, experimental variables, analyzing and interpreting data, summarizing and reporting data, and basic descriptive statistics. The issues discussed will be illustrated using a broad range of topics such as physiological, learning, developmental, perception, personality, social, and clinical psychology.

6. Academic programs for which this course is required:

A.S. Degree in Psychology

7. Academic program outcomes addressed by this course:

Note: Program outcomes may include:

- Integrate knowledge and skills in the program of study
- Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study.
- Work collaboratively to accomplish learning objectives

Students will integrate knowledge and skills in the psychology major.
 Students will demonstrate an understanding of research methods in psychology.
 Students will make ethical judgments while recognizing multiple perspectives, as appropriate in the psychology major.
 Students will work collaboratively to accomplish learning objectives in the psychology major.

8. General Education Outcomes: Check those that will be assessed.

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | 1. Communicate effectively through written and oral forms |
| <input checked="" type="checkbox"/> | 2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions |
| <input type="checkbox"/> | 3. Reason quantitatively as required in various fields of interest and in everyday life |
| <input type="checkbox"/> | 4. Apply information management and digital technology skills useful for academic research and lifelong |
| 5. Discipline-Specific Outcomes: | |
| <input checked="" type="checkbox"/> | 5A. Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments |
| <input type="checkbox"/> | 5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions. |
| <input type="checkbox"/> | 5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments. |

General Education Outcomes addressed by this course: Select from list. (There is no minimum required for these outcomes.)

Briefly describe activities in the course which help students meet each of these General Education Outcomes

Form 4: Syllabus Template

Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	During the semester students will be working on a variety of exercises/projects requiring that they analyze components of research studies, interpret their findings and identify problems in the methods used.
Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments	Students will become familiar with the development of research hypotheses extracted from psychological theories and will learn how to interpret research findings as they apply to practical issues in daily life.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:	X	<input type="checkbox"/>
Requirement for the Major:	X	<input type="checkbox"/>
Elective for the Major:	<input type="checkbox"/>	<input type="checkbox"/>
Liberal Arts and Sciences:	X	<input type="checkbox"/>
Writing Intensive:	X	<input type="checkbox"/>

*If yes, submit [Common Core Course Submission Form](#) & Syllabus to Dr. A. Corradetti

10. Course student learning outcomes:

Students will demonstrate understanding of the scientific method in psychology.
Students will identify key components of research studies in psychology.
Students will interpret results of psychological research.
Students will demonstrate understanding of the ethical and moral aspects of psychological research.

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics	Assignments (Examples of Assignments that may be given)	Blackboard/Online (if applicable)
1.	Introduction to Scientific Method in Psychological Research	Students will use a sample Abstract or summary of a research article to identify basic elements of a research study by answering questions focused on those elements. Students take a "Common Sense Quiz" to illustrate difference between popular beliefs and scientific evidence.	

2.	Hypothesis Development	Working in small groups, students will read summaries of a research study and construct the hypothesis.	
3.	Ethics in Research	Students will view filmed segments of famous studies (e.g., Milgram Obedience Study;	

Form 4: Syllabus Template

		Stanford Prison Study) and discuss the ethical problems observed.	
4.	Writing Up Research Activities: Basic Components and Steps	Using a sample research project, students will identify and evaluate the major features of the project.	
5.	Data Collection: Research Design and Related Issues	Working in small groups students will construct methods of collecting data for specified hypotheses.	
6.	Data Collection: Research Design and Related Issues		
7.	Sampling in Research	Students will identify sampling methods from research case studies. Working in small groups students will construct working hypotheses and construct appropriate sampling method to use. Students will engage in class activities to demonstrate sampling methods, e.g., random sampling.	
8.	Survey Research	Working in small groups, students will construct brief questionnaires to measure selected constructs (e.g., self-esteem), and will evaluate one another's questionnaires as regards their psychometric properties.	
9.	Correlational Research	Working in small groups students collect data on two variables or use publicly available online data sets to run SPSS data analysis programs (e.g., scatterplots; Pearson's r)	
10.	Experimental Research	Students will read a summary of a research scenario and will identify the independent and dependent variables, and experimental and control groups (conditions).	
11.	Statistics: overview of types, terms and applications of basic statistics	Students will conduct simple statistical analyses of data sets using SPSS.	
12.	Statistics: overview of types, terms and applications of basic statistics	Students will conduct simple statistical analyses of data sets using SPSS.	
13.	Student Presentations	Students will make individual or group presentations of their projects.	

