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**Minutes of  
The Lehman College Senate Meeting  
Wednesday, April 1, 2015  
Senate Meeting**

7 **Senators Present:** Alvarez, J.; Bamshad, M.; Bayne, G.; Bergmann, R.; Budescu, M.; Carey, R.;  
8 Cheng, H.; Christian, M.; Cintrón, N.; Clark, V.; Conner, P.; Cordero, A.; DeJesús, M.; Dellapina,  
9 M.; Fayne, H.; Fernández, R.; Garcia, S.; Georges, C.A.; Holloway, J.; Jafari, M.; Jervis, J.; Jordan,  
10 S.; Kremenitzer, J.; Larimer, A.; Latimer, W.; Machado, E.; Magdaleno, J.; Marianetti, M.; Markens,  
11 S.; Martín, O.; Medina, D.; Mibenge, C.; Morrobel-Sosa, A.; Munoz, M.; Nadeem, S.; Nguyen, R.;  
12 O'Connor, N.; Petkov, R.; Pettipiece, D.; Philipp, M.; Prince, P.; Prohaska, V.; Rachlin, J.; Rivera-  
13 McCutchen, R.; Rodriguez, D.; Rupp, S.; Saccomano, S.; Sailor, K.; Samuel, L.; Sarmiento, R.;  
14 Schlesinger, K.; Sen, G.; Silverman, H.; Spence, N.; Suero, R.; Tananbaum, D.; Tidjani, M.; Tomey,  
15 S.; Valentine, R.; Varughese, N.; Waring, E.; Yates, S.; Yavuz, D.; Yissi-Nintcheu, M.

16 **Senators Absent:** Aguilar, S.; Akan, A.; Albab, A.; Alonso, O.; Angeli, A.; Ansari, W.; Báez,  
17 A.; Báez, R.; Barber, E.; Barker, T.; Bediako, D.; Blanco, W.; Calvet, L.; Cerrone, S.; Deas, M.;  
18 Diallo, T.; DiRaimo, S.; Escano, D.; Esteves, C.; Feinerman, R.; Fera, J.; Gerry, C.; Haroo, A.;  
19 Hill, W.; Hurley, D.; Juárez, R.; Kowaleff, M.; Mateo, K.; Maybee, J.; Mensah, A.; Merkulyev-  
20 Arias, V.; Okoro, N.; Rahman, M.; Ricourt, M.; Rivera, A.; Rodriguez, V.; Saldana, E.; Stuckart,  
21 D.; Tolone, M.; Yang, L.; Zucchetto, V.

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23  
24 The meeting was called to order by President Ricardo R. Fernández at 3:39 p.m.

25 **Approval of the Minutes**

26 The minutes of the March 11, 2015 meeting were approved by unanimous voice vote.  
27

28 **Announcements and Communications—**

29 **Report of the President**

30 President Fernández opened the meeting by recognizing two students, Allie Bernasconi and Adriana  
31 Wright, who achieved national NCAA Division III championships in Indoor Track and Field. This is  
32 the first time in the history of both Lehman College and CUNY that two students have gained this  
33 level of achievement. The President also acknowledged Martin Zwiren, Director of Athletics, for all  
34 his work assisting the students in their accomplishment.

35 The President reported that the New York State budget was approved. A number of significant items,  
36 such as the Dream Act, were removed from the final budget. Since the current legislative session  
37 does not end until June, there is still a possibility of additional legislative action.

38  
39 The President discussed the Technology Fee for next year. Currently there are new initiatives totaling  
40 approximately \$575,000 and a significant amount allocated for on-going costs. All the proposals  
41 focus on the benefit to students and will address services provided by the Schools and Library, and  
42 curricula enhancements.

43  
44 President Fernández noted that Senate sign-in is now through a swipe card system using the Lehman  
45 College ID. This will aid in tracking attendance and he thanked VP Bergmann and the IT Division  
46 for their implementation of the new attendance system. The President asked Provost Morrobel-Sosa  
47 to provide an overview of a new College initiative. The Provost explained that a group of faculty and  
48 administrators have been charged with identifying characteristics of a Lehman College graduate,  
49 which will be used as starting point for a broader discussion with the entire Lehman community.  
50 This process began with faculty and administrators who attended an American Association of  
51 Colleges and Universities (AAC7U) workshop and a symposium in July 2014 and January 2015.

52  
53 Provost Morrobel-Sosa recognized the following participants, who have to date contributed to this  
54 effort: Stefan Becker, Salita Bryant, Madeline Cohen, Yuri Gorokovich, Vincent Prohaska, Lyn  
55 Rosenberg, President Fernández, Dene Hurley, Daniel Kabat, and Pamela Mills. Thus far, the group  
56 has suggested that a Lehman graduate is an individual who is educated, empowered and engaged.  
57 Broader input is now being solicited utilizing Idea Scale to advance the conversation. The Provost  
58 encouraged all students, faculty and staff to participate by going to [www.Lehman.edu/engage](http://www.Lehman.edu/engage). The  
59 objective is to gather different points of view about who we are; who we aspire to be; and how we  
60 strengthen, design, and build the future of Lehman.

61  
62 President Fernández shared two handouts addressing student preparation for the workforce. The first  
63 document can be found on the American Association of State Colleges and Universities (AAC&U)  
64 website. The second was written by Clayton M. Christensen, a Professor of Business Administration  
65 at the Harvard Business School.

66

67 **a. Student Legislative Assembly—**

68 Daniel Rodriguez announced that the Student Government is sponsoring a play: “The Price of  
69 Silence” which addresses the issue of domestic violence.

70

71 REPORTS OF STANDING COMMITTEES—

72

73 **1. Graduate Studies—**

74 Prof. DeSimone presented proposals from the following departments: Health Sciences; History;  
75 Middle and High School Education; Counseling, Leadership, Literacy, and Special Education;  
76 Prof. DeSimone also presented two changes in policy from the Office of Graduate Studies and a  
77 change in degree requirements from the department of Speech, Language and Hearing Sciences.  
78 (See Attachment I).

79

80 The proposals were approved by unanimous voice vote.

81

82 **2. Governance Committee—**

83 Prof. Duane Tananbaum presented the report.

84 Prof. Tananbaum referenced the resolution regarding experiential learning that approved at the  
85 Senate Meeting on March 11, 2015, which is similar to a provision in the recently passed New  
86 York State Budget. The provision in the New York State Budget calls for the CUNY Board of  
87 Trustees to develop a plan for experiential or applied learning activities for students beginning in  
88 2016-2017. The plan is to be developed in consultation with University Faculty Senate, University  
89 Student Senate and other stakeholders. Each college is to examine the feasibility of including  
90 experiential or applied learning activities as a degree requirement. The college is to consider its  
91 ability to provide such opportunities to students; the capacity to support the activities; the impact  
92 on the local workforce; the potential for enhancing learning outcomes; and whether adding this  
93 requirement will cause potential delays in graduation.

94

95

96 A proposed amendment to the Lehman College Senate Bylaws changing the membership of Senate  
97 committees was presented.

98 (See Attachment II).

99 The proposed amendment was approved by voice vote, with two abstentions.

100 A full slate of nominees to Senate Standing Committees was presented and approved by  
101 unanimous voice vote.

102 Prof. Tananbaum presented a slate of six nominees from which the President will choose three  
103 faculty members to serve on the Lehman College Association Board. The slate of nominees was  
104 approved by a unanimous voice vote.

105 Prof. Tananbaum presented a slate of two nominees from which the President will choose one to  
106 serve on the Auxiliary Enterprises Corporation Board. The slate of nominees was approved by  
107 unanimous voice vote.

108 (See Attachment III).

109 The next meeting is scheduled for April 20, 2015 at 3:30 p.m. in Carman 201.

110

111 **3. Committee on Admissions, Evaluations and Academic Standards—**

112 There was no report. Prof. Penny Prince announced that the committee will next meet to approve  
113 the list of prospective graduates.

114

115 **4. Undergraduate Curriculum---**

116 Prof. Vincent Prohaska presented the report.

117 The new B.S. in Public Health and all associated proposed courses were withdrawn from Senate  
118 vote because the proposals must first be approved by the CUNY School of Public Health.

119 Proposals were presented from the following offices and departments: the Office of Graduate  
120 Studies; Earth, Environmental, and Geospatial Sciences; Languages and Literatures; Physics and  
121 Astronomy.

122 (See Attachment IV).



123 The proposals were approved by unanimous voice vote.

124

125 The Undergraduate Curriculum Committee is establishing a General Education Council and will  
126 soon be soliciting nominations.

127

128 The next meeting is scheduled for April 22, 2015 at 1:00p.m. in the Science Building 1405A.

129

130 **5. Academic Freedom—**

131 There was no report.

132 Prof. Robert Valentine announced the next meeting is scheduled for April 27, 2015 at 3:30p.m. in  
133 CA 201.

134

135 Prof. Valentine also noted that there is no report of the Ad Hoc Committee on Student Evaluations.

136 The next meeting is scheduled for April 23, 2015 at 3:30p.m. in CA 201.

137

138 **6. Library, Technology, and Telecommunication—**

139 Stephen Castellano presented the report.

140 (See Attachment V).

141 The date and location of the next meeting is to be determined.

142

143 **7. Campus Life and Facilities —**

144 Prof. Budescu noted that there was no report.

145 The next meeting is scheduled for April 22, 2015 at 1:45 p.m. in Shuster Hall.

146

147 **8. Budget and Long Range Planning —**

148 Prof. Haiping Cheng presented the report.

149 (See Attachment VI).

150 The next meeting is scheduled for April 15, 2015 at 3:30p.m. in Shuster 336.

151

152 **9. University Faculty Senate Report—**

153 Prof. Manfred Philipp presented the report. (See Attachment VII).

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155

156

157 Old Business----None.

158

159 New Business----None.

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161

162

163 **ADJOURNMENT**

164

165 President Fernández adjourned the meeting at 4:48 p.m.

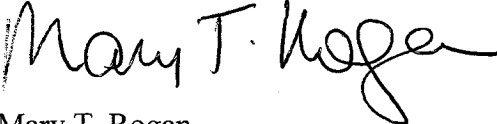
166

167 Respectfully submitted:

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170

A handwritten signature in black ink that reads "Mary T. Rogan". The signature is written in a cursive style with a long, sweeping underline.

Mary T. Rogan

# Proposed Amendment to Lehman College Senate Bylaws

Approved by the Governance Committee, March 2, 2015

(Material being inserted is underlined; material being deleted is crossed out)

## Article IV. Committees.

### Section 1. Functions and Memberships.

c) As a general policy, membership in committees of the Senate shall include faculty (including part-time faculty), students, and administrators, and shall be open to non-members of the Senate. ~~The membership of all standing and ad hoc committees shall have an equal number of faculty and students.~~ Representatives of the administration serving on Senate committees shall be voting members and shall be appointed by the President. As a general principle, individuals may serve on not more than one standing committee.

### Section 2. Standing Committees

Members of the Committee on Governance shall be elected at the first Senate meeting of the fall semester. Faculty members of all other standing committees, as hereafter specified, shall be elected by the Senate from nominations received from the Committee on Governance and from the floor; such elections shall be completed no later than the last Senate meeting of the academic year, with the term beginning at the start of the following Fall semester. Student members of standing committees shall be elected in the fall semester.

### Section 7. Committee on Governance

- a. Membership: Nine ~~Eleven~~ senators as follows: five elected faculty; three ~~five~~ elected students; and one administrator.

### Section 8. Committee on Admissions, Evaluation, and Academic Standards

- a. Membership: Ten ~~Thirteen~~ members as follows: six elected faculty members, three ~~six~~ elected students, and one administrator.

### Section 9. Undergraduate Curriculum Committee.

- a. Membership: Ten ~~Thirteen~~ members as follows: six elected faculty members, three ~~six~~ elected students, and one administrator.

#### Section 10. Committee on Graduate Studies

- a. Membership: ~~Ten Thirteen~~ members as follows: six elected faculty, three ~~six~~ elected students at least one of whom is a two of whom are graduate students, and one administrator.

#### Section 11. Library, Technology, and Telecommunications Committee

- a. Membership: ~~Eleven Fourteen~~ members as follows: six elected faculty, three ~~six~~ elected students, the Chief Librarian, and the Director of the Information Technology Resources Department.

#### Section 12. Budget and Long Range Planning Committee

- a. Membership: ~~Ten Thirteen~~ members as follows: six elected faculty, three ~~six~~ elected students, and one administrator.

#### Section 13. Committee on Campus Life and Facilities

- a. Membership: ~~Ten Thirteen~~ members as follows: six elected faculty, three ~~six~~ elected students, and one administrator.

#### Section 14. Committee on Academic Freedom

- a. Membership: ~~Nine Eleven~~ members as follows: five elected faculty; three ~~five~~ elected students; and one administrator.

