

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Public Health, BS  
Hegis Number: 1214.00  
Program Code: 37993; MHC-38643  
Effective Term: Fall 2025

1. **Type of Change:** adding concentration, withdrawal of Sub-Plans from CUNYfirst; change in degree requirements, credits

2. **From:**  
**Public Health, (~~57-64~~ credits)**

~~Two (2) Public Health (PHE) sub-plans need to be deactivated. They are:~~  
a. ~~18 Credits Geographic Information Science (GIS)~~  
b. ~~18 Credits Global Health~~

The Bachelor of Science in Public Health (BSPH) is a competitive ~~57-64~~ credit major that challenges students to think critically about ~~major~~ public health issues and propose solutions using anti-racism and social justice frameworks. Students learn to analyze behavioral, social, and structural determinants of health. Students may choose from the ~~clinical~~ public health or ~~environmental~~ and global health ~~track~~ in consultation with an academic advisor.

Major Requirements – Overall  
**Type:** Completion requirement  
**Earn at least ~~57~~ credits**

**Distribution of credits for the Public Health major.**

Component - ~~35~~  
Core Courses - 20  
Clinical Public Health Concentration ~~OR Environmental/Global Health Concentration~~ - ~~16~~  
Fieldwork and Capstone - 6  
Total Credits - ~~57-64~~

Major Requirements - Admission Requirements  
**Type:** Completion requirement

To be considered for admission to the B.S. in Public Health, an application must:

1. GPA standard at "B-" (minimum 2.7 to 2.9 including all prior courses) for admission into the major.
2. ~~At least 50% of this program can be completed online; however, the public health internship is a required component which cannot be done online.~~

#### Major Requirements – Core Courses

**Type:** Completion requirements

**Complete ALL of the following Courses:**

#### Public Health Core Classes

MAT 132 Introduction to Statistics

BIO 181 Anatomy and Physiology I

HSD 266 US Health Care System

~~PSY 166 General Psychology~~

~~PHE 302 Social and Environmental Determinants of Health~~

PHE 304 Fundamentals of Global Health

#### **Advanced Core Courses**

**Complete ALL of the following Courses:**

HSD 269 Fundamentals of Biostatistics for Health Professions

HSD 306 Epidemiology

~~PHE 303 Approaches to Public Health Research~~

~~PHE 306 Global Burden of Communicable and~~

~~Non-Communicable Disease~~

~~PSY 335 Health Psychology~~

#### Fieldwork and Capstone

**Complete ALL of the following Courses:**

~~PHE 470 Public Health Field Experiences~~

PHE 472 Public Health Capstone

#### Major Requirements – Concentrations

**Type:** Completion requirements

**Complete 1 of the concentrations below:**

~~Fulfill ANY of the following requirements:~~

#### Public Health Science Concentration Courses:

BIO 182 Anatomy and Physiology II or BIO 183 Human Biology

BIO 230 Microbiology

CHEM 114/115 Essential General Chemistry Lecturer and Lab I

CHEM 120/121 Essential of Organic Chemistry Lecturer/Lab II

HIN 268 Growth & Development

#### Environmental & Global Health Concentration Courses:

~~ENV 235 Conservation of the Environment~~

~~ENV 270 Environmental Pollution~~  
~~ENV 326 Environmental Policy~~  
~~PHE 340 Global Nutrition & Disease~~  
~~HEA 301 Environmental Health or EOHS 633~~  
~~Intro to Environmental Occupational Health~~

**TO:**  
**Public Health, (59-64 credits)**

The Bachelor of Science in Public Health (BSPH) is a competitive 59-64 credit major that challenges students to think critically about public health issues and propose solutions using social justice frameworks. Students learn to analyze behavioral, social, and structural determinants of health. Students may choose from the public health science, social justice and global health, or urban public health concentrations in consultation with an academic advisor.

At least 50% of this program can be completed online; however, the public health practicum is a required component which cannot be completed online.

### **Dual Credit Option**

Public Health majors interested in pursuing an MPH at the CUNY Graduate School of Public Health and Health Policy (CUNY SPH) through an articulation agreement can earn 18 credits to be used for both undergraduate and graduate programs of study. Students interested in this pathway must be conditionally accepted as matriculating students in the CUNY SPH graduate program.

Undergraduate students majoring in Public Health with 60 or more credits and a minimum of a 3.0 cumulative grade point average may be permitted to enroll in up to 18 credits of graduate coursework at CUNY SPH. The student must speak with the faculty advisor to determine elective courses that will satisfy the undergraduate and graduate degree requirements.

The student conditionally admitted to CUNY SPH must commit to the program once admitted and must graduate from Lehman College with a Bachelor's degree to be fully admitted as a graduate student. The student must also receive permission from the program and/or dean's office prior to registration.

Major Requirements – Overall  
**Type:** Completion requirement  
**Earn at least 59 credits**

### **Distribution of credits for the Public Health major.**

Component - 38

Total Core Courses - 20

Public Health Science Concentration, Social Justice and Global Health Concentration, OR Urban Public Health Concentration- 15

Practicum and Capstone - 6

Total Credits - 59-64

## Major Requirements - Admission Requirements

**Type:** Completion requirement

To be considered for admission to the B.S. in Public Health, an applicant must have a minimum "B-" GPA (2.7 to 2.9, including all prior courses)

## Major Requirements – Core Courses

**Type:** Completion requirement**Foundational Core Courses****Complete ALL of the following Courses:**

MAT 132 Introduction to Statistics

OR MAT 172 OR MAT 175

BIO 181 Anatomy and Physiology I

OR BIO 166 Principles of Biology: Cells and Genes

HSD 266 US Health Care System

PHE 301 Foundations of Public Health KnowledgePHE 302 Social, Behavioral, and Commercial Determinants of Health