Form 4: Syllabus Template

14.	Student Presentations	Students will make individual or group presentations of their projects.	
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12. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):

Sample Textbook: McBride, Dawn M. *The Process of Research in Psychology* 3rd Edition, Sage Publications, 2015

Sample Reading Assignments on Assorted Research Topics in Psychology:

Assefi, S. L. & Garry, M. (2003). ABSOLUT® memory distortion: Alcohol placebos influence the misinformation effect. *Psychological Science*, 14, 77-80.

Bartecchi, C., Alsever, R. N., Nevin-Woods, C., Thomas, W. M., Estacio, R. O., Bartelson, B. B., & Krantz, M. J. (2006). Reduction in the incidence of acute myocardial infarction associated with a citywide smoking ordinance. *Circulation*, 114(14), 1490-1496.

Braun, K. A., & Loftus, E. F. (1998). Advertising's misinformation effect. *Applied Cognitive Psychology*, 12, 569-591.

Cantlon, J. F., & Brannon, E. M. (2006). Shared system for ordering small and large numbers in monkeys and humans. *Psychological Science*, 17(5), 401-406.

Chartrand, T. L., & Bargh, J. A. (1999). The chameleon effect: the perception-behavior link and social interaction. *Journal of personality and social psychology*, 76(6), 893.

Farmer, H., McKay, R., & Tsakiris, M. (2014). Trust in me trustworthy others are seen as more physically similar to the self. *Psychological science*, 25(1), 290-292.

Farooqui, A. A., & Manly, T. (2015). Anticipatory Control Through Associative Learning of Subliminal Relations Invisible May Be Better Than Visible. *Psychological science*, 0956797614564191.

Ferreira, V. S., & Humphreys, K. R. (2001). Syntactic influences on lexical and morphological processing in language production. *Journal of Memory and Language*, 44(1), 52-80.

Jackson, J. J., Connolly, J. J., Garrison, S. M., Leveille, M. M., & Connolly, S. L. (2015). Your Friends Know How Long You Will Live A 75-Year Study of Peer-Rated Personality Traits. *Psychological science*, 26(3), 335-340.

Jirout, J. J., & Newcombe, N. S. (2015). Building Blocks for Developing Spatial Skills Evidence From a Large, Representative US Sample. *Psychological science*, 0956797614563338.

Jordan, J. S., & Knoblich, G. (2004). Spatial perception and control. *Psychonomic Bulletin & Review*, 11(1), 54-59.

Lane, L. W., Groisman, M., & Ferreira, V. S. (2006). Don't talk about pink elephants! Speakers' control over leaking private information during language production. *Psychological science*, 17(4), 273-277.

Form 4: Syllabus Template

Lawson, T. J. (Ed.). (2007). *Scientific perspectives on pseudoscience and the paranormal: Readings for general psychology*. Pearson Prentice Hall.

Lee, K., Talwar, V., McCarthy, A., Ross, I., Evans, A., & Arruda, C. (2014). Can classic moral stories promote honesty in children? *Psychological science*, 25(8), 1630-1636.

Logan, G. D. (2004). Working memory, task switching, and executive control in the task span procedure. *Journal of Experimental Psychology: General*, 133(2), 218.

Mueller, P.A.; Oppenheimer, D. M.(2014) The pen is mightier than the Keyboard: Advantages of longhand over laptop note taking," *Psychological Science*, 25(6), 1159-1168.

Nauta, M. M. (2007). Assessing college students' satisfaction with their academic majors. *Journal of Career Assessment*, 15(4), 446-462.

Plomin, R., Fulker, D. W., Corley, R., & DeFries, J. C. (1997). Nature, nurture, and cognitive development from 1 to 16 years: A parent-offspring adoption study. *Psychological Science*, 442-447.

Roediger, H. L., & Karpicke, J. D. (2006). Test-enhanced learning taking memory tests improves long-term retention. *Psychological science*, 17(3), 249-255.