**LEHMAN COLLEGE SENATE GOVERNANCE COMMITTEE**  
**Faculty Nominations to the Standing Committees of the Senate**

**Faculty Serving to June 2016**

**Academic Freedom**

Michael Buckley, PHI

Peter Alexanderson, ECO/BUS

**Admissions, Evaluations, Academic Standards**

Elin Waring, SOC,

Sheila Blachman, CLLSE

Prof. Linda Sheetz, NUR

**Budget and Long Range Planning**

Rossen Petkov ECO/BUS

Haiping Cheng, BIO

Martha Whetsell, NUR

**Library, Technology and Telecommunications**

Mine Doyran ECO/BUS

Anna Luerssen, PSY

Sharon Jordan, ART

**Campus Life and Facilities**

Mia Budescu, PSY,

Robert Farrell, LIB

Eleanor Campbell, NUR

**Undergraduate Curriculum**

Vincent Prohaska, PSY

Dana Ethan, HS

David Hyman, ENG

**Graduate Studies**

Jeanne Pelosso, ECCE

Carl Mazza, SWK

**Nominations**

Brigette Cypress, NUR

Matthew Johnson, M/CS

Donna McGregor, CHE

Penny Prince, MUS

Andrei Jitianu, CHE

Thomas O'Hanlon, JCT

Gul Tiryaki Sonmez, HS

Joseph Fera, M/CS

Andrew Robertson, HIS

Susan Markens, SOC

John Ongley, PHIL

Scott Saccomano, NUR

Teresita Levy, LAT/PR

Mark Christian, AAAS

Patricia Kolb, SOC

Robert Feinerman, M/CS

Lynn Rosenberg, SLHS

Yuri Gorokhovich, EGGS

Janet De Simone, CLLSE

Cheryl Smith Gabig, SLHS

Salita Bryant, ENG

Elhum Haghighat, POL SCI (term  
ending 6/16)

**Lehman College Association for Campus Activities, Inc.  
(2014-2015)**

*Prof. Andrea Boyar, HS*  
*Prof. David Manier, PSY*  
*Prof. Grace Bullaro, ENG*

Anne Rice, AAAS

Jessica Gordon-Roth, PHIL

Naphtali O'Connor, CHE

**Auxiliary Enterprises Corporation (2014-2015)**

Prof. Allan Hollander, MUS

Janet Munch, LIB

Patricio Lerzundi, JCT

**Senate Meeting – April 1, 2015**  
**Graduate Studies Report**

On behalf of the Grad Studies Committee, I'd like to put forth items from the following departments or offices:

Department of Health Sciences

- Addition of public health geographic information science concentration to MPH program in public health
- New courses: PHE718 and PHE 719

Department of History

- Deletion of MA program in history for secondary school teachers of social studies (program code 33119)

Department of Middle and High School Education

- Change in admission criteria and addition of new sequences for MA program in social studies education
- New course: ESC 772

Department of Counseling, Leadership, Literacy and Special Education

- Discontinuation of the 30-credit advanced certificate program in educational leadership (school district leader) (program code 31471); removal of bulletin description
- New course: EDG 739
- Course change: EDG 706 (prerequisite)
- Change in admission requirements: 1) MSED dual certification program in early childhood or childhood special education with bilingual extension; 2) MSED program in early childhood special education and early childhood education or childhood special education and childhood education; 3) MSED dual certification program in bilingual early childhood or childhood special education and bilingual early childhood education or childhood education; and 4) MSED program in early childhood or childhood special education

Office of Graduate Studies

- Change in policy: undergraduates taking graduate credits
- Change in policy: transfer of credit into a master's degree program

Department of Speech-Language-Hearing Sciences

- Change in degree requirements: MA in Speech-Language-Pathology – Bilingual Extension (These changes were approved at the graduate studies meeting on February 11, 2015, but the department pulled them before the senate meeting just to check something. Therefore, this proposal already

was approved by the graduate studies committee and will be presented to the senate meeting now.)

Does anyone have any questions and/or comments?

All those in favor of approving these proposals, please say I. Anyone opposed. Any abstentions?

Our next meeting will be on **April 29 at 11 a.m. in Carman B33A.**



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

**OFFICE OF GRADUATE STUDIES**

**GRADUATE PROGRAMS & POLICIES CHANGE**

**1. Type of Change: Update Policy and Procedure**

**2. From:  
Lehman Undergraduates**

~~Undergraduate seniors at Lehman College who are highly qualified academically may earn credit in graduate courses. This credit may be applied to the student's undergraduate degree, or the student may enroll for graduate credit, in which case graduate fees must be paid for the course(s). The option chosen must be specified in writing, and the student must obtain the written approval of the appropriate department chair or Graduate Program Adviser and the College's Office of Graduate Studies before enrolling in a graduate course.~~

**3. To:  
Lehman Undergraduates**

With program approval undergraduate students with a declared major who are not registered for a dual degree program, have completed at least 90 credits with a cumulative GPA of 3.0 or above and who satisfy necessary pre-requisites may enroll in a total of twelve graduate credits during their senior year.

Graduate courses may not count towards Pathways requirements or the residency requirement for the major/minor. Graduate courses will be counted towards the calculation of Dean's List, Presidential Scholars, and departmental honors.

Grading will occur on the following system: A, A-, B+, B, B-, C+, C, and F.

Tuition will be charged in accordance with the tuition and fee manual. Full-time undergraduate students who receive permission to take graduate courses will be charged the undergraduate tuition rate for graduate courses which are applicable to the student's undergraduate degree. (within the 120 credits required for graduation). If the student is part-time, the graduate rate will be charged for graduate courses and the undergraduate rate for undergraduate courses. Students receiving financial aid in the form of grants and/or loans should confirm

that the additional charges will be covered by their aid by speaking to a Financial Aid Counselor.

Students who meet the eligibility requirements must get approval from the graduate program advisor and the Office for Graduate Studies. An Authorization Form is available from any graduate program advisor. (This will need to be developed.)

**4. Rationale:**

This updated policy provides a pathway for undergraduate students to enroll in graduate coursework for undergraduate credit while both remaining financial aid eligible and paying undergraduate tuition. It also serves as the foundation for the proposed change to the transfer of credit policy which will allow students to transfer up to 12 credits of graduate coursework taken at the undergraduate level into a Lehman degree program.

**5. Date of Graduate Studies Committee approval: March 11, 2015**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK  
OFFICE OF GRADUATE STUDIES**

**GRADUATE PROGRAMS & POLICIES CHANGE**

**1. Type of Change: Update Transfer of Credit Policy**

**2. From: TRANSFER OF CREDIT INTO A LEHMAN MASTER'S DEGREE PROGRAM**

~~Students who wish to have graduate credits transferred should apply during their first semester in attendance as a matriculated graduate student at Lehman using the Application for Transfer of Graduate Credit form available in the Office of Graduate Studies (Shuster Hall, Room 279). All credits to be applied toward a Lehman College master's degree are subject to the approval of the academic graduate adviser (or department chair) from the student's academic program and the Office of Graduate Studies. Transfer credits must conform to the regulations for the program and the curriculum in which the student is matriculated.~~

The following courses are eligible for transfer:

- Courses applied within the last five years toward a previously awarded and accredited graduate degree. (6 credits maximum)
- Graduate courses taken within the last five years at Lehman College as a non-degree student. (12 credits maximum)
- Graduate courses taken within the last five years at other accredited colleges where no degree has been awarded. (12 credits maximum)

The following transfer credit regulations apply to all matriculated Lehman College graduate students:

- With appropriate permission, a maximum of 12 credits in total may be transferred toward a Lehman master's degree.
- Only six 6 credits counted toward a previously awarded master's degree are eligible for transfer.
- Courses must be graduate-level and must be taken at accredited institutions offering master's degree programs.
- Grades of B or better in courses taken outside of Lehman College are required for eligibility.
- Courses taken five years or more prior to matriculation at Lehman are not considered for transfer.
- Theses and other culminating master's degree projects taken at Lehman College or at institutions outside of Lehman are not considered for transfer to Lehman College master's degree programs.

- Students matriculated in Social Work may request transfer credits only toward the special topics/elective requirement.
- When students have taken more than 12 credits prior to matriculation, Lehman College courses will be given priority, provided they meet the College's requirements.

### **ADVANCED CERTIFICATE OR EXTENSION PROGRAM**

Transferring credits from/into an advanced certificate or extension program are subject to: the approval of the academic graduate advisor and Office of Graduate Studies, the regulations of the Lehman program in which the student is matriculated, and the guidelines of the College's Residency Requirement.

The following additional limitations apply:

- Courses must be graduate-level and must be taken at accredited institutions offering master's degree programs.
- Grades of B or better in courses taken outside of Lehman College are required for eligibility.
- Courses taken five years or more prior to matriculation at Lehman are not considered for transfer.

NOTE: Students who have completed nine (9) or more credits prior to matriculation at Lehman, seek a second master's degree, or wish to apply their advanced certificate towards a master's degree are advised to fill out the application for matriculation at the earliest possible date.

### **3. To: TRANSFER OF GRADUATE CREDIT INTO A LEHMAN MASTER'S DEGREE PROGRAM**

It is strongly encouraged that students who wish to have graduate credits transferred should apply during their first semester in attendance as a matriculated graduate student at Lehman using the Application for Transfer of Graduate Credit form available in the Office of Graduate Studies (Shuster Hall, Room 279). All credits to be applied toward a Lehman College master's degree are subject to the approval of the academic graduate adviser (or department chair) from the student's academic program and the Office of Graduate Studies. Transfer credits must conform to the regulations for the program and the curriculum in which the student is matriculated.

The following courses are eligible for transfer:

- Graduate courses taken within the last five years at other accredited colleges where no degree has been awarded. (12 credits maximum)
- Graduate courses taken within the last five years at Lehman College as a non-degree student. (12 credits maximum)
- Courses applied within the last five years toward a previously awarded and accredited graduate degree. (6 credits maximum)
- Graduate courses taken within the last five years at Lehman College as an approved student. (12 credits)

The following transfer credit regulations apply to all matriculated Lehman College graduate students:

- With appropriate permission, a maximum of 12 credits in total may be transferred toward a Lehman master's degree
- Only six 6 credits counted toward a previously awarded master's degree are eligible for transfer.
- Courses must be graduate-level and must be taken at accredited institutions offering master's degree programs.
- Grades of B or better in courses taken outside of Lehman College are required for eligibility.
- Courses taken more than five years prior to matriculation at Lehman will not be considered for transfer.
- Capstone clinical experiences such as student teaching, internship, or practicum in education, theses, and other, culminating master's degree projects taken at Lehman College or at institutions outside of Lehman are not considered for transfer to Lehman College master's degree programs.
- Students matriculated in Social Work may request transfer credits only toward the special topics/elective requirement.

When students have taken more than 12 credits prior to matriculation, Lehman College courses will be given priority, provided they meet the College's requirements.

#### **ADVANCED CERTIFICATE OR EXTENSION PROGRAM**

Transferring credits from/into an advanced certificate or extension program are subject to: the approval of the academic graduate advisor and Office of Graduate Studies, the regulations of the Lehman program in which the student is matriculated, and the guidelines of the College's Residency Requirement.

The following additional limitations apply:

Courses must be graduate-level and must be taken at accredited institutions offering master's degree programs.

Grades of B or better in courses taken outside of Lehman College are required for eligibility.

Courses taken five years or more prior to matriculation at Lehman are not considered for transfer.

NOTE: Students who have completed nine (9) or more credits prior to matriculation at Lehman, seek a second master's degree, or wish to apply their advanced certificate towards a master's degree are advised to fill out the application for matriculation at the earliest possible date.

#### **4. Rationale:**

The changes to the transfer of credit policy will allow students to transfer up to 12 credits of graduate work taken at the undergraduate level to their graduate program at Lehman College for dual credit. The implementation of this program will provide graduate programs with new opportunities to develop pathways to graduate studies at the college.

Program participation in this program is voluntary.

5. **Date of Graduate Studies Committee approval:** March 11, 2015

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY, AND  
SPECIAL EDUCATION**

**CURRICULUM CHANGE**

**1. Type of Change:** Discontinuation of the 30-credit Advanced Certificate Program in Educational Leadership leading to New York State Professional School District Leader Certification

**2. Description:** The following program, Educational Administration as a School District Leader, should be discontinued effective May 2015. The program's Hegis code is 0827.00, and its Program Code is 31471. The program leads to an Advanced Certificate.

**3. Rationale:** A 12-15-credit advanced certificate/extension program in educational leadership/school district leader was created (and approved in 2009) to better streamline the curriculum without sacrificing content. The extension program was designed to replace the 30-credit program and appeal more to graduates of Lehman's MEd Program in Educational Leadership/School Building Leader. Therefore, the 30-credit program has become obsolete and has never had student enrollment.

**4. Date of departmental approval: February 25, 2015**

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY, AND  
SPECIAL EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: 30-credit Advanced Certificate in Educational Leadership/School District Leader  
Hegis Number: 0827.00  
Program Code: 31471  
Effective Term: Fall 2015

**1. Type of Change:** *Changes to Graduate Bulletin*

**2. From:**

Lehman College offers a 33-credit Master of Science in Education degree program in Educational Leadership leading to New York State Initial Certification as a School Building Leader (SBL) ; a 12-15-credit ~~Advanced Educational Leadership/District Leader Extension Program leading to an Advanced Certificate and a Professional Certification as a School District Leader ; and a 30-credit Advanced Certificate in Educational Leadership~~ leading to New York State Professional Certification as a School District Leader (SDL).

The purpose of the graduate programs in Educational Leadership is to prepare candidates for positions as School Building and School District Leaders, with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for SBL and SDL. The programs unite both the development of schools and the development of educational leaders by preparing individuals who can be catalysts for school change and improved student performance.

The programs prepare students for positions of leadership (e.g., principals, department chairs, superintendents, and assistant superintendents) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SBL or SDL. The pedagogical content of the courses integrates practice with theory.



Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout these programs. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The Educational Leadership graduate programs are committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

### **~~Educational Leadership Advanced Certificate Overview~~**

~~The following is a listing, by semester, of the courses that comprise the Advanced Certificate in Educational Leadership leading to a Professional Certificate as a School District Leader. Due to the rigorous content of the program, the Advanced Certificate can be completed in approximately two years, including one summer over 5 semesters.~~

~~Note: Registration for all courses requires Departmental approval. Most courses require that students participate in 6 hours of leadership experiences in districts over the course of the semester, in addition to EDL 720.~~

~~(These courses are corequisites and prerequisites for all other courses in this program.)~~

~~Semester I (fall): (6 credits)~~

~~EDL 712: Leading an Effective School District (3 hours, 3 credits)~~

~~EDL 713: Shared Decision Making and Ethics for the School District Leader (3 hours, 3 credits)~~

~~Semester II (spring): (6 credits)~~

~~EDL 714: Educational Vision, Strategic Planning, and Systematic Evaluation (3 hours, 3 credits)~~

~~EDL 715: Diversity and Educational Leadership (3 hours, 3 credits)~~

~~Semester III (summer): (6 credits)~~

~~EDL 716: Educational Governance, Policy, and Law (3 hours, 3 credits)~~

~~EDL 717: Finance, Operations, and Human Resource Management (3 hours, 3 credits)~~

~~Semester IV (fall): (6 credits)~~

~~EDL 718: Creating Effective Partnerships: Parents, Community Members, School Boards, and Other Key Stakeholders (3 hours, 3 credits)~~

~~EDL 719: Case Studies in School District Leadership (3 hours, 3 credits)~~

~~Semester V (spring): (6 credits)~~

~~EDL 720: The Leadership Experience—District/Region Level (internship/seminar—400 hours, 6 credits)~~

### **~~Educational Leadership Advanced Certificate Admission Requirements~~**

~~Note: Students admitted every fall semester; applications due by March 1.~~

- ~~1. A master's degree in a related field (e.g., teaching and school counseling) from an accredited college or university;~~
- ~~2. A minimum 3.0 (B) Grade Point Average from a completed graduate degree program;~~
- ~~3. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;~~
- ~~4. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, or school social work experience;~~
- ~~5. Three letters of recommendation: at least one must be from a current or former school-site supervisor who can best evaluate the candidate's potential as a district leader, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;~~
- ~~6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and~~
- ~~7. A 1000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school district leader; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges; and d) brief analysis of a current educational policy, discussing its pros/cons and its impact on urban districts.~~

~~Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.~~

### **~~Educational Leadership Advanced Certificate Continuation Requirements~~**

- ~~1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;~~
- ~~2. 24 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the region/district internship site supervisor, and permission of the Program Coordinator are required prior to placement in EDL 720 (The Leadership Experience); and~~
- ~~3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based and region/district-based projects.~~

### **~~Educational Leadership Advanced Certificate Graduation Requirements~~**

- ~~1. Completion of 30 approved graduate credits of study in educational leadership;~~
- ~~2. A minimum Grade Point Average of 3.0 (B);~~
- ~~3. Successful completion of 400 internship hours; and~~
- ~~4. Submission of the culminating electronic program portfolio in EDL 720 (The Leadership Experience).~~

~~The New York State Education Department has made passing the New York State Education Leadership Assessment in SDL a condition of program completion (for SDL programs only as per State regulations). A student enrolled in the Advanced Certificate leading to SDL certification who does not pass the SDL assessment can enter what the State has termed a "companion program," whereby the student can still receive the Advanced Certificate but will not be eligible for SDL certification at that time. The companion program has the same admission requirements, curriculum, and graduation requirements; however, students who do not pass the SDL assessment will not receive New York State SDL certification.~~

### **3. To:**

Lehman College offers a 33-credit Master of Science in Education degree program in Educational Leadership leading to New York State Initial Certification as a School Building Leader (SBL) and a 12-15-credit Advanced Certificate program in Educational Leadership leading to New York State Professional Certification as a School District Leader (SDL).

The purpose of the graduate programs in Educational Leadership is to prepare candidates for positions as School Building and School District Leaders, with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for SBL and SDL. The programs unite both the development of schools and the development of educational leaders by preparing individuals who can be catalysts for school change and improved student performance.

The programs prepare students for positions of leadership (e.g., principals, department chairs, superintendents, and assistant superintendents) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SBL or SDL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout these programs. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The Educational Leadership graduate programs are committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

**4. Rationale:**

The 30-credit Advanced Certificate Program in Educational Leadership, leading to New York State School District Certification, has been discontinued. Therefore, the graduate bulletin must be revised.

**5. Date of departmental approval: February 25, 2015**

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND  
SPECIAL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of change:**    New Course

2.

Department(s)	Counseling, Leadership, Literacy & Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 739
Course Title	College Access Counseling
Description	Development of college and postsecondary counseling competencies to close achievement, opportunity and attainment gaps, focusing on college readiness, access, admission, and postsecondary planning.
Pre/ Co Requisites	Permission of program advisor
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	___X_ Not Applicable ___ Required

Component	<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
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**3. Rationale:** This course is developed in response to a national initiative to close access, opportunity and attainment gaps in young people, specifically with regard to success in college and postsecondary achievement.

**4. Learning Outcomes:**

By the end of the course students will be expected to:

- effectively advocate and access resources for college and post secondary planning;
- develop and deliver classroom lesson plans for a K-12 population relevant to promoting college readiness, access and success;
- conduct financial aid and parent workshops, including scholarship and grant searches;
- conduct one-to-one and group counseling sessions for effective planning, goal setting, and following through on the college/postsecondary processes; transitioning from high school to college and postsecondary life;
- utilize available technology to assist students in the successful college going process including pre-admissions, admissions, special programs (EOP/HEOP/SEEK/college bridge) and track and share data;
- effectively consult and collaborate with the school, community, private and non-profit resources to promote academic, college/career and person/social development of students; and
- promote professional relationships and professional activities in accordance with the ethical standards of the profession.

**5. Date of Departmental Approval:** February 25, 2015

**LEHMAN COLLEGE**  
**OF THE**  
**CITY UNIVERSITY OF NEW YORK**  
**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND**  
**SPECIAL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Course prerequisite

2. **From:**

Department(s)	Counseling, Leadership, Literacy & Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	EDG
Course Prefix & Number	706
Course Title	Assessment in Counseling
Description	Examination of assessment theory and practice in urban school counseling settings, including culturally competent assessment and diagnosis, types of academic and interpersonal assessment instruments; use of statistics; and application of assessment data to promote academic, career, and interpersonal success. A 10-hour pre-practicum experience in a K-12 school is required.
Pre/ Co Requisites	<del>EDG 703</del> or permission of the program coordinator.
Credits	3
Hours	3
Liberal Arts	<input 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. To:**

Department(s)	Counseling, Leadership, Literacy & Special Education
Career	[ ] Undergraduate [ X ] Graduate
Academic Level	[ ] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	EDG
Course Prefix & Number	706
Course Title	Assessment in Counseling
Description	Examination of assessment theory and practice in urban school counseling settings, including culturally competent assessment and diagnosis, types of academic and interpersonal assessment instruments; use of statistics; and application of assessment data to promote academic, career, college and interpersonal success. A 10-hour pre-practicum experience in a K-12 school is required.



Pre/ Co Requisites	<u>Permission of program advisor.</u>
Credits	3
Hours	3
Liberal Arts	<input 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:**

There will be no discernible impact on the learning outcomes of the program. The curriculum map will now include offering these courses simultaneously; therefore, a prerequisite is no longer required.

**5. Date of departmental approval:** February 25, 2015

**LEHMAN COLLEGE**  
**OF THE**  
**CITY UNIVERSITY OF NEW YORK**  
**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND**  
**SPECIAL EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Dual Certification Program in Early Childhood or Childhood Special Education with bilingual extension - MSED

Hegis Number: 0808.00

Program Code: 25815; 25812

Effective Term: Spring 2015

**1. Type of Change:** Admission Requirements

**2. From:**

Admission Requirements to the 42-Credit Certification Program in Bilingual Early Childhood or Childhood Special Education for applicants who already possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood developmental level.
4. An essay outlining career goals.
5. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
6. Two letters of recommendation.
7. Evidence of having taken the New York State ~~Liberal Arts and Sciences Test (LAST)~~.
8. Successful participation in a bilingual interview.
9. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.

**3. To:**

Admission Requirements to the 42-Credit Certification Program in Bilingual Early Childhood or Childhood Special Education for applicants who already possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood developmental level.
4. An essay outlining career goals.
5. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
6. Two letters of recommendation.
7. Evidence of having taken the New York State Academic Literacy Skills Test (ALST)
8. Successful participation in a bilingual interview.
9. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.

**4. Rationale:**

New York State changed the test requirements for teacher certification and the Liberal Arts and Science test (LAST) is no longer being administered.

**5. Date of departmental approval:** February 25, 2015

**LEHMAN COLLEGE**  
**OF THE**  
**CITY UNIVERSITY OF NEW YORK**  
**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND**  
**SPECIAL EDUCATION**  
**CURRICULUM CHANGE**

Name of Program and Degree Award: *Early Childhood Special Education and Early Childhood Education or Childhood Special Education and Childhood Education - MSEd*  
Hegis Number: 0808.00  
Program Code: 25815; 25812  
Effective Term: Spring 2015

**1. Type of Change:** Admission Requirements

**2. From:**

Admission Requirements to the 48-Credit Dual Certification Program in Early Childhood Special Education and Early Childhood Education or Childhood Special Education and Childhood Education for applicants who do not possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An essay outlining career goals.
4. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
5. Two letters of recommendation.
6. Evidence of having taken the New York State ~~Liberal Arts and Sciences Test (LAST).~~
7. Participation in an interview.
8. Certification of placement and assurance of ability to complete all the program and course requirements.

**3. To:**

Admission Requirements to the 48-Credit Dual Certification Program in Early Childhood Special Education and Early Childhood Education or Childhood Special Education and Childhood Education for applicants who do not possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An essay outlining career goals.

4. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
5. Two letters of recommendation.
6. Evidence of having taken the New York State Academic Literacy Skills Test (ALST)
7. Participation in an interview.
8. Certification of placement and assurance of ability to complete all the program and course requirements.

**4. Rationale:**

New York State changed the test requirements for teacher certification and the Liberal Arts and Science test (LAST) is no longer being administered.

**5. Date of departmental approval: February 25, 2015**

**LEHMAN COLLEGE**  
**OF THE**  
**CITY UNIVERSITY OF NEW YORK**  
**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND**  
**SPECIAL EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: *Dual Certification Program in Bilingual Early Childhood or Childhood Special Education and Bilingual Early Childhood Education or Childhood Education - MEd*

Hegis Number: 0808.00

Program Code: 25815; 25812

Effective Term: Spring 2015

1. **Type of Change:** Admission Requirements

2. **From:**

Admission Requirements to the 48-Credit Dual Certification Program in Bilingual Early Childhood or Childhood Special Education and Bilingual Early Childhood Education or Childhood Education for applicants who do not possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An essay outlining career goals.
4. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
5. Two letters of recommendation.
6. Evidence of having taken the New York State ~~Liberal Arts and Sciences Test (LAST)~~.
7. Successful participation in a bilingual interview.
8. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.
9. Certification of placement and assurance of ability to complete all the program and course requirements.

**3. To:**

Admission Requirements to the 48-Credit Dual Certification Program in Bilingual Early Childhood or Childhood Special Education and Bilingual Early Childhood Education or Childhood Education for applicants who do not possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An essay outlining career goals.
4. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
5. Two letters of recommendation.
6. Evidence of having taken the New York State Academic Literacy Skills Test (ALST).
7. Successful participation in a bilingual interview.
8. A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.
9. Certification of placement and assurance of ability to complete all the program and course requirements.

**4. Rationale:**

New York State changed the test requirements for teacher certification and the Liberal Arts and Science test (LAST) is no longer being administered.

**5. Date of departmental approval: February 25, 2015**

**LEHMAN COLLEGE**  
**OF THE**  
**CITY UNIVERSITY OF NEW YORK**  
**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND**  
**SPECIAL EDUCATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Early Childhood or Childhood Special Education MEd.

Hegis Number: 0808.00

Program Code: 25815; 25812

Effective Term: Spring 2015

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

**2. From:**

Admission Requirements to the 36-Credit M.S.Ed. Program in Early Childhood or Childhood Special Education

Admission requirements for applicants who already possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood level.
4. A Special Education concentration at the same developmental level as their earned Initial/Professional NYS Teaching Certificate.
5. An essay outlining career goals.
6. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
7. Two letters of recommendation.
8. Evidence of having taken the New York ~~State Liberal Arts and Sciences Test (LAST)~~.
9. Participation in an interview.



**3. To:**

Admission Requirements to the 36-Credit M.S.Ed. Program in Early Childhood or Childhood Special Education

Admission requirements for applicants who already possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood level.
4. A Special Education concentration at the same developmental level as their earned Initial/Professional NYS Teaching Certificate.
5. An essay outlining career goals.
6. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
7. Two letters of recommendation.
8. Evidence of having taken the New York State Academic Literacy Skills Test (ALST).
9. Participation in an interview.

**4. Rationale:**

New York State changed the test requirements for teacher certification and the Liberal Arts and Science test (LAST) is no longer being administered.

**5. Date of departmental approval:** February 25, 2015

## Application to Change a Currently Registered Program<sup>1</sup> Leading to Teacher or Educational Leadership Certification

Use this form to request teacher or educational leadership program changes that require approval by the State Education Department (see chart on the following page). For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

This application should **NOT** be used for the following types of requests:

- Proposals for new programs
  - Requests for changes to registered general education or Pupil Personnel Services programs
  - Requests for changes to programs preparing Licensed [Professionals](#); or
  - Requests to add the Distance Education Format to a Registered Program



(**Note:** If the only requested change is to add the distance education format to an existing registered program, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](#).)

For requests to changes to Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

### Directions for submission of request:

1. Create a **single** PDF document that includes the following completed forms:
  - This application
  - Master Plan Amendment Supplement and Abstract (if applicable)
  - [Application to Add the Distance Education Format to a New or Registered Program](#), (if applicable).
2. Create a separate PDF document for any required syllabi or CVs
3. Attach the PDF documents to an e-mail.
4. Send e-mail to [OCUEdapps@mail.nysed.gov](mailto:OCUEdapps@mail.nysed.gov)

When submitting to the mailbox, include the following elements in the subject line of the e-mail: Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Request for Change, Master of Science, Adolescent Education

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<sup>1</sup> CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.