PHE 304 Fundamentals of Global Health

**Advanced Core Courses****Complete ALL of the following Courses:**

HSD 269 Fundamentals of Biostatistics for Health Professions

HSD 306 Epidemiology

PHE 303 Research MethodsOR PHE 414 Quantitative and Qualitative Data Analysis Methods in Public Health ResearchPHE 306 Health Inequity in Global Disease BurdenPHE 402 Program Planning and EvaluationPHE 403 Health Policy and Advocacy**Practicum and Capstone Courses****Complete ALL of the following Courses:**PHE 470 Public Health Practicum

PHE 472 Public Health Capstone

## Major Requirement – Concentrations

**Type:** Completion requirements**Complete 1 of the concentrations below:****Public Health Science Concentration Courses:****Complete ALL of the following Courses:**

BIO 182 Anatomy and Physiology II or BIO 183 Human Biology

OR BIO 167 Principles of Biology: Organisms

BIO 230 Microbiology

OR CHE 166/167 General Chemistry I/ Lab

CHE 114/115 Essentials General Chemistry Lecturer and Lab I

OR CHE 168/169 General Chemistry II/Lab  
CHE 120/121 Essentials of Organic Chemistry Lecturer/Lab II  
OR CHE 232/233 Organic Chemistry I/Lab  
HIN 268 Growth & Development  
OR CHE 234/235 Organic Chemistry II/Lab OR BIO 230 Microbiology OR BIO 400 Biochemistry OR BIO 238 Genetics

### **Social Justice & Global Health Concentration Courses**

#### **Complete ALL of the following Courses:**

PHE 340 Food Security, Human Rights, and Global Health  
PHE 401 Environmental and Occupational Health  
PHE 404 Climate Change and Global Migration  
PHE 405 Environmental Justice Applications  
PHE 300 or 400-level elective

### **Urban Public Health Concentration Courses**

#### **Complete ALL of the following Courses:**

PHE 410 Public Health Leadership and Management  
PHE 411 Health Equity, Communication, and Advocacy  
PHE 412 Designing and Evaluating Public Health Interventions  
PHE 413 Designs, Concepts, and Methods in Public Health Research  
PHE 444 Global Maternal and Child Health

#### **4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

The BS in Public Health was reauthorized by the NYS Department of Education effective April 19, 2024, with two new sub-plans; 1) Public Health Science and 2) Environmental and Global Health. The two sub-plans noted above were the approved concentration in the previous approved BS in Public Health. The new sub-plans reflect the current competencies for the public health profession.

The Bachelor of Science in Public Health (BSPH) prepares graduates with skills and competencies needed to advance population health in the New York City (NYC) region and to meet both national and global demands of current and emerging public health trends. The recently reintroduced BSPH (April 2024) offers many opportunities to increase the number of entry-to-practice public health professionals; however, the curriculum must evolve to reflect evidence-based practices in public health. We are introducing new courses that will support each level of the curriculum from foundational core through advanced core courses. The faculty observed the need to balance the environmental and global aspects of the curriculum to reflect the evolution of the public health profession. Changes to the foundational core courses and public health science subplan reflect a growing demand from pre-health students to major in public health. The currently approved subplan integrates pre-nursing requisite coursework that aligns with public health education. The courses added to this subplan expand public health training for students pursuing medical, dental, pharmacology, optometry, physical therapy, occupational therapy, physician assistant, veterinary, and genetic counseling programs. Integrating these requirements will allow the public health program to have a greater impact on the training of diverse healthcare professionals and public health

practitioners. There is also high demand for the third subplan in this proposal, urban public health, which will support our students in attaining their MPH at the CUNY Graduate School of Public Health as part of our 4+1 program. The current subplans do not include electives that may be completed as part of this initiative. This proposal answers the Chancellor's call to streamline higher education opportunities at CUNY.

The newly proposed courses and curricular changes are also aligned with the HEAT Department's goals to seek accreditation for the BSPH. Upon completion of the Lehman College BS in PUBLIC HEALTH, students will be trained in the recently updated Council on Education for Public Health (CEPH) required topics:

1. the history of public health as a discipline and practice
2. social justice and health equity as foundational public health principles
3. determinants of health: environmental, socioeconomic, behavioral, and other factors
4. concepts and application of public health ethics
5. biological science (e.g., introductory anatomy and physiology)
6. scientific underpinnings of chronic and infectious disease: e.g., etiology of disease, environmental effects and interactions)
7. fundamental characteristics of the U.S. health system in comparison with other nations
8. global health concepts (e.g., differing disease burdens, global health agencies, intersections with human rights, resource-specific challenges)
9. public health statistical literacy (e.g., preparing descriptive statistics, reading and interpreting public health statistical data and evidence, using relevant software (e.g., Excel), mastering terminology to communicate and collaborate with other professionals on data)
10. public health data collection and surveillance (e.g., common methods, challenges in real-world data collection, assessing data quality and limitations)
11. planning, implementing, and evaluating evidence-based interventions (e.g., community needs assessment; program delivery; process, formative, and summative evaluation)
12. critical thinking to define and address problems in public health practice (e.g., problem-solving to address implementation challenges; applying basic public health frameworks, models, and theories; identifying misinformation)
13. legislative and governmental processes relevant to public health policy and advocacy
14. policy analysis (e.g., health in all policies, concepts of feasibility and impact)

This curriculum change proposal is rooted in best practices in public health as a social science as well as innovations to teaching and learning issued by the accrediting body for public health, CEPH, the American Public Health Association and the World Health Organization.

5. **Date of departmental approval:** 10/31/24; 9/28/24; 8/22/2024

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Public Health Interdisciplinary Minor  
Effective Term: Fall 2025

1. **Type of Change:** degree requirements.

2. **From:**

The interdisciplinary public health minor is for students in any discipline interested in improving health outcomes in the U.S. and beyond, as well as acquiring the skills needed to work towards health equity.