Sayette, M. A., Reichle, E. D., & Schooler, J. W. (2009). Lost in the sauce the effects of alcohol on mind wandering. *Psychological Science*, 20(6), 747-752.

Sproesser, G., Schupp, H. T., & Renner, B. (2013). The bright side of stress-induced eating eating more when stressed but less when pleased. *Psychological science*, 25, 58-65.

Tsapelas, I., Aron, A., & Orbuch, T. (2009). Marital boredom now predicts less satisfaction 9 years later. *Psychological Science*, 20(5), 543-545.

Vohs, K. D., & Schooler, J. W. (2008). The value of believing in free will encouraging a belief in determinism increases cheating. *Psychological science*, 19(1), 49-54.

13. Methods by which student learning will be assessed and evaluated (describe the types of methods to be employed; note whether certain methods are required for all sections):

Depending on the preferences of individual instructors, student learning may be assessed by the use of examinations, high-stakes writing assignments, class discussion, and individual or group presentations.

14. Required Attire (if applicable):

not applicable

15. Other expectations for student performance (if applicable):

ATTENDANCE/PARTICIPATION. Your presence in class is expected – attendance will be taken.

You are required to attend all classes, but two absences will be excused automatically. Missing three or more classes will lower your attendance/participation grade. Talking in class, being distracted by digital technology, or arriving late or leaving early will lead to lower scores on your attendance/participation grade. Students should join in class discussion and ask questions. Whether or not you attend class, you are expected to keep up-to-date with the information.

READING ASSIGNMENTS. Your attendance in class is dependent upon your preparedness for class by reading the assigned material. Readings for class will be taken in large part from the McBride text as noted on the last page of the syllabus. In addition, readings will be distributed in class to illustrate concepts, foster critical evaluation, and serve as the basis for homework.

LECTURES. The topic covered in the readings will be explained and discussed during class time. In addition, there will also be group exercises, computer-based activities such as library searching, statistical analysis, and group work. There will also be some time for you to work on data analysis for your projects and homework assignments.

NOTES.

Students are expected to SILENCE cell phones during class and exams.

Students are expected not to text during class and to put cell phones in your pocket or bag during class.

To communicate by email, you must use Tigermail.

ATTENDANCE/ABSENCE POLICY (Include departmental specific guidelines. Optional):

Students with unexcused absences totaling 15% or more of the contact hours for the course may receive a grade of WU unless they officially withdraw from the course. Students who have valid

excuses for missed classes should speak with their instructor and present documentation explaining the reason for the absence. Absences that have been excused by the instructor will not be counted

16. Academic Integrity policy (department or College):

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates.

Plagiarism will not be tolerated. Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at

17. Disabilities

Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact me privately to discuss his/her specific needs. Please contact the office of Services for Students with Disabilities in Science Building, Room S-132, 718-631-6257 to coordinate reasonable accommodations for students with documented disabilities. You can visit the Services for Students with Disabilities website by clicking on this link: <http://www.qcc.cuny.edu/SSD/>.

OPTIONAL (*May be included by instructors.*)

Student Life, services <http://www.qcc.cuny.edu/current-students/index.html> **Single Stop:**

<http://www.qcc.cuny.edu/singlestop/index.html>

Counseling: <http://www.qcc.cuny.edu/counseling/index.html>

**VI. SED AND CUNY FORMS FOR
ACADEMIC PROGRAMS (GRADUATE AND
UNDERGRADUATE)**

B.1 Attestation and Assurances

OFFICE OF ACADEMIC AFFAIRS
OFFICE OF PROGRAM REVIEW, ARTICULATION AND
TRANSFER

FACULTY HANDBOOK FOR THE PREPARATION OF NEW
ACADEMIC PROGRAMS REVISED OCTOBER 2016

Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.¹

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by

§52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	Phone Number

¹ The Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

**VI. SED AND CUNY FORMS FOR
ACADEMIC PROGRAMS (GRADUATE AND
UNDERGRADUATE)**

B.2 Table A: Undergraduate Program Schedule

OFFICE OF ACADEMIC AFFAIRS
OFFICE OF PROGRAM REVIEW, ARTICULATION AND
TRANSFER

FACULTY HANDBOOK FOR THE PREPARATION OF NEW
ACADEMIC PROGRAMS REVISED OCTOBER 2016