## Application to Change a Currently Registered Program<sup>2</sup> Leading to Teacher or Educational Leadership Certification

Institutions wishing to change registered programs leading to teacher certification or education leadership certification must seek and receive approval for the following types of proposed changes

- **Change in Program Title**
- **Discontinuing a Program**
- **Adding or Eliminating a Major or Concentration**
- **Adding or Deleting a Certificate Title**
- **Change in Delivery Mode Change in Format**
- **Altering the Liberal Arts and Sciences Content**
- **Change in Degree Award**
- **Change in the Total Number of Credits of any Certificate or Advanced Certificate**
- **Curricular Change of 1/3 or More of the Credits**
- **Curricular Change that Impacts the Pedagogical Core**

### Other changes:

- For changes in certificate type (e.g., from initial to initial/professional or professional), please use the appropriate form for **registering new programs**.
- Establishing an existing program at a new location requires **new registration** of the program.

Please submit your application materials via email to the New York State Education Department, Office of College and University Evaluation at:

[OCUEdapps@mail.nysed.gov](mailto:OCUEdapps@mail.nysed.gov)

1. Submit the application and CEO signature document, without CVs and Syllabi, as one PDF document.
2. Submit CVs and Syllabi, as required, as separate PDF documents.
3. When submitting to the mailbox, include Institution name, Award, and Program title in the Subject Heading (e.g., AAA College.MAT.Biology 7-12)

### PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

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<sup>2</sup> CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.



## Task 2. Identification and Explanation of a Proposed Change

Institutions offering registered programs leading to teacher certification/education leadership certification must seek and receive approval for the types of proposed changes listed before implementing the changes.

Below is a list of changes that can be made to currently registered programs.

1. Check the box(es) that correspond to the proposed change(s) you are making.
2. Complete Part A.
3. Complete the applicable items in Part B.
4. Complete the Tasks listed in the parentheses following the change or changes listed in bold.

- Change in Program Title**
- Discontinuing a Program**
- Eliminating a Major or Concentration**
- Adding a Major or Concentration** (Complete Program Schedule, Faculty Table, and Catalog Course Descriptions & New Course Syllabi, and Faculty Table)
- Deleting a Certificate Title** (Complete Side by Side Comparison Chart)
- Adding a Certificate Title** (Complete Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Change in Delivery Mode** (Complete Program Schedule, Faculty Table, and Distance Learning Application)
- Change in Format** (Complete Program Schedule and Faculty Table)
- Altering the Liberal Arts and Science Content** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in Degree Award** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in the Total Number of Credits of any Certificate or Advanced Certificate - *Only If the change is less than 1/3 of the credits and Does Not Impact the Pedagogical Core*** (Complete Program Schedule and Side by Side Comparison Chart)
- Curricular Change of 1/3 or More of the Credits** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Curricular Change that Impacts the Pedagogical Core** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)

### Part A: All Program Changes: Complete items 1 and 2 for all program changes.

1. Provide an explanation of the program change.

*Answer:* A 12-15-credit advanced certificate/extension program in educational leadership/school district leader was created (and approved in 2009) to better streamline the curriculum without sacrificing content. The extension program was designed to replace the 30-credit program and appeal more to graduates of Lehman's MEd Program in Educational Leadership/School Building Leader. Therefore, the 30-credit program has become obsolete and has never had student enrollment.

2. Identify the certificate title(s) to which the program currently leads.

Answer: Professional

**Part B: Program-Specific Change Items:** Complete the items that correspond to the change or changes in the program being requested.

**1. Changing a Program Title**

Indicate the new program title.

Answer:

**2. Discontinuing a Program**

Indicate the date\* the program will be discontinued.

Answer: Summer 2015

\*In the event that any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.

**3. Adding a Major or Concentration**

Explain how the new major or concentration addresses depth and breadth in the discipline.

Answer:

**4. Deleting a Certificate Title**

Indicate the date by which all students in that certificate title will have completed the program.

Answer: 6/1/2015

**5. Adding a Certificate Title**

Provide the documented need for this change along with admission requirements.

Answer:

## 6. Changing the Delivery Mode

(e.g., from traditional format to distance education), indicate the proposed delivery mode:

Standard  Independent Study  External  Accelerated  Distance Education

(to register a program with the Distance Education format submit **Distance Education Application** with this proposal)

Bilingual  Language Other Than English

And

Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

*Answer:*

## 7. Changing the Program Format

(e.g., from day to evening, from full-time to part-time, see format [definitions](#)), indicate the proposed format:

Day  Evening  Weekend  Evening/Weekend  Not Full-Time

And

Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

*Answer:*

## 8. Changing the Degree Award

Indicate the proposed degree award and explain how the program meets Section 3.47 and Section 3.50 of the Regents Rules on degree requirements.

*Answer:*

## 9. Changing the Total Number of Credits for a Certificate or Advance Certificate Program

Indicate the number of credits in the current program as well as the proposed number of credits in the proposed change.

*Answer:*

**Task: Program Schedule**

**Complete this Task for the following changes:**

- Change in Delivery Mode
- Change in Format
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Major or Concentration

**a)** Complete Undergraduate Program Schedule Table (for undergraduate programs) or Graduate Program Schedule Table (for graduate programs) to show the sequencing and scheduling of courses in the program.

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

*Answer:*

**c)** Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

Yes     No    If no, explain:

**d) Only for master's degree programs**, as required under §52.2(c) (8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable:

*Answer:*



### Undergraduate Program Schedule Table

- Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
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				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					

<b>Program Totals:</b>	<b>Credits:</b>	<b>Liberal Arts &amp; Sciences:</b>	<b>Major:</b>	<b>Elective &amp; Other:</b>
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Cr: credits    LAS: [liberal arts & sciences](#)  
 Maj: major requirement    New: new course    Prerequisite(s): list prerequisite(s) for the noted courses

### Graduate Program Schedule Table

- Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

<b>Term:</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	Credits	New	Prerequisite(s)	<b>Course Number &amp; Title</b>	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
<b>Term:</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	Credits	New	Prerequisite(s)	<b>Course Number &amp; Title</b>	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
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		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
<b>Term:</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	Credits	New	Prerequisite(s)	<b>Course Number &amp; Title</b>	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
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Term credit total:				Term credit total:			
<b>Term:</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	Credits	New	Prerequisite(s)	<b>Course Number &amp; Title</b>	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			

<b>Program Totals:</b>	<b>Credits:</b>	
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**New:** indicate if new course **Prerequisite(s):** list prerequisite(s) for the noted courses

**Task: Side by Side Comparison Chart**

**Complete this Task for the following changes:**

- Deleting a Certificate Title
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title

**a)** Complete the **Side-by-Side Comparison Chart** Side-by-Side Comparison Chart of the existing and newly modified program.



### Task: Faculty Table

#### Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

If the change impacts faculty who will be teaching courses as a result of the indicated change(s) or if new courses are being added complete the Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable for the new courses being added. If the proposed programs are to be offered at multiple campuses, please submit faculty tables for each campus. Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs:** [Word](#) (200KB) [PDF](#) (865 KB) regarding faculty qualifications.

- a) Attach the individual faculty curricula vita for each new instructor indicated in the proposed program change. **To attach, follow instructions on the Task upload page.**









**Task: Catalog Course Descriptions & Course Syllabi****Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

a) Attach catalog course descriptions for existing courses that are impacted by the change. **To attach, follow the instructions on the Task upload page.**

b) If new courses are being added as part of the indicated change(s), attach syllabi for each **new** course. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades. Specific requirements pertaining to **course syllabi**:

- Course syllabi for new courses are submitted.
- Syllabi are demonstrably consistent with, or superior to, those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field.
- Syllabi are reflective and comprehensive, confirm the expertise and pedagogical skill of the instructor and include the following items:
  - course description
  - course objectives
  - pre- and co-requisites
  - credits allocated
  - topics addressed
  - assignments
  - method of assessing student achievement, including the assessment rubrics at the course and project levels
  - basis of grade determination
  - texts and other resources
  - other course policies related to integrity of credit
  - author(s) of syllabus and resume(s)/curriculum vitae, if not cited in the faculty table
- Syllabi are submitted for all new courses of proposed programs.
- Syllabi for all existing courses should be available upon request.
- Syllabi for pedagogical courses embed the content and skill expectations of professional associations in the field.
- Syllabi demonstrate that at the course level the requirements for expected time on task (seat time) meet the requirements of Commissioner's Regulations Part 50.1(o), that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved the stated learning objectives.

**To attach, follow instructions on the Task upload page.**

**NOTE:** Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

**Task: Pedagogical Core Coursework****Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

**a)** The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner's Regulations Section 52.21 for program registration. It can be used for a program leading to a **single certificate or to multiple classroom teaching certificates**. The Department reviews this table to ensure that the pedagogical requirements of Commissioner's Regulations have been met.

Follow the steps outlined below to complete the Pedagogical Core Courses Table. For a more detailed explanation, view the power point "[How to Complete the Pedagogical Core Course Table](http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf)" at <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

**Step 1: LISTING PEDAGOGICAL COURSES**

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

**Step 2: IDENTIFYING CERTIFICATION AREA CODES**

Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns. See the example in the [Sample Pedagogical Core Courses Table](#).

## Certification Area Codes (Cert codes)

01. Early Childhood Education (B-2)
02. Childhood Education (1-6)
03. Middle Childhood Education (5-9)
04. Adolescence Education (7-12)
05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)
06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)
07. Teaching Students with Disabilities 7-12 Generalist
08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)
09. Teaching Students Who are Blind or Visually Impaired (all grades)
10. Teaching Students with Speech and Language Disabilities (all grades)
11. Teaching English to Speakers of Other Languages (all grades)
12. Literacy (B-6) or (5-12)
13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)
14. Teaching a Specific Career and Technical Subject (7-12)
15. Library Media Specialist (all grades)
16. Educational Technology Specialist (all grades)
17. Bilingual Education Extensions\*
18. Bilingual Education Extensions\*\*
19. Grades 5 and 6 Subject Area Extensions
20. Grades 7 through 9 Subject Area Extensions
21. Gifted Education Extensions
22. Coordination of Work-based Learning Programs Extensions
23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English
24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities

\* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.

\*\* Bilingual education extensions for library media specialist and educational technology specialist.








\*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

**Task: Field Experiences for Educational Leadership Programs**

**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) Does the change impact field experience or internship requirements? Please indicate:

No or  Yes, Continue with responses below.

b) Please check that the leadership experiences meet the following requirements:

includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;

are carefully selected and planned by program faculty in collaboration with educational leaders, with learning outcomes specified that are connected to programs competencies and with the achievement of those outcomes regularly evaluated by program faculty; and

are supervised by appropriately certified educational leaders and by program faculty who have preparation and expertise in supervision related to educational leadership.

c) List courses that include leadership experiences (field work)\*: Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs** for regulations defining Educational Leadership field experiences: [Word](#) (200KB) [PDF](#) (865 KB)

Course Number	Course Title	Instructor

\*Based on regulations, the leadership experiences shall occur throughout the program of study.

d) List the culminating leadership experience (internship) courses\*:

Course Number	Course Title	Instructor	No. of Full School Days

\*Based on regulations, the leadership experiences shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: MPH Program

Hegis Number: 1214

Program Code: 30600

Effective Term: Fall 2015

1. **Type of Change:** *Change in Degree Requirements: addition of Public Health Geographic Information Science Concentration*

2. **From:** **M.P.H. Program in Public Health**

The Lehman MPH Program offers two specializations: one in Community-Based Public Health and Health Equity; and a second in Public Health Geographic Information Science.

- The community-based public health and health equity track focuses on health equity and social justice with emphasis on program planning and evaluation, and research methods.
- The public health geographic information science track offers courses in spatial analysis, computer-assisted cartography, geostatistics, and exploration and interpretation of geographic data as applied to public health, environmental justice and health equity.
- In addition, the MPH Program offers an optional concentration in Maternal Child Reproductive Sexual Health (MCRSH). The purpose of this concentration is to guide students towards an integrated view of the contribution of maternal, child, reproductive and sexual health to population health through a wide array of courses. This concentration can be taken in conjunction with either specialization.

Internships and culminating experiences prepare students for careers as practitioners and researchers, or for pursuing doctoral degrees.

**Core Courses (15 credits)**

- PHE 600 Biostatistics in Public Health (3 cr.)
- PHE 606 Public Health Epidemiology (3 cr.)
- PHE 701 Public Health Policy and Management (3 cr.)
- PHE 702 Environmental Health (3 cr.)
- PHE 703 Social and Behavioral Dimensions of Health (3 cr.)

**Specialization: Community-based Public Health and Health Equity ( 15 cr.)**

- PHE 700 History and Philosophy of Public Health (3 cr.)
- PHE 709 Health Equity and Social Justice (3 cr.)
- PHE 710 Applications of Research Methods in Public Health (3 cr.)
- PHE 715 Community-based Public Health Program Planning and Eval. (3cr.)



PHE 790 Public Health Capstone Seminar (3 cr.)

**Specialization: Public Health Geographic Information Science (15 cr.)**

PHE 704 Environmental Health GIScLab (co-requisite with PHE 702) (1 cr/1hr)

PHE 705 Principles of GISc for Public Health (3 cr/4 hr)

PHE 706 Spatial Analysis and Environmental Modeling for Public Health (4 cr/6hr)

PHE 717 The Geography of Urban Health (3cr/4 hr)

PHE 791 Workshop in GISc Research for Public Health (4 cr/4hr)

**Optional Concentration in Maternal Child Reproductive and Sexual Health (MCRSH)**

The Maternal Child Reproductive Sexual Health (MCRSH) Concentration within the CUNY SPH Master of Public Health (MPH) degree is designed to enable students to focus on maternal, child, reproductive and sexual health issues within public health from a variety of perspectives, encompassing the sociological, political, familial and biological.

All students in this concentration will take the public health core and specialization requirements, they will also take two required common MCRSH courses, chose one MCRSH elective and undertake both Fieldwork and Capstone courses in the field of MCRSH.

Required Concentration Courses:

- Maternal, Child, Reproductive and Sexual Health: Socio-historical Contexts (PHE 725 or PH725 - CUNY Graduate Center or COMHE 77025 – Hunter SPH Course)
- Maternal and Child Health A Life Course Perspective (EPI 77003 - Hunter SPH Course, or PHE 724)
- Elective to be selected with faculty advisement.