Requirements

Minimum Requirements - Overall

**Type:** Completion requirement

**Earn at least 15 credits**

Minor requirements – Core Courses

**Type:** Completion requirement

**Complete ALL of the following courses:**

**Fulfill ALL of the following requirements:**

**~~Complete ALL of the following courses:~~**

- HSD 269 – Fundamentals of Biostatistics for Health Professionals
- HSD 306 – Epidemiology
- ~~HEA 300 – Equity in Public Health~~  
OR PSY 335 Health Psychology  
OR PHE 302 – Social and Environmental Determinants of Health

~~PSY 166 is a prerequisite for PSY 335~~

~~NOTE: PSY 335/PSY 166 and PHE 302 are options only available to HEA majors.~~ \_\_\_\_\_

**Electives**

**Complete course(s) and earn 6-8 credit(s) from the following:**

- ~~AMS 211 – American Studies Methods and Materials~~
- DAT 181 – Intro to Data Analytics with R
- DAT 182 – Intro: Data Analytics with Python
- DAT 184 – Introduction to SQL (Structured Query Language)
- DAT 310 – Data Visualization
- ~~ENW 314 – Evidence-Based Writing~~

- ~~ENW 399 – Research, Rhetoric, and Writing Studies~~
- GEH 245 – Introduction to Quantitative Methods of Geography
- ~~GEO 250 – Introduction to Geologic Field Mapping Techniques~~
- GEP 204 – Basic Mapping: Applications and Analysis
- ~~HEA 266 – Research Techniques in Health Education~~
- ~~PHI 170 – Introduction to Logic~~
- ~~POL 245 – Political Analysis and Interpretation~~
- ~~PSY 200 – Critical Thinking in Psychology~~

### Advanced Electives

Students may also choose to complete elective credits from these advanced research courses if they have completed the prerequisite(s):

DFN 369 - Research Methods in Nutrition  
~~DST 311 – Social Science Perspectives on Health and Disability~~  
~~ECO 302 – Economic Statistics~~  
 GEH 230 - Human Geography  
 GEP 205 - Principles of Geographic Information Science  
~~LNG 3430 – Internet Linguistics~~  
~~POL 318 – The Politics of Health~~  
 POL 331 - Methods of Social Research  
~~PSY 201 – Science and Practice of Psychology~~  
 PSY 226 - Statistical Methods in Psychology  
~~PSY 234 – Abnormal Psychology~~  
~~PSY 240 – Industrial/ Organization Psychology~~  
~~PSY 260 – Social Psychology~~  
~~PSY 335 – Health Psychology~~  
~~PSY 338 – Community Psychology~~  
~~PSY 366 – Clinical Neuropsychology~~  
 SOC 301 - Methods of Social Research  
 SOC 303 - Advanced Methods of Social Research  
~~SOC 305 – Sociology of Health Care~~  
~~SOC 311 – Social Scientific Perspectives on Health and Disability~~  
~~SOC 339 – American Demography~~  
 SOC 344 - Field and Interpretative Methods  
 SOC 345 - Quantitative Analysis of Sociological Data

### 3. To: Underline the changes

The interdisciplinary public health minor is for students in any discipline interested in improving health outcomes in the U.S. and beyond, as well as acquiring the skills needed to work towards health equity.

#### Requirements

Minimum Requirements - Overall

**Type:** Completion requirement



**Earn at least 15 credits**

Minor requirements – Core Courses

**Type:** Completion requirement

Complete ALL of the following courses:

Fulfill ALL of the following requirements:

- HSD 269 – Fundamentals of Biostatistics for Health Professionals
- HSD 306 – Epidemiology
- PHE 301 – Foundations of Public Health Knowledge

Electives

Complete course(s) and earn 6-8 credit(s) from the following:

- DAT 181 – Intro to Data Analytics with R
- DAT 182 – Intro: Data Analytics with Python
- DAT 184 – Introduction to SQL (Structured Query Language)
- DAT 310 – Data Visualization
- GEH 245 – Introduction to Quantitative Methods of Geography
- GEP 204 – Basic Mapping: Applications and Analysis
- PHE 302 – Social, Behavioral, and Commercial Determinants of Health
- PHE 306 – Health Inequity in Global Disease Burden
- PHE 340 – Global Nutrition and Disease
- PHI 247 – Environmental Ethics

**Advanced Electives**

Students may also choose to complete elective credits from these advanced research courses if they have completed the prerequisite(s):

- DFN 369 - Research Methods in Nutrition
- GEH 230 - Human Geography
- GEP 205 - Principles of Geographic Information Science
- PHE 303 – Approaches to Public Health Research
- PHE 401 – Environmental and Occupational Health
- PHE 402 – Program Planning and Evaluation
- PHE 403 – Health Policy and Advocacy
- PHE 404 – Climate Change and Global Migration
- PHE 405 – Environmental Justice Applications
- PHE 444 – Gender and Health across the Globe
- POL 331 - Methods of Social Research
- PSY 226 - Statistical Methods in Psychology
- SOC 301 - Methods of Social Research
- SOC 303 - Advanced Methods of Social Research
- SOC 344 - Field and Interpretative Methods
- SOC 345 - Quantitative Analysis of Sociological Data

Students conditionally admitted to the Lehman College / CUNY Graduate School of Public Health and Health Policy (SPH) 4+1 Program may take the following electives in consultation with their academic advisor(s):

PHE 410 Public Health Leadership and Management

PHE 411 Health Equity, Communication, and Advocacy

PHE 412 Designing and Evaluating Public Health Interventions

PHE 413 Designs, Concepts, and Methods in Public Health Research

PHE 444 Global Maternal and Child Health

**4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

These program changes enhance the learning outcomes established for the public health minor by increasing interdisciplinary options available for students to explore and master relevant research methods and approaches to data analysis. The changes also parallel the public health major, which was recently approved in April 2024. The proposed changes will thus improve the alignment of learning outcomes among the public health offerings at Lehman College. The proposed changes additionally take into consideration new partnerships with other CUNY institutions, such as the Graduate School of Public Health and Health Policy (SPH).

**5. Date of departmental approval: August 22, 2024**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND  
TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisites, Liberal Arts Designation

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	HSA
Course Prefix & Number	HSA 307
Course Title	Research Methodology in Health Services Administration
Description	Systematic development of a research proposal. Formulation of research questions, problem statements and literature review. Exploration of relevant theories, ethical considerations and data analysis.
Pre/ Co Requisites	HSD 269 & HSD 306
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	HSA
Course Prefix & Number	HSA 307
Course Title	Research Methodology in Health Services Administration
Description	Systematic development of a research proposal. Formulation of research questions, problem statements and literature review. Exploration of relevant theories, ethical considerations and data analysis.
Pre/ Co Requisites	<u>Prerequisites:</u> HSD 269 & HSD 306
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The class should be designated as liberal arts because meeting the New York State liberal arts requirement is essential for students to graduate without exceeding the 120-credit threshold, ensuring equitable access to timely degree completion.

5. **Date of departmental approval:** December 11, 2024

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND  
TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of Change:** Liberal Arts Designation

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	HSA
Course Prefix & Number	HSA 240
Course Title	Health Economics
Description	Microeconomic and macroeconomic principles such as supply and demand, price theory, competitive markets, and aggregate demand and output. Role of government, private sector, and their interplay in influencing health economic policy. Role of economics in health care decisions, and how public policy influences the healthcare economy.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

--	--

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	HSA
Course Prefix & Number	HSA 240
Course Title	Health Economics
Description	Microeconomic and macroeconomic principles such as supply and demand, price theory, competitive markets, and aggregate demand and output. Role of government, private sector, and their interplay in influencing health economic policy. Role of economics in health care decisions, and how public policy influences the healthcare economy.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The class should be designated as liberal arts because meeting the New York State liberal arts requirement is essential for students to graduate without exceeding the 120-credit threshold, ensuring equitable access to timely degree completion.

5. **Date of departmental approval:** December 11, 2024

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND  
TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of Change:** Liberal Arts Designation, Prerequisites

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	HSA
Course Prefix & Number	HSA 402
Course Title	Healthcare Program Planning and Evaluation
Description	Planning, managing, and evaluating healthcare programs with a focus on program administration. Use program theory and conceptual models of program planning and evaluation to deepen understanding of core health frameworks, theories, and methods.
Pre/ Co Requisites	HSD 269 & HSD 306
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World



3. **To:** Underline the changes

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	HSA
Course Prefix & Number	HSA 402
Course Title	Healthcare Program Planning and Evaluation
Description	Planning, managing, and evaluating healthcare programs with a focus on program administration. Use program theory and conceptual models of program planning and evaluation to deepen understanding of core health frameworks, theories, and methods.
Pre/ Co Requisites	<u>Prerequisites:</u> HSD 269 & HSD 306
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The class should be designated as liberal arts because meeting the New York State liberal arts requirement is essential for students to graduate without exceeding the 120-credit threshold, ensuring equitable access to timely degree completion.

5. **Date of departmental approval:** December 11, 2024

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of Change:** Liberal Arts designation, title, description

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Sciences
Course Prefix & Number	HSD 269
Course Title	Fundamentals of Biostatistics for Health Professionals
Description	An introduction to biostatistics as used in health research. Emphasis on the application and interpretation of statistics in the context of public health, health services, <del>health education, and nutrition studies.</del>
Pre/Co Requisites	MAT 132 or its equivalent
Credits	3
Hours	3
Liberal Arts	Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Sciences
Course Prefix & Number	HSD 269
Course Title	Fundamentals of Biostatistics
Description	An introduction to biostatistics as used in health-related research. Emphasis on the application and interpretation of statistics in the context of <u>public health, health services, and other health-related fields.</u>
Pre Requisites	MAT 132 or its equivalent.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

HSD 269 Fundamentals of Biostatistics had been designated as liberal arts and science prior to May 2023. The department updated the curriculum for the minor in Public Health and in error checked Liberal Arts and Science as “No” instead of checking “Yes”. This course represents a broad introduction to statistics and how various approaches and strategies are used in health-related research.

5. **Date of departmental approval:** 8/22/24

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of Change:** *Liberal Arts designation, description.*

2. **From:**

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Sciences
Course Prefix & Number	HSD 306
Course Title	Epidemiology
Description	<del>Basic principles and methods in epidemiology and their use in prevention and control of health problems in populations at risk. Impact of community health activities on individual and community responses to health and nutrition problems. Epidemiological approaches to health and nutritional care and their relationship to multicultural community health activities.</del>
Pre/-Co Requisites	HSD 269
Credits	3
Hours	3
Liberal Arts	Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	___ Scientific World
--	----------------------

**3. To:** Underline the changes

Department(s)	Health Equity, Administration, And Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Health Sciences
Course Prefix & Number	HSD 306
Course Title	Epidemiology
Description	<u>Epidemiological</u> principles and methods and their use in prevention and control of <u>health conditions in populations at risk</u> . Impact of <u>public health</u> activities on individual and community responses to health problems. <u>Epidemiological</u> approaches to <u>population</u> health and <u>the</u> relationship to multicultural community health activities.
Pre Requisites	HSD 269
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

HSD 306 Epidemiology had been designated under liberal arts and science prior to May 2023. The department updated the curriculum for the minor in Public Health and in error checked Liberal Arts and Science as "No" instead of checking "Yes". This course

presents a theoretical framework of epidemiological studies of population health and is accepted as part of the social sciences. The course description has been updated to reflect changes to majors that no longer require this class.

5. **Date of departmental approval:** 4/17/2024; reapproved on 8/22/24

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 301
Course Title	Foundations of Public Health Knowledge
Description	Introduction to public health and overview of fundamental concepts and topics in the field. Areas covered include core public health, frameworks, theories and methods.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and compared the current program requirements to the Council on Education for Public Health accreditation guidelines. This foundations course in public health is critical to student success. In the previous rendition of the BSPH, HEA 300 – Introduction to Public Health – fulfilled this requirement. However, this course has since been changed to Equity in Public Health, which does not meet the required learning outcomes. PHE 301 is, therefore, a fundamental change to be in compliance with accreditation requirements.