The nine credits required for the MCRSH concentration count toward the twelve credits of electives.

**Electives: (12 credits)**

The Program offers skill-based, targeted electives as well as specialized content courses. Other health-related graduate courses may be selected as electives with the approval of the graduate adviser.

**Supervised Internship (3 credits)**

PHE 770 Public Health Internship (180 hours) (3 cr.)

3. **To:**

**M.P.H. Program in Public Health**

The Lehman MPH Program offers two specializations: one in Community-Based Public Health and Health Equity; and a second in Public Health Geographic Information Science.

- The community-based public health and health equity track focuses on health equity and social justice with emphasis on program planning and evaluation, and research methods.
- The public health geographic information science track offers courses in spatial analysis, computer-assisted cartography, geostatistics, and exploration and interpretation of geographic data as applied to public health, environmental justice and health equity.
- In addition, the MPH Program offers an optional concentration in Maternal Child Reproductive Sexual Health (MCRSH). The purpose of this concentration is to guide students towards an integrated view of the contribution of maternal, child, reproductive and sexual health to population health through a wide array of courses. This concentration can be taken in conjunction with either specialization. Internships and culminating experiences prepare students for careers as practitioners and researchers, or for pursuing doctoral degrees.

### **Core Courses (15 credits)**

- PHE 600 Biostatistics in Public Health (3 cr.)
- PHE 606 Public Health Epidemiology (3 cr.)
- PHE 701 Public Health Policy and Management (3 cr.)
- PHE 702 Environmental Health (3 cr.)
- PHE 703 Social and Behavioral Dimensions of Health (3 cr.)

### **Specialization: Community-based Public Health and Health Equity ( 15 cr.)**

- PHE 700 History and Philosophy of Public Health (3 cr.)
- PHE 709 Health Equity and Social Justice (3 cr.)
- PHE 710 Applications of Research Methods in Public Health (3 cr.)
- PHE 715 Community-based Public Health Program Planning and Eval. (3cr.)
- PHE 790 Public Health Capstone Seminar (3 cr.)

### **Specialization: Public Health Geographic Information Science (15 cr.)**

- PHE 704 Environmental Health GIScLab (co-requisite with PHE 702) (1 cr/1hr)
- PHE 705 Principles of GISc for Public Health (3 cr/4 hr)
- PHE 706 Spatial Analysis and Environmental Modeling for Public Health (4 cr/6hr)
- PHE 717 The Geography of Urban Health (3cr/4 hr)
- PHE 791 Workshop in GISc Research for Public Health (4 cr/4hr)

### **Optional Concentration in Maternal Child Reproductive and Sexual Health (MCRSH)**

The Maternal Child Reproductive Sexual Health (MCRSH) Concentration within the CUNY SPH Master of Public Health (MPH) degree is designed to enable students to focus on maternal, child, reproductive and sexual health issues within public health from a variety of perspectives, encompassing the sociological, political, familial and biological.

All students in this concentration will take the public health core and specialization requirements, they will also take two required common MCRSH courses, chose one MCRSH elective and undertake both Fieldwork and Capstone courses in the field of MCRSH.

**Required Concentration Courses:**

- Maternal, Child, Reproductive and Sexual Health: Socio-historical Contexts (PHE 725 or PH725 - CUNY Graduate Center or COMHE 77025 – Hunter SPH Course)
- Maternal and Child Health A Life Course Perspective (EPI 77003 - Hunter SPH Course, or PHE 724)
- Elective to be selected with faculty advisement.

The nine credits required for the MCRSH concentration count toward the twelve credits of electives.

**Optional Concentration in Public Health Geographic Information Science (PHGISc)**

The Public Health Geographic Information Science (PHGISc) Concentration within the CUNY SPH Master of Public Health (MPH) degree is designed to enable students to focus on spatial analysis, computer-assisted cartography, geostatistics, and exploration and interpretation of geographic data as applied to public health, environmental justice, and health equity in addition to their chosen specialization. The purpose of this concentration is to guide students in viewing public health from a social-ecological perspective, as well as providing MPH graduates with marketable skills in GIS.

All students in this concentration will take the public health core and the specialization requirements. In addition, they will take three required PHGISc courses and undertake both Fieldwork and Capstone(with a PHGISc faculty as mentor, advisor, or reader) courses in the field of PHGISc.

**Required Concentration Courses:**

- PHE 705: Principles of GISc (3 credits) (which may be waived if the student demonstrates previous equivalent GISc coursework or experience; coursework, such as GEP 630/PHE 718 (Geostatistics and Spatial Analytical Concepts), GEP 620/PHE 719 (Demography and Population Geography with GISc), or another GISc related course may be substituted with the approval of the PHGISc concentration coordinator)
- PHE 706: Spatial Analysis and Environmental Modeling (4 credits)
- PHE 717: The Geography of Urban Health (3 credits)

The ten credits required for the GISc concentration count toward the twelve credits of electives.

**Electives: (12 credits)**

The Program offers skill-based, targeted electives as well as specialized content courses. Other health-related graduate courses may be selected as electives with the approval of the graduate adviser.

**Supervised Internship (3 credits)**

PHE 770 Public Health Internship (180 hours) (3 cr.)

**4. Rationale:**

We are proposing to offer a new concentration within the CUNY School of Public Health in *Public Health Geographic Information Science*. Geographic Information Science (GISc) has become one of the major disciplines involved in analysis of environmental health justice and other public health issues, and is poised to become an increasingly integral part of all health research, planning, and practice endeavors having a spatial component.

It has become crucial to train public health professionals who can perform research, analyses, and predictive modeling on the spatial aspects of environmental and health issues. This concentration will prepare students to do so and to enable them to take their place in health care institutions, non-profit organizations, and governmental agencies, as well as in academia. Students in the CUNY School of Public Health who are able to develop capabilities to use GIS for public health applications are likely to be more “marketable” as can be seen by job opportunities in both public and private sectors.

The Lehman College campus of the CUNY School of Public Health is particularly well suited to house a concentration in Public Health Geographic Information Science for two main reasons: (1) the GISc expertise is already in place on the campus with faculty associated with the Lehman MPH program’s PHGISc specialization and (2) the physical infrastructure is already in place with a 25-seat computer lab running ArcGIS 10.x. and other spatial analysis software.

This concentration is being developed for CUNY MPH students who are already enrolled in other specializations, such as Lehman College’s MPH Program’s Community Based Public Health and Health Equity and Hunter College MPH Program’s Epidemiology/Biostatistics and Environmental Health, who have an interest in developing their skills in GISc systematically.

5. **Date of departmental approval: 9/10/14**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF HEALTH SCIENCES  
CURRICULUM CHANGE**

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

2.

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" 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 718
Course Title	Geostatistics and Spatial Analytical Concepts
Description	Emerging fields of geospatial statistics, applying quantitative techniques to real-world geographic problems and public health issues. Concepts and application of exploratory spatial data analysis (ESDA), traditional statistics and geospatial statistics within various software packages, including GeoDa, ArcGIS, [R], and Excel.
Pre/ Co Requisites	
Credits	3
Hours	4 (2 hours, lecture; 2 hours, lab)
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

	_____ Creative Expression
	_____ Individual and Society
	_____ Scientific World

**3. Rationale:**

This course will be utilized as an elective for the MPH Program, in particular the Public Health Geographic Information Science specialization and concentration. It will provide students with an introduction to geographic quantitative analysis techniques, using a variety of software packages. The competencies and computational skills obtained are part of what distinguishes professional from casual GIS users.

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

- Clearly present geospatial patterns of quantitative measurements through thematic and other types of symbolic mapping, using appropriate cartographic techniques;
- Identify and apply appropriate statistical methods to accompany maps and other graphical presentations of data in order to objectively determine the significance of geospatial and spatiotemporal patterns and associations;
- Know when and how to apply quantitative geospatial analysis for helping to solve the information needs that arise from real-world challenges, particularly from environmental and public health issues;
- Understand the limitations of geospatial analysis, especially the potential for different, conflicting, messages that depend on choice of mapping and analysis parameters; and
- Present geospatial analyses through a written paper and/or an oral presentation that clearly and concisely expresses a problem, the methodology to address the problem, the analytical and graphical results, and finally to summarize and explain the meaning of results in plain language for a mixed audience.

**5. Date of Departmental Approval: 9/10/14**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**  
**DEPARTMENT OF HEALTH SCIENCES**  
**CURRICULUM CHANGE**

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

2.

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" 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 719
Course Title	Demography and Population Geography with GISc.
Description	The world's population in the context of geography and demography. The theoretical framework, defined by the fields of population geography and demography, will be studied and explored qualitatively and quantitatively and will be applied to public health issues. Data sources and acquisition, population metrics (growth, change distribution, and composition), population and food supply, mortality, fertility, and migration. Lab work will provide students with hands-on experience using GISc to explore demographic concepts.
Pre/ Co Requisites	
Credits	3
Hours	4 (2 hours, lecture; 2 hours,lab)
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. Rationale:**

This course will be utilized as an elective for the MPH Program, in particular the Public Health Geographic Information Science specialization and concentration. It will provide students with an understanding of the intersection of demography and geography, while using GISc to explore environmental health and environmental justice issues. The competencies, including experience working quantitatively with census and other data, are critical for public health research in general and spatial epidemiology in particular.

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

- Explain different types of population growth over time;
- Quantify and predict population change;
- Explain different theories of population change;
- Explain different types of migration;
- Characterize population composition both qualitatively and quantitatively;
- Calculate both raw and age-adjusted fertility and mortality rates;
- Explain different pressures that drive population patterns;
- Identify sources of population, demographic and geographic data;
- Create publication-quality maps that allow clear geo-visualization of human population and demographic patterns

**5. Date of Departmental Approval: 9/10/14**



## Change or Adapt a Registered Program

Use the [Request to Change or Adapt a Registered Program](#) form to request program changes that require approval by the State Education Department (see chart).<sup>\*</sup> For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

### Exceptions:

- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

### Changes and Adaptations Requiring State Education Department Approval

#### Changes in Program Content (all programs)

1. Any of the following substantive changes:

- Cumulative change from the Department's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
- Changes in the program's focus or design (e.g., eliminating management courses in a business administration program), including a change in the program's major disciplinary area
- Adding or eliminating an option or concentration
- Eliminating a requirement for completion, including an internship, clinical, cooperative education, or other work-based experience
- Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

#### Other Changes (all programs)

2. Program title
3. Program award (e.g., change in degree)
4. Mode of delivery (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)
5. Discontinuing a program
6. A format change that alters the program's financial aid eligibility (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
7. A change in the total number of credits of any certificate or advanced certificate program

#### Establishing New Programs Based on Existing Registered Programs

8. Creating a dual-degree program from existing registered programs
9. Creating a new program from a concentration/track in an existing registered program

### PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

<sup>\*</sup> CUNY and SUNY institutions: contact System Administration for guidance.



NEW YORK STATE EDUCATION DEPARTMENT  
 Office of Higher Education—Office of College and University Evaluation  
 89 Washington Avenue, Albany, NY 12234  
 (518) 474-2593 Fax: (518) 486-2779  
 ocueinfo@mail.nysed.gov  
<http://www.highered.nysed.gov/ocue/>

## Request to Change or Adapt a Registered Program

Item	Response <i>(type in the requested information)</i>
<b>Institution name and address</b>	<p><b>Lehman College, City University of New York</b>  <b>250 Bedford Park Boulevard West, Bronx, NY 10468</b></p> <p><i>Additional information:</i></p> <ul style="list-style-type: none"> <li>▪ Specify campus where program is offered, if other than the main campus:</li> </ul>
<b>Identify the program you wish to change</b>	<p><b>Program title: M.P.H. Program in Public health</b></p> <p><u>Award</u> (e.g., B.A., M.S.): <b>MPH</b></p> <p>Credits: <b>45</b></p> <p>HEGIS code: <b>1214</b></p> <p><u>Program code</u>: <b>30600</b></p>
<b>Contact person for this proposal</b>	<p>Name and title: <b>Andrew Maroko</b></p> <p>Telephone: <b>917-553-6089</b> Fax: E-mail: <b>andrew.maroko@lehman.cuny.edu</b></p>
<b>CEO (or designee) approval</b>	<p>Name and title: <b>Anny Morrobel-Sosa, Provost and Senior Vice President for Academic Affairs</b></p> <p>Signature and date:</p>
<i>Signature affirms the institution's commitment to support the program as revised.</i>	<p><b>If the program will be registered jointly<sup>1</sup> with another institution, provide the following information:</b></p> <p>Partner institution's name:</p> <p>Name and title of partner institution's CEO:</p> <p>Signature of partner institution's CEO:</p>

- For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.
- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.
- If the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

<sup>1</sup> If the partner institution is non-degree-granting, see CEO Memo 94-04 at [www.highered.nysed.gov/ocue/ceo94-04.htm](http://www.highered.nysed.gov/ocue/ceo94-04.htm).

**Check all changes that apply and provide the requested information.**

**Changes in Program Content** (*Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.*)

- Cumulative change from the Department's last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
- Changes in a program's focus or design
- Adding or eliminating an option or concentration
- Eliminating a requirement for program completion
- Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

**If new courses are being added as part of the noted change(s)**, provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

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**Other Changes** (*describe and explain all proposed changes*)

- Program title**
- Program award**
- Mode of Delivery** (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)
- Discontinuing a program:** indicate the date by which the program will be discontinued.<sup>2</sup>
- Format change** (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
  - a) Indicate proposed format:
  - b) Describe availability of courses and any change in faculty, resources, or support services:
  - c) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

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<sup>2</sup> If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

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## Establishing New Programs Based on Existing Registered Programs

### [ ] **Creating a dual-degree program** from existing registered programs

- a) Complete the following table to identify the existing programs:

	<b>Program Title</b>	<b>Degree Award</b>	<b>Program Code</b>
Program 1			
Program 2			

- b) Proposed dual-degree program (title and award):<sup>3</sup>  
c) Courses that will be counted toward both awards:  
d) Length of time for candidates to complete the proposed program:  
e) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

### [ ] **Creating a new program from a concentration/track in an existing program.**

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

**Note:** this abbreviated option applies only if a master plan amendment is NOT required **and** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

- a) Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)  
b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:  
c) Expected impact on existing program:  
d) Adjustments the institution will make to its current resource allocations to support the program:  
e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

**Note:** if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

September 2009

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<sup>3</sup> Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

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

2.

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Secondary Education
Course Prefix & Number	ESC 772
Course Title	Project-based Learning in the Middle School STEM Classroom
Description	Examination of the process of integrating technology, engineering and mathematics with science content in the middle school science classroom. Emphasis on design, development, and delivery of project-based learning activities consistent with current science learning and content standards; practical strategies for understanding and managing STEM classrooms.
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

	____ Scientific World
--	-----------------------

3. **Rationale:** This course will supply graduate science education majors with practical applications of STEM in the context of NGSS and the classroom. Students are trained in the principles and logistics of project-based learning through immersion in STEM learning sequences that combine science content, technology integration, engineering design and relevant mathematics. This course strengthens the degree program by preparing teachers for the adoption of NGSS and other science learning standards in NY State.

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

- Recognize the key elements of STEM in the context of instruction
- Develop two (2) project-based learning sequences containing direct instruction and the integration of technology, engineering design and mathematics
- Demonstrate the synthesis of STEM in instruction in real time by leading the class through a custom project-based learning sequence
- Develop formative and summative assessments to measure students learning.

5. **Date of Departmental Approval:** February 5, 2015

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

**CURRICULUM CHANGE**

Name of Program and Degree Award: M.A. Program in Social Studies Education

Hegis Number: 2201.01

Program Code: 25794

Effective Term: Fall 2015

1. **Type of Change:** *Admissions criteria; addition of two new sequences to a program*

2. **From:**

~~To be eligible for the Master of Arts degree in Social Studies, students must successively complete the following 39-42 credit sequence:~~

~~I. Content Core~~

~~Students must satisfy the following required areas of study. These requirements may be met by either graduate courses or by undergraduate coursework taken prior to or after commencement of graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Lehman undergraduates can satisfy these requirements prior to admission in the master's program by choosing courses for their distribution requirements in the areas listed.~~

- ~~▪ Anthropology~~
- ~~▪ Sociology~~
- ~~▪ Geography~~
- ~~▪ Political science~~
- ~~▪ Economics~~
- ~~▪ Psychology~~
- ~~▪ Two history survey courses, one in U.S. history and one in European or world history.~~

~~History courses (15 credits)~~

~~All students must take: HIU 534 and HIW 533. The remaining 9 credits to be chosen in consultation with the Program Adviser.~~

~~II. Pedagogical Core. A total of 21 graduate credits (or equivalent) in the following sequences:~~

~~**12 credits in General Education sequence:**~~

~~ESC 501 (3): Psychological Foundations of Education.~~

~~ESC 502 (3): Historical Foundations of Education: A Multicultural Perspective.~~

~~ESC 506 (3) or the equivalent (3): Special Needs Education in TESOL and Secondary Settings.~~

~~ESC 529 (3): Language, Literacy and Educational Technology.~~

**~~9 credits in the Social Studies Education sequence:~~**

~~(Candidates must have submitted passing scores to the Program Coordinator from the Assessment of Literacy Skills Test (ALST) prior to enrolling in ESC 533: Teaching World History in Middle and High School and/or ESC 534: Teaching U.S. History and Government.)~~

~~ESC 533 (3): Teaching World History in Middle and High School.~~

~~ESC 534 (3): Teaching U.S. History and Government.~~

~~ESC 708 (3): Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas.~~

~~Successfully complete a culminating project in ESC 708. See Program Coordinator for culminating project requirements.~~

**III. Practicum**

~~Candidates must obtain a B or better in each methods course as well as have passed the remaining certification examinations to be eligible to enroll in ESC 595 and ESC 612 OR ESC 596 and ESC 611.~~

~~ESC 595 (2): Internship in Classroom Teaching and ESC 611 (1): Teaching Seminar OR ESC 596(3): Student Teaching in Middle and High School (1 full-time semester supervised student teaching) and ESC 612 (3): Student Teaching Seminar.~~

~~To graduate, students must complete all degree requirements, including educational core courses, and any additional requirements including pedagogical, content area and/or distribution courses with an overall GPA of 3.0 or better.~~

**3. To:**

This program offers three sequences and is designed for candidates seeking a Master's degree in Social Studies Education, grades 7-12. Sequences 1 and 2 lead to Initial Certification for candidates looking to begin or resume an education certification progression. Sequence 3 is for candidates who already earned Initial Certification and are seeking Professional Certification.

**Social Studies Education Admission Requirements:**

- Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.
- Submit scores on the New York State Academic Literacy Skills Test (ALST).
- If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.



- For Sequence 2, present evidence of meeting core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.
- For Sequence 3, present evidence of NYS teacher certification in Social Studies Education 7-12.
- Evidence of having completed a course in Special Education (ESC 463 or the equivalent). Students who have not taken this course as an undergraduate must take ESC 506 as part of their graduate program.
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.

### **Degree Requirements**

#### Prerequisite Content Core:

All candidates must satisfy the following prerequisite areas of study. These requirements may be met by either graduate courses or by undergraduate coursework taken prior to or after commencement of graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Lehman undergraduates can satisfy these requirements prior to admission in the master's program by choosing courses for their distribution requirements in the areas listed.

- Anthropology
- Sociology
- Geography
- Political science
- Economics
- Psychology
- Two history survey courses, one in U.S. history and one in European or world history.

#### Sequence 1: (39-42 credits)

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who lack core education requirements and seek initial certification in Social Studies Education grades 7-12.

- Foundations Core (12 credits): ESC 501 (3), ESC 502 (3), ESC 529 (3) and ESC 506(3).
- Pedagogical Core (6 credits): ESC 533 (3) and ESC 534 (3).
- Content Core (15 credits): HIW 533 (3), HIU 534 (3), and three additional history or social science courses chosen in consultation with the adviser.
- Project Seminar (3 credits): ESC 708 (3)
- Student Teaching (6 credits): ESC 596 (3) and ESC 612 (3) or Teaching Internship for Current Teachers-of-Record (3 credits): ESC 595 (2) and ESC 611 (1)

#### Sequence 2 (30 credits)

Candidates seeking initial certification who have met foundations core requirements.

- Pedagogical Core (6 credits): ESC 533 (3) and ESC 534 (3).
- Content Core (15 credits): HIW 533 (3), HIU 534 (3), and three additional history or social science courses chosen in consultation with the adviser.
- Project Seminar (3 credits): ESC 708 (3)
- Student Teaching (6 credits): ESC 596 (3) and ESC 612 (3)

Sequence 3 (30 credits)

Candidates who already hold initial certification in Social Studies Education grades 7-12 and are seeking professional certification with a humanities focus.

- Pedagogical Core (12 credits): four ESC teaching methods courses chosen in consultation with the adviser.
- Content Core (15 credits): HIW 533 (3), HIU 534 (3), and three additional history or social science courses chosen in consultation with the adviser.
- Project Seminar (3 credits): ESC 708 (3)

Additional Certification Requirements:

In order to be recommended for initial certification in Social Studies Education 7-12, students must: (a) complete the master's degree with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: Academic Literacy Skills Test (ALST), Educating All Students (EAS), Teacher Performance Assessment (edTPA), and Social Studies CST; (c) complete the mandatory training in child abuse identification and reporting, violence prevention, and DASA, and (d) demonstrate successful completion of a liberal arts and sciences core. Please see adviser for more information.

In order to qualify for Professional Certification in Social Studies Education 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school, which serves grades 7- 12, and must meet any additional New York State requirements.

Qualified Social Studies Education 7-12 candidates may also apply to one of the following Advanced Certificates:

- (1) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;
- (2) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or
- (3) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.

#### **4. Rationale:**

The proposed changes address the current needs of our applicants as well as the NYC public schools. They include a small addition to the admission criteria together with two additional certification sequences.

We propose a minor change to the admission criteria allowing an additional option with students possessing a 30-credit concentration in social studies including 21 credits in history. Many of our candidates come with strong social science backgrounds, which will serve them well as social studies teachers. Also, this change reflects the same policy as some of our competitors.

Next, we created two additional sequences in the program. Sequence 1 is the current program. Sequence 2 allows students to complete the Middle and High School minor at the undergraduate level and then transition to finish the certification sequence at the Master's level. This change serves two purposes: First, students struggling with the new certification exams will have additional opportunities to strengthen their content and skills. Second, this opens the certification sequence to all social science majors at Lehman College making the program more inclusive.

Sequence 3 introduces an advanced program for candidates already holding 7-12 Social Studies Certification. Lately, we have seen a surge of interest in this type of sequence because New York State requires a Master's degree for professional certification.

And lastly, candidates may also earn additional certifications in ESOL, Middle School, and Bilingual extensions while completing the degree. These will make our candidates more marketable as well as serving the needs of the local schools.

5. **Date of departmental approval:** February 5, 2015

## Application to Change a Currently Registered Program<sup>1</sup> Leading to Teacher or Educational Leadership Certification

Use this form to request teacher or educational leadership program changes that require approval by the State Education Department (see chart on the following page). For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

This application should **NOT** be used for the following types of requests:

- Proposals for new programs
  - Requests for changes to registered general education or Pupil Personnel Services programs
  - Requests for changes to programs preparing Licensed [Professionals](#); or
  - Requests to add the Distance Education Format to a Registered Program



(**Note:** If the only requested change is to add the distance education format to an existing registered program, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](#).)

For requests to changes to Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

### Directions for submission of request:

1. Create a **single** PDF document that includes the following completed forms:
  - This application
  - Master Plan Amendment Supplement and Abstract (if applicable)
  - [Application to Add the Distance Education Format to a New or Registered Program](#), (if applicable).
2. Create a separate PDF document for any required syllabi or CVs
3. Attach the PDF documents to an e-mail.
4. Send e-mail to [OCUEdapps@mail.nysed.gov](mailto:OCUEdapps@mail.nysed.gov)

When submitting to the mailbox, include the following elements in the subject line of the e-mail: Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Request for Change, Master of Science, Adolescent Education

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<sup>1</sup> CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.



## Application to Change a Currently Registered Program<sup>2</sup> Leading to Teacher or Educational Leadership Certification

Institutions wishing to change registered programs leading to teacher certification or education leadership certification must seek and receive approval for the following types of proposed changes

- **Change in Program Title**
- **Discontinuing a Program**
- **Adding or Eliminating a Major or Concentration**
- **Adding or Deleting a Certificate Title**
- **Change in Delivery Mode Change in Format**
- **Altering the Liberal Arts and Sciences Content**
- **Change in Degree Award**
- **Change in the Total Number of Credits of any Certificate or Advanced Certificate**
- **Curricular Change of 1/3 or More of the Credits**
- **Curricular Change that Impacts the Pedagogical Core**

### Other changes:

- For changes in certificate type (e.g., from initial to initial/professional or professional), please use the appropriate form for **registering new programs**.
- Establishing an existing program at a new location requires **new registration** of the program.

Please submit your application materials via email to the New York State Education Department, Office of College and University Evaluation at:

[OCUEdapps@mail.nysed.gov](mailto:OCUEdapps@mail.nysed.gov)

1. Submit the application and CEO signature document, without CVs and Syllabi, as one PDF document.
2. Submit CVs and Syllabi, as required, as separate PDF documents.
3. When submitting to the mailbox, include Institution name, Award, and Program title in the Subject Heading (e.g., AAA College.MAT.Biology 7-12)

### PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

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<sup>2</sup> CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.

Task 1. Institution Information	
Item	Response (type in the requested information)
<b>Institution name and address</b>	Lehman College, City University of New York 250 Bedford Park Blvd. West, Bronx, NY 10468  <i>Additional information:</i> ▪ Specify campus where program is offered, if other than the main campus:
<b>Identify the program you wish to change</b>	Program title: Social Studies Teacher, Grades 7-12 <u>Award</u> (e.g., B.A., M.S.): M.A.  Credits: 30  HEGIS code: 2201.01  <u>Program code</u> : 25794  List the teacher or educational leader certificate titles the program leads to: Initial/Professional Certification in Social Studies
<b>Contact person for this proposal</b>	Name and title: Gaoyin Qian, Associate Dean  Telephone: 718-960-8307 Fax: 718-960-7855 mail:gaoyin.qian@lehman.cuny.edu E-
<b>CEO (or designee) approval</b>  <i>Signature affirms the institution's commitment to support the program as revised.</i>	Name and title: Anny Morrobel-Sosa, Provost and Senior Vice President for Academic Affairs Signature and date:  <b>If the program will be registered jointly<sup>3</sup> with another institution, provide the following information:</b>  Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

\*The CEO/Chancellor/Provost should inform this department in writing when there is a change in the designated person.

<sup>3</sup> If the partner institution is non-degree-granting, see CEO Memo 94-04 at [www.highered.nysed.gov/ocue/ceo94-04.htm](http://www.highered.nysed.gov/ocue/ceo94-04.htm) (page not found).

## Task 2. Identification and Explanation of a Proposed Change

Institutions offering registered programs leading to teacher certification/education leadership certification must seek and receive approval for the types of proposed changes listed before implementing the changes.

Below is a list of changes that can be made to currently registered programs.

1. Check the box(es) that correspond to the proposed change(s) you are making.
2. Complete Part A.
3. Complete the applicable items in Part B.
4. Complete the Tasks listed in the parentheses following the change or changes listed in bold.