4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Describe public health history, philosophy and values.
2. Identify the core areas and essential services of public health.
3. Describe the populational health approach and how it differs from clinical approaches.
4. Describe the foundational principles of social justice and health equity.
5. Describe the critical importance of evidence in advancing public health knowledge.
6. Describe the social determinants of health.
7. Describe the importance of ethics in public health.

5. **Date of Departmental Approval:** August 22, 2024



**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ <input type="checkbox"/> ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ <input type="checkbox"/> ] Compensatory [ <input type="checkbox"/> ] Developmental [ <input type="checkbox"/> ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 401
Course Title	Environmental and Occupational Health
Description	Overview of the multidisciplinary field of environmental and occupational health (EOH) sciences. Particular focus is given to a spectrum of environmental hazards and contexts, their interactions with human health and well-being, and the relevance to public health at the population level.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ <input type="checkbox"/> ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and compared the current program requirements to the Council on Education for Public Health accreditation guidelines. This foundations course in environmental and occupational health is fundamental to the success of our environmental and global health concentration students. It is currently a missing link in meeting program learning outcomes. The current rendition of the BSPH incorporates environmental health courses that are not offered regularly by other departments at Lehman College. This has placed an undue burden on our students to find alternatives. Additionally, according to the CEPH guidelines, requiring PHE 401 meets the CEPH guidance that major core courses be offered by our department. PHE 401 is, therefore, a critical change to follow accreditation requirements.

**4. Learning Outcomes (By the end of the course students will be expected to):**

1. Describe foundational concepts and strategies of environmental and occupational health (EOH) sciences.
2. Develop conclusions about how EOH concepts and strategies apply in different contexts and at various scales.
3. Contrast EOH problems between higher-income and lower-income populations.
4. Discuss the impact of global, social, economic, and environmental trends on public health outcomes.
5. Evaluate EOH concerns from both traditional disciplines and non-traditional contexts.
6. Examine policy solutions to environmental and occupational health concerns.
7. Communicate EOH information in plain language to a target audience about exposure risks, prevention strategies, and health promotion programs.
8. Identify evidence-based EOH policies that protect human health.

**5. Date of Departmental Approval: August 22, 2024**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 402
Course Title	Program Planning and Evaluation
Description	Designing, planning, implementing and evaluating public health programs. Applying core public health frameworks, theories and methods to critically evaluate and develop programs.
Pre/ Co Requisites	PH Majors and Minors Only
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and compared the current program requirements to the Council on Education for Public Health accreditation guidelines. This program planning and evaluation course is required for accredited programs. PHE 402 is, therefore, a fundamental change to be in compliance with accreditation requirements.

**4. Learning Outcomes (By the end of the course students will be expected to):**

1. Define program planning and evaluation.
2. Describe the purpose of public health programs: from design to planning, implementation, evaluation, and innovation.
3. Apply skills to organize, design, and evaluate effective public health programs.
4. Interpret population health data to identify community health needs.
5. Distinguish between types of program planning and evaluation models and develop an impact model.
6. Describe the strengths and weaknesses of impact evaluation design options.
7. Describe a variety of program planning models and intervention strategies.
8. Develop a program rationale using needs assessment and data from the literature
9. Formulate a program plan for a relevant health problem and population including program objectives and logic model.

**5. Date of Departmental Approval: August 22, 2024**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 403
Course Title	Health Policy and Advocacy
Description	A “health in all policies” approach to the relationship between public policies, advocacy and population health outcomes.
Pre/ Co Requisites	PH Majors and Minors Only
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and

compared the current program requirements to the Council on Education for Public Health accreditation guidelines. This advanced study of health policy and advocacy is required for accredited programs. PHE 403 is, therefore, a fundamental change to be in compliance with accreditation requirements.

4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Describe the health in all policies approach and its relationship to the social determinants of health framework.
2. Describe the processes through which public policies are created and sustained.
3. Describe different approaches to policy-making and identify the different social and economic interests underlying them.
4. Describe and evaluate different approaches to advocacy.
5. Identify key policy and advocacy stakeholders.
6. Develop the framework for an advocacy campaign.

5. **Date of Departmental Approval:** August 22, 2024

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 404
Course Title	Climate Change and Global Migration
Description	The impact of climate change on global migration and health and proposed solutions to the devastating consequences of climate change for global population health.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and compared the current program requirements to the Council on Education for Public Health accreditation guidelines. This intermediary course in climate change and global migration is fundamental to the success of our environmental and global health concentration students. It is currently a missing link in meeting program learning outcomes. The current rendition of the BSPH incorporates environmental health courses that are not offered regularly by other departments at Lehman College. This has placed an undue burden on our students to find alternatives. Additionally, according to the CEPH guidelines, requiring PHE 404 meets the CEPH guidance that major core courses be offered by our department. PHE 404 is, therefore, a critical change to follow accreditation requirements.

4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Identify climate change and its impact on population health.
2. Critique the connection between climate change, human migration, displacement, and health.
3. Describe the mechanisms through which climate change impacts global migration and health.
4. Explain the intersections between climate change, global migration and their root causes.
5. Describe key proposed solutions to climate change and its consequences for global migration and health.
6. Analyze key challenges and opportunities embedded in efforts to solve the problem of climate change and its consequences for global health and migration.

5. **Date of Departmental Approval:** August 22, 2024



**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [    ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [    ] Compensatory [    ] Developmental [    ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 405
Course Title	Environmental Justice Applications
Description	The inequitable distribution of environmental hazards across communities and ways to measure environmental injustices. The environmental justice movement and competing ethical and political implications for achieving equal protection from environmental threats to health for all people. Applications of intersectionality and public health models.
Pre/ Co Requisites	PHE 301 and PHE 302
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [    ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and compared the current program requirements to the Council on Education for Public Health accreditation guidelines. This intermediary course in environmental justice is fundamental to the success of our environmental and global health concentration students. It is currently a missing link in meeting program learning outcomes. The current rendition of the BSPH incorporates environmental health courses that are not offered regularly by other departments at Lehman College. This has placed an undue burden on our students to find alternatives. Additionally, according to the CEPH guidelines, requiring PHE 405 meets the CEPH guidance that major core courses be offered by our department. PHE 405 is, therefore, a critical change to follow accreditation requirements.

**4. Learning Outcomes (By the end of the course students will be expected to):**

1. Identify systems of governance and management of human activities that affect the environment, both in the US and across the globe, including institutions, property relations, management regimes, politics, and policies.
2. Describe how social forces, political economies, and corporate behavior affect human-environmental interactions.
3. Utilize social justice and health equity frameworks to describe the impact of oppressive environmental health policies on low-income, ethnic/racial minority, and marginalized communities.
4. Analyze the relationships between environmental threats and human health outcomes.
5. Apply environmental justice frameworks and theories in identifying policy protections in different contexts (e.g., home, work, community).

**Date of Departmental Approval:** August 22, 2024

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ <input type="checkbox"/> ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ <input type="checkbox"/> ] Compensatory [ <input type="checkbox"/> ] Developmental [ <input type="checkbox"/> ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 410
Course Title	Public Health Leadership and Management
Description	The intricate role of leadership and management in the various types of health care organizations and the U.S. health care system in general including the role of federal, state and local public health regulatory systems, financing, budgetary constraints, health insurance and health care reforms. Practical tools that leaders and managers need to lead their workforce. The role of policy-making, fundraising opportunities to resource public health interventions or projects, and outreach and advocacy for patients and/or clients who seek services from the organization.
Pre/ Co Requisites	PH Majors and Minors Only
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ <input type="checkbox"/> ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
--	--

### 3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and determined that a third track in urban public health was needed to meet the diverse interests of Lehman College students, especially those interested in pursuing the Master of Public Health degree as part of our partnership with the CUNY Graduate School of Public Health and Health Policy (SPH). We currently have a 4+1 program with SPH; however, the current BSPH program does not allow for elective credits to be completed at the graduate school. This new subplan and the 6 courses that we are proposing may be completed as part of the 4+1 initiative, allowing our students to earn 18 credits towards their MPH while they are undergraduate students. This subplan will assist us in meeting the directive from our Chancellor to streamline higher education initiatives for our undergraduate students. PHE 410 is an introductory level class that is required for the Public Health Education MPH program and one that is of great interest to our undergraduate students who wish to explore important components of the public health social sciences, particularly organizational management, accounting and budget practices, and leadership and management strategies. The course is also aligned with our departmental learning outcomes and one that fills a gap in our current offerings.

### 4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Identify effective and evidence-based management and leadership strategies.
2. Describe attributes of effective, ethical managers and leaders.
3. Describe the organization, structure and function of the U.S. Health care system.
4. Describe the role of federal, state, and local public health and regulatory systems.
5. Critique the process of public policy-making.
6. Discuss the process of health care financing, health insurance, health care reform, and budgeting.
7. Identify basic principles of accounting and budget practices.
8. Discuss how funding opportunities play a key role in financing public health projects and interventions.
9. Describe the role of advocacy in addressing public health challenges.

### 5. **Date of Departmental Approval:** August 22, 2024

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 411
Course Title	Health Equity, Communication, and Advocacy
Description	The importance of historical, cultural, social, and structural contexts that undermine health equity in marginalized communities. Communications and advocacy skills to mitigate harmful effects of health inequities and promote social change.
Pre/ Co Requisites	PH Majors and Minors Only
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

PHE 411 is a requirement for the Council on Education in Public Health (CEPH) accreditation. The study of health equity consists of activities, theories, and frameworks within the social sciences. Communication and advocacy are currently missing from our BSPH curricula. The course is also part of a new subplan that we are proposing to align with our goals of admitting students in our 4+1 program with the CUNY Graduate School of Public Health and Health Policy (SPH). The current BSPH subplans do not allow for students to complete any coursework towards their MPH. This is one of six classes that we are proposing that would allow students to simultaneously earn credit towards both their BSPH and MPH.

4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Describe the cultural, social, behavioral, institutional, and environmental factors and issues that influence the health of a community.
2. Describe equality, equity, implicit and explicit racism, and their impact on health.
3. Examine the inequitable distribution of environmental hazards and identify the sources and impacts on the health of marginalized populations.
4. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
5. Describe the rationale for advocacy as a public health strategy.
6. Summarize basic principles and methods of effective communication to improve public health.
7. Identify appropriate communication media, forums, and tools for public health.

5. **Date of Departmental Approval:** August 22, 2024

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ <input type="checkbox"/> ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ <input type="checkbox"/> ] Compensatory [ <input type="checkbox"/> ] Developmental [ <input type="checkbox"/> ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 412
Course Title	Designing and Evaluating Public Health Interventions
Description	Key theoretical concepts, methods, and approaches in designing, implementing and evaluating community-based health-related programs, policies and interventions. Theoretical and practical approaches to engaging and working with partners from diverse sectors.
Pre/ Co Requisites	PH Majors and Minors Only
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ <input type="checkbox"/> ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and determined that an intermediary course on designing and evaluating public health interventions was a critical missing component of our curricula. Implementation science is fundamental to public health activities and individual and community level change. The course is also part of a new subplan that we are proposing to align with our goals of admitting students in our 4+1 program with the CUNY Graduate School of Public Health and Health Policy (SPH). The current BSPH subplans do not allow for students to complete any coursework towards their MPH. This is one of six classes that we are proposing that would allow students to simultaneously earn credit towards both their BSPH and MPH.

**4. Learning Outcomes (By the end of the course students will be expected to):**

1. Describe the cultural, social, behavioral, institutional, and environmental factors and issues that influence the health of a community.
2. Describe equality, equity, implicit and explicit racism, and their impact on health.
3. Examine the inequitable distribution of environmental hazards and identify the sources and impacts on the health of marginalized populations.
4. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
5. Describe the rationale for advocacy as a public health strategy.
6. Summarize basic principles and methods of effective communication to improve public health.
7. Identify appropriate communication media, forums, and tools for public health.