- Change in Program Title**
- Discontinuing a Program**
- Eliminating a Major or Concentration**
- Adding a Major or Concentration** (Complete Program Schedule, Faculty Table, and Catalog Course Descriptions & New Course Syllabi, and Faculty Table)
- Deleting a Certificate Title** (Complete Side by Side Comparison Chart)
- Adding a Certificate Title** (Complete Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Change in Delivery Mode** (Complete Program Schedule, Faculty Table, and Distance Learning Application)
- Change in Format** (Complete Program Schedule and Faculty Table)
- Altering the Liberal Arts and Science Content** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in Degree Award** (Complete Program Schedule and Side by Side Comparison Chart)
- Change in the Total Number of Credits of any Certificate or Advanced Certificate - *Only If the change is less than 1/3 of the credits and Does Not Impact the Pedagogical Core*** (Complete Program Schedule and Side by Side Comparison Chart)
- Curricular Change of 1/3 or More of the Credits** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)
- Curricular Change that Impacts the Pedagogical Core** (Complete Program Schedule, Side by Side Comparison Chart, Faculty Table, Catalog Course Descriptions & New Course Syllabi, Pedagogical Core Coursework, Field Experiences and Student Teaching, or Educational Leadership Core Courses and Field Experiences Educational Leadership)

**Part A: All Program Changes:** Complete items 1 and 2 for all program changes.

**1. Provide an explanation of the program change.**

*Answer:* The proposed changes address the current needs of our applicants as well as the NYC public schools. They include a small addition to the admission criteria together with two additional certification sequences.

We propose a minor change to the admission criteria allowing an additional option with students possessing a 30-credit concentration in social studies including 21 credits in history. Many of our candidates come with strong social science backgrounds, which will serve them well as social studies teachers. Also, this change reflects the same policy as some of our competitors.

Next, we created two additional sequences in the program. Sequence 1 is the current program. Sequence 2 allows students to complete the Middle and High School minor at the undergraduate level, and then transition to finish the certification sequence at the Master's level. This change serves two purposes: First, students struggling with the new certification exams will have additional opportunities to strengthen their content and skills. Second, this opens the certification sequence to all social science majors at Lehman College making the program more inclusive.

Sequence 3 introduces an advanced program for candidates already holding 7-12 Social Studies Certification. Lately, we have seen a surge of interest in this type of sequence because New York State requires a Master's degree for professional certification.

And lastly, candidates may also earn additional certifications in ESOL, Middle School, and Bilingual extensions while completing the degree. These will make our candidates more marketable as well as serving the needs of the local schools.

**2. Identify the certificate title(s) to which the program currently leads.**

*Answer:* Initial/professional certification in Social Studies

**Part B: Program-Specific Change Items:** Complete the items that correspond to the change or changes in the program being requested.

**1. Changing a Program Title**

Indicate the new program title.

*Answer:*

**2. Discontinuing a Program**

Indicate the date\* the program will be discontinued.

*Answer:*

\*In the event that any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.

**3. Adding a Major or Concentration**

Explain how the new major or concentration addresses depth and breadth in the discipline.

*Answer:*



**4. Deleting a Certificate Title**

Indicate the date by which all students in that certificate title will have completed the program.

*Answer:*

**5. Adding a Certificate Title**

Provide the documented need for this change along with admission requirements.

*Answer:*

**6. Changing the Delivery Mode**

(e.g., from traditional format to distance education), indicate the proposed delivery mode:

Standard  Independent Study  External  Accelerated  Distance Education

(to register a program with the Distance Education format submit **Distance Education Application** with this proposal)

Bilingual  Language Other Than English

And

Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

*Answer:*

**7. Changing the Program Format**

(e.g., from day to evening, from full-time to part-time, see format [definitions](#)), indicate the proposed format:

Day  Evening  Weekend  Evening/Weekend  Not Full-Time

And

Describe how the change impacts library resources, support services or financial aid eligibility. If no new resources are identified as needed for the proposed program, describe why none are needed.

*Answer:*

**8. Changing the Degree Award**

Indicate the proposed degree award and explain how the program meets Section 3.47 and Section 3.50 of the Regents Rules on degree requirements.

*Answer:*

**9. Changing the Total Number of Credits for a Certificate or Advance Certificate Program**

Indicate the number of credits in the current program as well as the proposed number of credits in the proposed change.

*Answer:* The current program required 39-42 credits. The proposed sequences 1, 2, and 3 of the program require 39-42, 30, and 30 credits respectively.

**Task: Program Schedule**

**Complete this Task for the following changes:**

- Change in Delivery Mode
- Change in Format
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Major or Concentration

**a)** Complete Undergraduate Program Schedule Table (for undergraduate programs) or Graduate Program Schedule Table (for graduate programs) to show the sequencing and scheduling of courses in the program.

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

*Answer:* NA

**c)** Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

Yes     No    If no, explain:

**d) Only for master's degree programs**, as required under §52.2(c) (8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable:

*Answer:* ESC708 Project Seminar requires candidates' completion of a research or curriculum study project for the degree.

### Undergraduate Program Schedule Table

- Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					
Term:		Credits per classification				Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:						Term credit total:					

<b>Program Totals:</b>	<b>Credits:</b>	<b>Liberal Arts &amp; Sciences:</b>	<b>Major:</b>	<b>Elective &amp; Other:</b>
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Cr: credits    LAS: [liberal arts & sciences](#)  
 Maj: major requirement    New: new course    Prerequisite(s): list prerequisite(s) for the noted courses

**Graduate Program Schedule Table**

- Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term: Semester 1 Fall				Term: Semester 2 Spring			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
HIW 533 World History and Historiography	3	<input type="checkbox"/>		HIU 534 U.S. History and Historiography	3	<input type="checkbox"/>	
Elective Course in History	3	<input type="checkbox"/>		Elective Course in History	3	<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6			Term credit total:	6		
Term: Semester 3 Fall				Term: Semester 4 Spring			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
ESC 501 Pyschological Foundations	3	<input type="checkbox"/>		ESC 502 Social Foundations	3	<input type="checkbox"/>	
Elective Course in History	3	<input type="checkbox"/>		ESC 506 Special Needs Education	3	<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6			Term credit total:	6		
Term: Semester 5 Fall				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
ESC 529 Teaching Lang., Lit., and Tech	3	<input type="checkbox"/>		ESC 534 Teaching U.S. History	3	<input type="checkbox"/>	
ESC 533 Teaching World History	3	<input type="checkbox"/>		ESC 708 Project Seminar	3	<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	6			Term credit total:	6		
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
ESC 596 Student Teaching	3	<input type="checkbox"/>				<input type="checkbox"/>	
ESC 612 Seminar	3	<input type="checkbox"/>				<input type="checkbox"/>	
or		<input type="checkbox"/>				<input type="checkbox"/>	
ESC 595 Internship	2	<input type="checkbox"/>				<input type="checkbox"/>	
ESC 611 Seminar	1	<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:	3-6			Term credit total:			
<b>Program Totals:</b>	<b>Credits:42</b>						

**New:** indicate if new course   **Prerequisite(s):** list prerequisite(s) for the noted courses

**Task: Side by Side Comparison Chart**

**Complete this Task for the following changes:**

- Deleting a Certificate Title
- Altering the Liberal Arts and Science Content
- Change in Degree Award
- Change in the Total Number of Credits of any Certificate or Advanced Certificate Program
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title

**a)** Complete the **Side-by-Side Comparison Chart** Side-by-Side Comparison Chart of the existing and newly modified program.





### Task: Faculty Table

#### Complete this Task for the following changes:

- Change in Delivery Mode
- Change in Format
- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

If the change impacts faculty who will be teaching courses as a result of the indicated change(s) or if new courses are being added complete the Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable for the new courses being added. If the proposed programs are to be offered at multiple campuses, please submit faculty tables for each campus. Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs:** [Word](#) (200KB) [PDF](#) (865 KB) regarding faculty qualifications.

- a) Attach the individual faculty curricula vita for each new instructor indicated in the proposed program change. **To attach, follow instructions on the Task upload page.**

**Full-Time Faculty Table**

**Note:** Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

<b>Faculty Member Name and Title</b> (include and identify <b>Program Director</b> )	<b>List All Earned Degrees &amp; Disciplines</b> (include College/University). <b>Disciplines must be identified.</b>	<b>Additional Qualifications:</b> list related certifications/ licenses; professional experience; scholarly contributions, etc.	<b>Program Courses (Course Number and Title) Must be Listed</b>	<b>Percent Time to Program</b>
<i>Example:</i> Jonathan Smith, Assistant Professor Program Director	<i>Example:</i> Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany	<i>Example:</i> Special Education N-12 certificate  Smith, J. (2011) Teaching Students with Special Needs. <i>Journal of Special Needs</i> , 3 (6), 226-241.	<i>Example:</i> EDU 301: Teaching Students with Disabilities	<i>Example:</i> 60%
Russell Bradshaw, Associate Professor	EdD, Teaching, Curriculum, & Learning Environments, Harvard University	New York City Board of Education (Region 1), Staff Development for Bronx 7-12 Social Studies teachers, co-taught with Prof. Martin Burke, Dept. of History. Teaching American History, The Yoder School (Manhattan, private), Chair/teacher social studies. 1983-1984, John Jay High School (Katonah, NY)	ESC501, ESC502	
Daniel Stuchart, Associate Professor	Ph.D., K-12 Curriculum and Instruction in Social Studies Education, University of South Florida	Middle and high school teacher in School District of Hillsborough County, Tampa, Florida. One year of out-of-field middle school math and six years of high school social studies teaching experience.	ESCE 533, 534, 708, 596, 612	
Immaculee Harushimanal, Assistant Professor	Ph. D. English, Indiana University	NYS Certification, English 7-12 (2004) Teacher, French 7-12, Bronx Leadership Academy Teacher, English (EFL), 7-12, Lycee/junior seminary, Burundi, 1987-1990 College/School literacy liason, 7-12, Bronx Schools	ESC529	

<b>Faculty Member Name and Title</b> (include and identify <b>Program Director</b> )	<b>List All Earned Degrees &amp; Disciplines</b> (include College/University). <b>Disciplines must be identified.</b>	<b>Additional Qualifications:</b> list related certifications/ licenses; professional experience; scholarly contributions, etc.	<b>Program Courses (Course Number and Title) Must be Listed</b>	<b>Percent Time to Program</b>

### Part-Time Faculty Table

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

<b>Faculty Member Name and Title</b> (include and identify Program Director)	<b>List All Earned Degrees &amp; Disciplines</b> (include College/University). <b>Disciplines must be identified.</b>	<b>Additional Qualifications:</b> list related certifications/ licenses; professional experience; scholarly contributions, etc.	<b>Program Courses (Course Number and Title) Must be Listed</b>
<i>Example:</i> Jonathan Smith, Assistant Professor Program Director	<i>Example:</i> Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany	<i>Example:</i> Special Education N-12 certificate Teaching Students with Special Needs. <i>Journal of Special Needs</i> , vol. 3, no. 6, 226-241, 2011.	<i>Example:</i> EDU 301: Teaching Students with Disabilities
Kim Kawecki	Bachelor of Arts in Education - Manhattan College Master of Science in Special Education - Manhattan College	Permanent New York State License in English (Secondary 7 - 12) Permanent New York State License in Special Education Department of Education of The City of New York Certificate: English Teacher Secondary (7-12) Department of Education of The City of New York Certificate: Special Education Day Schools	ESC506

<b>Faculty Member Name and Title</b> (include and identify Program Director)	<b>List All Earned Degrees &amp; Disciplines</b> (include College/University). <b>Disciplines must be identified.</b>	<b>Additional Qualifications:</b> list related certifications/ licenses; professional experience; scholarly contributions, etc.	<b>Program Courses (Course Number and Title) Must be Listed</b>

**Faculty to be Hired Table**

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

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date

**Task: Catalog Course Descriptions & Course Syllabi**

**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that impacts the Pedagogical Core
- Adding a Certificate Title
- Adding a Major or Concentration

**a) Attach catalog course descriptions for existing courses that are impacted by the change. To attach, follow the instructions on the Task upload page.**

**b) If new courses are being added as part of the indicated change(s), attach syllabi for each new course. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades. Specific requirements pertaining to course syllabi:**

- Course syllabi for new courses are submitted.
- Syllabi are demonstrably consistent with, or superior to, those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field.
- Syllabi are reflective and comprehensive, confirm the expertise and pedagogical skill of the instructor and include the following items:
  - course description
  - course objectives
  - pre- and co-requisites
  - credits allocated
  - topics addressed
  - assignments
  - method of assessing student achievement, including the assessment rubrics at the course and project levels
  - basis of grade determination
  - texts and other resources
  - other course policies related to integrity of credit
  - author(s) of syllabus and resume(s)/curriculum vitae, if not cited in the faculty table
- Syllabi are submitted for all new courses of proposed programs.
- Syllabi for all existing courses should be available upon request.
- Syllabi for pedagogical courses embed the content and skill expectations of professional associations in the field.
- Syllabi demonstrate that at the course level the requirements for expected time on task (seat time) meet the requirements of Commissioner's Regulations Part 50.1(o), that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved the stated learning objectives.

**To attach, follow instructions on the Task upload page.**

**NOTE:** Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

**Task: Pedagogical Core Coursework****Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

**a)** The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner's Regulations Section 52.21 for program registration. It can be used for a program leading to a **single certificate or to multiple classroom teaching certificates**. The Department reviews this table to ensure that the pedagogical requirements of Commissioner's Regulations have been met.

Follow the steps outlined below to complete the Pedagogical Core Courses Table. For a more detailed explanation, view the power point "[How to Complete the Pedagogical Core Course Table](http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf)" at <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

**Step 1: LISTING PEDAGOGICAL COURSES**

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

**Step 2: IDENTIFYING CERTIFICATION AREA CODES**

Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns. See the example in the [Sample Pedagogical Core Courses Table](#).