5. **Date of Departmental Approval:** August 22, 2024



**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 413
Course Title	Designs, Concepts, and Methods in Public Health Research
Description	Quantitative and qualitative research methods, principles, theory and measures commonly used in public health. Overview of systems science thinking and systems models that promote understanding of the complexity of various public health issues.
Pre/ Co Requisites	PH Majors and Minors Only
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and determined that an introductory course that allows students to explore the vast domain of public health research and explore diverse methods was a critical missing component of our curricula. PHE 413 consists of quantitative and qualitative methodologies within the social sciences. We do not currently offer a course that includes qualitative methods. PHE 413 is also part of a new subplan that we are proposing to align with our goal of admitting students to our 4+1 program with the CUNY Graduate School of Public Health and Health Policy (SPH). The current BSPH subplans do not allow for students to complete any coursework towards their MPH. This is one of six classes that we are proposing that would allow students to simultaneously earn credit towards both their BSPH and MPH.

4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Identify broadly the different types of public health questions (e.g., surveillance, risk prediction, causality, and implementation/policy).
2. Describe the role of screening in public health.
3. Describe the attributes of valid and reliable measuring instruments.
4. Explain the strengths and limitations of different methods of measuring and validating exposures in relation to “gold standards” in quantitative and qualitative studies.
5. Describe the importance of having a representative sample.
6. Describe the key data collection methodologies.

5. **Date of Departmental Approval:** August 22, 2024

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 414
Course Title	Quantitative and Qualitative Data Analysis Methods in Public Health Research
Description	Tools to identify quantitative and qualitative methods and the appropriate software and programming to analyze and interpret data analysis results for use in public health, policy and practice applications.
Pre/ Co Requisites	PH Majors and Minors Only; prerequisite: PHE 413
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and determined that an introductory data analysis course was a critical missing component of our curricula. PHE 414 consists of quantitative and qualitative analyses within the social sciences. We do not currently offer a course that focuses on data analysis and this is a critical step to producing independent investigators. PHE 414 is also part of a new subplan that we are proposing to align with our goal of admitting students to our 4+1 program with the CUNY Graduate School of Public Health and Health Policy (SPH). The current BSPH subplans do not allow for students to complete any coursework towards their MPH. This is one of six classes that we are proposing that would allow students to simultaneously earn credit towards both their BSPH and MPH.

**4. Learning Outcomes (By the end of the course students will be expected to):**

1. Distinguish among the purposes of statistical methods-describing, explaining, and predicting.
2. Identify the use of different types of variables and a data dictionary.
3. Compare and contrast qualitative methods.
4. Generate and interpret trend data.
5. Determine the role of hypothesis testing using the frequentist approach.
6. Explain how distributions are utilized in data analyses.
7. Interpret statistical analyses addressing different public health questions, i.e., describing patterns of health and disease, predicting who is at risk and assessing the role of a potential intervention.

**5. Date of Departmental Approval: August 22, 2024**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 444
Course Title	Gender and Health Across the Globe
Description	A reproductive justice approach to maternal and reproductive health, pregnancy, childbirth, family planning, infertility, sexual health, gendered intervention strategies, and reproductive technologies. Socio-cultural, biological, economic, environmental, and historical influences on reproductive health with particular attention to race and class. Public health interventions in maternal and child health, sexual health and gender identity.
Pre/ Co Requisites	PHE 301
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	Scientific World
--	------------------

**3. Rationale:**

The Health Equity, Administration, and Technology (HEAT) department conducted a thorough review of the Bachelor of Science in Public Health (BSPH) degree and compared the current program requirements to the Council on Education for Public Health accreditation guidelines. This advanced course in gender and health is fundamental to the success of our environmental and global health concentration students. It is currently a missing link in meeting program learning outcomes. The current rendition of the BSPH is lacking global health courses. This has placed an undue burden on our students to find alternatives. Additionally, according to the CEPH guidelines, requiring PHE 444 meets the CEPH guidance that major core courses be offered by our department. PHE 444 is, therefore, a critical change to follow accreditation requirements.

**4. Learning Outcomes (By the end of the course students will be expected to):**

1. Identify direct and indirect causes of maternal and neonatal mortality, birth complications, and infertility, with attention to socio-political, cultural, environmental, economic, and biological factors.
2. Analyze the role of race/ethnicity, gender and socioeconomic factors in maternal, child, reproductive and sexual health.
3. Describe key biomedical and public health strategies related to maternal and reproductive health.
4. Define sexual and reproductive health as defined by different stakeholders.
5. Compare and contrast attitudes towards motherhood, childbirth, family planning, and infertility in different cultures.
6. Discuss the ways that power is exerted over women's bodies by individuals, institutions, systems, and structural factors.
7. Discuss ways that different disciplines within the humanities, the natural and social sciences, and public health can contribute to increase understanding of intellectual and practical challenges related to a specific health problem.
8. Identify potential strengths and limitations of real-world interventions, laws, policies, and legal decisions, through the examination of contemporary and historical case studies.
9. Identify ways that globalization influences maternal and reproductive health in a variety of settings.

**5. Date of Departmental Approval: August 22, 2024**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of Change:** Course title, course description, prerequisites, Liberal Arts designation

2. **From:**

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 302
Course Title	Social and <del>Environmental</del> Determinants of Health
Description	<del>Theory, methods and concepts for social and environmental determinants of health.</del>
Pre/ Co Requisites	Prerequisite: <del>PHE 304 or HEA 300.</del>
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 302
Course Title	Social, <u>Behavioral, and Commercial</u> Determinants of Health
Description	<u>Theoretical and methodological approaches to the study of social, behavioral, and commercial factors that influence health.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

We are expanding the scope of this class to include behavioral and commercial determinants because exploration of these factors is necessary to contextualize, compare, and contrast social factors. We will continue to teach students about environmental factors as part of the social determinants of health framework. We are also requesting that the course be designated as liberal arts and sciences because this course is central to our degree program, which is a social science. Finally, we are eliminating the prerequisites given other changes to course requirements that we are proposing separately (e.g., the new foundations class, PHE 301).



5. **Date of departmental approval:** August 22, 2024

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of Change:** Course title, course description, prerequisites, attributes, Liberal Arts designation

2. **From:**

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 303
Course Title	<del>Approaches to Public Health-Research</del>
Description	<del>Research methods and findings applied to public health problems; quantitative and qualitative approaches; relevant experimental designs and analytical techniques.</del>
Pre/ Co Requisites	Prerequisite: <del>PHE 304 or HEA 300, and HSD 269 and HSD 306.</del>
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 303
Course Title	Research <u>Methods</u>
Description	<u>Principles, practices and methodologies underlying public health research.</u>
Pre/ Co Requisites	Prerequisites: PHE 301 and HSD 306
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>Writing Intensive</u>
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

After a comprehensive review of accredited Public Health degrees, the department re-conceptualized this course to align with learning outcomes required for undergraduate students to master research methods used widely in this field of study. We are also requesting the liberal arts and sciences designation since this course covers critical areas of social science research. We are listing this course as Writing Intensive because it meets the requirements set forth by CUNY and Lehman College. We are also updating the prerequisites based on other components in our proposal (e.g., the new foundations course, PHE 301).

5. **Date of departmental approval:** August 22, 2024

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of Change:** Course title, course description, prerequisites, Liberal Arts designation

2. **From:**

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 306
Course Title	<del>Global Burden of Communicable and Non-Communicable Diseases</del>
Description	<del>An introduction to the rise and burden of both communicable and non-communicable diseases globally, along with methods for global disease surveillance and control.</del>
Pre/ Co Requisites	Pre/corequisite: <del>PHE 304.</del>
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, and Technology (HEAT)
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 306
Course Title	<u>Health Inequity in Global Disease Burden</u>
Description	<u>Health inequities and unequal distribution of communicable and non-communicable diseases throughout the world. Historicized understanding of policies that may create more equitable life chances for marginalized communities.</u>
Pre/ Co Requisites	Prerequisites: <u>PHE 301.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

This course was previously dogmatic in nature, focusing on disease morbidity and mortality. It was a missed opportunity for relevant and innovative discussions that include political science, economics, U.S. and world history, and the social manifestation of disease that is inequitably distributed across the globe. We are expanding the scope of this course to align with the American Public Health Association's direction for future public health policymakers as well as the World Health

Organization's recommendation to include diverse contexts in which communicable and non-communicable diseases devastate world populations. We are also requesting the liberal arts and sciences designation since this course approaches the study of public health concepts as a social science. We are also updating the pre/corequisites to align with other changes in our curriculum proposals.

5. **Date of departmental approval:** August 22, 2024

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of Change:** Course title, course description, prerequisites, Liberal Arts designation

2. **From:**

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 340
Course Title	<del>Global Nutrition and Disease</del>
Description	<del>Global aspects of nutrition and its relation to health and disease. Topics will include the prevalence of hunger and malnutrition, nutrition-related diseases in the developing world, maternal-child nutrition, infection and nutrition, globalization and nutrition transition, ecology of overweight/obesity and chronic diseases in both developing and industrialized nations.</del>
Pre/ Co Requisites	<del>Pre/corequisite: HSD-240.</del>
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society



	___ Scientific World
--	----------------------

**3. To:** Underline the changes

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 340
Course Title	<u>Food Security, Human Rights, and Global Health</u>
Description	<u>Global health and food security from a human rights and social justice perspective. The geographic and social distribution of food insecurity and its health-related impact as well as efforts used by governments, organizations and communities to combat food insecurity.</u>
Pre/ Co Requisites	Prerequisite: <u>PHE 301.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

This course was narrow in scope and the focus was on disease. We are expanding this course to include the distal and not just proximal factors that cause food insecurity and nutrition-related illnesses. These changes are aligned with the most current World

Health Organization recommendations for teaching nutrition sciences, diet and nutrition interventions, and policymaking. We are also asking for the liberal arts and sciences designation since the approach to this course meets the requirements for the social sciences. Finally, we are updating the prerequisites to align with other curriculum changes we have proposed.

5. **Date of departmental approval:** August 22, 2024

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of Change:** Course title, course description, prerequisites

2. **From:**

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 470
Course Title	<del>Public Health Field Experience</del>
Description	<del>Supervised field experience requiring a minimum of 120 hours of work in a public health setting.</del>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 470
Course Title	Public Health <u>Practicum</u>
Description	<u>Application of public health education to 130 hours of practical work within an affiliated organization that promotes public health and aligns with students' future professional interests, to the extent possible.</u>
Pre/ Co Requisites	<u>Public Health Majors only; 18 PHE and/or HSD credits completed.</u>
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

We are changing the name of this course to reflect changes in our field regarding the term, "field work". We are also including restrictions since the course is only available to public health majors and there is a minimum requirement of credits completed to be eligible to take this course. Finally, we are adjusting the hours required to align with other major degree programs in our department.

5. **Date of departmental approval:** August 22, 2024

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of Change:** Course description, prerequisites, attributes

2. **From:**

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 472
Course Title	Public Health Capstone
Description	<del>Guided discussion and readings to integrate undergraduate content and relevant field experiences to develop professionals for service in public health; culminating in a term project.</del>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Equity, Administration, and Technology
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 472
Course Title	Public Health Capstone
Description	<u>Application of theories, methods and tools learned in undergraduate public health courses as well as critical thinking skills in a final capstone project, in both written and oral modalities.</u>
Pre/ Co Requisites	<u>Public Health Majors only; 18 PHE and/or HSD credits completed.</u>
Credits	3
Hours	3
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>Writing-Intensive</u>
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

This course is the culmination of the student's experience in our program. They will implement the skills they have studied theoretically in previous courses. In this course, students demonstrate key public health and social science competencies. We are updating the prerequisites so that only public health majors are eligible for this course and they have completed the required coursework to excel in the activities designed to test their mastery of the learning objectives. This course also meets the requirements for the designation of writing intensive as per CUNY and Lehman College's policies.

5. **Date of departmental approval:** August 22, 2024