## Certification Area Codes (Cert codes)

01. Early Childhood Education (B-2)
02. Childhood Education (1-6)
03. Middle Childhood Education (5-9)
04. Adolescence Education (7-12)
05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)
06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)
07. Teaching Students with Disabilities 7-12 Generalist
08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)
09. Teaching Students Who are Blind or Visually Impaired (all grades)
10. Teaching Students with Speech and Language Disabilities (all grades)
11. Teaching English to Speakers of Other Languages (all grades)
12. Literacy (B-6) or (5-12)
13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)
14. Teaching a Specific Career and Technical Subject (7-12)
15. Library Media Specialist (all grades)
16. Educational Technology Specialist (all grades)
17. Bilingual Education Extensions\*
18. Bilingual Education Extensions\*\*
19. Grades 5 and 6 Subject Area Extensions
20. Grades 7 through 9 Subject Area Extensions
21. Gifted Education Extensions
22. Coordination of Work-based Learning Programs Extensions
23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English
24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities

\* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.

\*\* Bilingual education extensions for library media specialist and educational technology specialist.



**Step 3: IDENTIFYING GENERAL AND PROGRAM SPECIFIC REQUIREMENTS MET BY COURSE WORK**

Go to <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet. Pedagogical core requirements are listed as either General or Program-Specific. Each requirement is identified by a Roman numeral. Identify the General and Program-Specific Pedagogical Core Requirements that are addressed by each course. Complete the chart by entering the associated Roman numeral of the identified requirement into the General or Program-Specific PCR column in the row of the course that meets that requirement. See the example in the [Sample Pedagogical Core Courses Table](#). Additional instructions are found in the Guidance Document: [Word](#) (200KB) [PDF](#) (865 KB) and in the power point at: <http://www.highered.nysed.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

*NOTE: The Roman numerals listed in the Certification Area Code sheets reflect general and program specific regulatory requirements for each certificate title. These Roman numerals will not always align with the Roman numerals in Commissioner’s Regulations Section 52.21. To complete the Pedagogical Core Courses Table, use the Roman numerals listed on the Certification Area Code sheets.*

**Sample Pedagogical Core Courses Table**

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	02 (ii);	06 (vi); (vii); (viii);		

**Pedagogical Core Courses Table**

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
HIW 533 World History and Historiography	3	R	W. Woolridge/FT	n/a				
HIU 534 U.S. History and Historiography	3	R	C. Lobel/FT	n/a				
Elective in History or Social Science	3	R	TBD	n/a				
Elective in History or Social Science	3	R	TBD	n/a				
Elective in History or Social Science	3	R	TBD	n/a				
ESC 501 Psychological Foundations	3	R	R. Bradshaw	i,ii,iv,vii,x,xi,xii,xiii	i			

ESC 502 Social Foundations	3	R	R. Bradshaw	iv,viii,x,xi,xii,xiii	i,ii			
ESC 506 Special Needs Education	3	R	K. Kawecki	iii,iv,	i,ii			
ESC 529 Teaching Lang., Lit., and Tech	3	R	I. Harishimana	iv,vi	ii			
ESC 533 Teaching World History	3	R	D. Stuckart	v,vii				
ESC 534 Teaching U.S. History	3	R	D. Stuckart	v,vii				
ESC 708 Project Seminar	3	R	D. Stuckart	v,ix				
ESC 596 Student Teaching	3	R	D. Stuckart	v,vi,vii				
ESC 612 Seminar	3	R	D. Stuckart	v,ix,				

\*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

**Task: Field Experience and Student Teaching for Teacher Preparation Programs**

**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

**a)** If a teacher education program, does the change impact field experience or student teaching requirements? Please indicate:

No or  Yes, Continue with responses below.

**b)** Please check that each requirement for field experience, student teaching and practica meet the following regulatory requirements:

is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and

provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities.

**c) List courses that require field experiences\*:**

Course Number	Course Title	Instructor	Grade Level	Clock Hours
ESC501	Psychological Foundations	R. Bradsaw	7-12	Various
ESC506	Special Needs Education	K. Kawecki	7-12	Various
ESC529	Teaching Lang., Lit., and Tech	I. Harishimana	7-12	Various
ESC533	Teaching World History	D. Stuckart	7-12	Various
ESC534	Teaching U.S. History	D. Stuchart	7-12	Various
ESC708	Project Seminar	D. Stuckart	7-12	Various

\*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions.

**d) List courses that require college-supervised student-teaching experiences\*:**

<b>Course Number</b>	<b>Course Title</b>	<b>Instructor</b>	<b>Grade Level</b>	<b>No. of Full School Days</b>
ESC596	Student Teaching	D. Stuckart	7-12	112
ESC612	Student Teaching Seminar	D. Stuckart	7-12	NA

\*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

**Task: Field Experiences for Educational Leadership Programs**

**Complete this Task for the following changes:**

- Curricular Change of 1/3 or More of the Credits
- Curricular Change that Impacts the Pedagogical Core
- Adding a Certificate Title

a) Does the change impact field experience or internship requirements? Please indicate:

No or  Yes, Continue with responses below.

b) Please check that the leadership experiences meet the following requirements:

includes experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;

are carefully selected and planned by program faculty in collaboration with educational leaders, with learning outcomes specified that are connected to programs competencies and with the achievement of those outcomes regularly evaluated by program faculty; and

are supervised by appropriately certified educational leaders and by program faculty who have preparation and expertise in supervision related to educational leadership.

c) List courses that include leadership experiences (field work)\*: Please see **Guidance Document for Teacher, Educational Leader, and Pupil Personnel Services Programs** for regulations defining Educational Leadership field experiences: [Word](#) (200KB) [PDF](#) (865 KB)

Course Number	Course Title	Instructor

\*Based on regulations, the leadership experiences shall occur throughout the program of study.

d) List the culminating leadership experience (internship) courses\*:

Course Number	Course Title	Instructor	No. of Full School Days

\*Based on regulations, the leadership experiences shall culminate in a full-time experience of at least 15 weeks that is structured to provide leadership responsibilities of increasing breadth and depth.

### Appendix A: Side by Side Comparison Chart: Sequence 1

Course in Existing Program: Current Program (39-42 credits)			Courses in the Newly Modified Program: Proposed Sequence 1 (39-42 credits)		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
	<b>History Courses (15 credits)</b>			<b>History Courses (15 credits)</b>	
HIW 533	World History and Historiography	3	HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3	HIU 534	U.S. History and Historiography	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
	<b>Educational Foundations and Methods (21 credits)</b>			<b>Educational Foundations and Methods (21 credits)</b>	
ESC 501	Psychological Foundations	3	ESC 501	Psychological Foundations	3
ESC 502	Social Foundations	3	ESC 502	Social Foundations	3
ESC 506	Special Needs Education	3	ESC 506	Special Needs Education	3
ESC 529	Teaching Lang., Lit., and Tech	3	ESC 529	Teaching Lang., Lit., and Tech	3
ESC 533	Teaching World History	3	ESC 533	Teaching World History	3
ESC 534	Teaching U.S. History	3	ESC 534	Teaching U.S. History	3
ESC 708	Project Seminar	3	ESC 708	Project Seminar	3
	<b>Student Teaching (6 credits)</b>			<b>Student Teaching (6 credits)</b>	
ESC 596	Student Teaching	3	ESC 596	Student Teaching	3
ESC 612	Student Teaching Seminar	3	ESC 612	Student Teaching Seminar	3
	OR			OR	
	<b>Internship Teaching (3 credits)</b>			<b>Internship Teaching (3 credits)</b>	
ESC 595	Internship	2	ESC 595	Internship	2
ESC 611	Internship Seminar	1	ESC 611	Internship Seminar	1

<b>List of Selective Courses</b>					
<b>Elective History Courses</b>			<b>I. Elective History Courses (Same as Existing Program)</b>		
HIA 706	History of Religions in the Ancient World	3			
HIA 714	Classical Myth and Society	3	<b>II. Elective History or Social Science Courses</b>		
HIA 720	History of Ancient Greece	3	ANT 525	Ethnology of Selected Areas	3
HIA 721	History of Rome	3	ANT 530	Ethnology of Selected Areas	3
HIA 750	Topics in Ancient and Medieval History	3	ANT 535	Ethnology of Selected Areas	3
HIE 702	Europe in the Renaissance and Reformation	3	ANT 540	Ethnology of Selected Areas	3
HIE 705	Golden-Age Spain	3	ANT 545	Ethnology of Selected Areas	3
HIE 707	Europe in the Age of Enlightenment	3	ANT 555	Ethnology of Selected Areas	3
HIE 708	The French Revolution and Napoleon	3	GEH 502	World Regional Geography	3
HIE 709	Europe, 1815-1914	3	GEH 621	The Geography of U.S. and Canada	3
HIE 710	History of European Diplomacy	3	GEH 622	The Geography of Latin America	3
HIE 714	Europe in the Twentieth Century	3	GEH 624	The Geography of Asia	3
HIE 716	Nineteenth-century European Intellectual History	3	GEH 625	The Geography of Western Europe	3
HIE 717	The History of Ideas and Ideologies in Twentieth-Century Europe	3	GEH 626	The Geography of Eastern Europe and the Former Soviet States	3
HIE 721	Tudor-Stuart England	3	GEH 630	Geography of the New York Metropolitan Area	3
HIE 722	Britain in the Age of Industrialization and Empire	3	POL 502	Government and Politics in the U.S.	3
HIE 723	Britain in the Age of Industrialization and Empire	3	POL 504	Constitutional Law	3
HIS 701	History of Science from Descartes and Newton to Darwin and Einstein	3	POL 610	Western Political Thought	3
HIS 702	Science and Society	3	POL 630	Contemporary Comparative Government	3
HIS 727	World Revolutions	3	POL 651	Urban Politics and Government	3
HIS 734	The Irish Diaspora	3			

HIS 742	Anti-Semitism from Early Christianity to Hitler	3			
HIS 745	Science in the Twentieth Century	3			
HIS 750	Topics in Comparative History	3			
HIU 701	Colonial British America, 1586-1763	3			
HIU 704	The Era of the American Revolution, 1763-1789	3			
HIU 705	The Early Republic, 1789-1824	3			
HIU 708	Democracy, Sectionalism, and Slavery in the U.S., 1810-1825	3			
HIU 709	: The Civil War and Reconstruction, 1861-1877	3			
HIU 710	The Gilded Age and the Progressive Era, 1877-1914	3			
HIU 714	The United States, 1914-1945	3			
HIU 715	Recent United States History, 1945 to the Present	3			
HIU 716	The American Constitution in Historical Perspective	3			
HIU 717	History of American Foreign Relations, 1750-1912	3			
HIU 718	History of American Foreign Relations, 1912-Present	3			
HIU 719	The United States and the Vietnam War	3			
HIU 720	Early American Cultural and Intellectual History	3			
HIU 729	History of Sexuality and Sex Roles in America	3			
HIU 731	History of Women in America	3			
HIU 732	History of Health Care in the United States	3			



HIU 733	American Urban History	3		
HIU 735	Immigration in America	3		
HIU 738	The Family in American History	3		
HIU 741	American Business History	3		
HIU 742	History of American Labor	3		
HIU 745	American Economic History	3		
HIU 746	History of the American Presidency	3		
HIU 747	The Mainland Borough: The Bronx as a City in History	3		
HIU 748	History of New York —City and State	3		
HIU 750	Topics in American History	3		
HIW 701	Ottoman History	3		
HIW 702	Modern Middle Eastern History	3		
HIW 703	Contemporary Islamic Movements	3		
HIW 705	The Arab-Israeli Conflict	3		
HIW 716	East Asia in the Modern World	3		
HIW 722	History of Chinese Civilization	3		
HIW 723	History of Africa to 1800	3		
HIW 725	History of Modern Japan	3		
HIW 727	History of Africa 1800 to the Present	3		
HIW 730	Nineteenth-Century Latin American History	3		
HIW 731	Modern Latin America	3		
HIW 737	Latin America and the United States from 1823 to the present	3		
HIW 738	Colonial Latin America	3		
HIW 745	History of South America	3		
HIW 748	Europe and the Non-Western World in the Nineteenth and Twentieth Centuries	3		

**Appendix B: Side by Side Comparison Chart: Sequence 2**

Course in Existing Program: Current Program (39-42 credits)			Courses in the Newly Modified Program: Proposed Sequence 2 (30 credits)		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
	<b>History Courses (15 credits)</b>			<b>History Courses (15 credits)</b>	
HIW 533	World History and Historiography	3	HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3	HIU 534	U.S. History and Historiography	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
	<b>Educational Foundations and Methods (21 credits)</b>			<b>Educational Foundations and Methods (9 credits)</b>	
ESC 501	Psychological Foundations	3	ESC 533	Teaching World History	3
ESC 502	Social Foundations	3	ESC 534	Teaching U.S. History	3
ESC 506	Special Needs Education	3	ESC 708	Project Seminar	3
ESC 529	Teaching Lang., Lit., and Tech	3			
ESC 533	Teaching World History	3			
ESC 534	Teaching U.S. History	3			
ESC 708	Project Seminar	3			
	<b>Student Teaching (6 credits)</b>			<b>Student Teaching (6 credits)</b>	
ESC 596	Student Teaching	3	ESC 596	Student Teaching	3
ESC 612	Student Teaching Seminar	3	ESC 612	Student Teaching Seminar	3
	OR				
	<b>Internship Teaching (3 credits)</b>				
ESC 595	Internship	2			
ESC 611	Internship Seminar	1			

<b>List of Selective Courses</b>					
<b>Elective History Courses</b>			<b>I. Elective History Courses (Same as Existing Program)</b>		
HIA 706	History of Religions in the Ancient World	3			
HIA 714	Classical Myth and Society	3	<b>II. Elective Social Science List</b>		
HIA 720	History of Ancient Greece	3	ANT 525	Ethnology of Selected Areas	3
HIA 721	History of Rome	3	ANT 530	Ethnology of Selected Areas	3
HIA 750	Topics in Ancient and Medieval History	3	ANT 535	Ethnology of Selected Areas	3
HIE 702	Europe in the Renaissance and Reformation	3	ANT 540	Ethnology of Selected Areas	3
HIE 705	Golden-Age Spain	3	ANT 545	Ethnology of Selected Areas	3
HIE 707	Europe in the Age of Enlightenment	3	ANT 555	Ethnology of Selected Areas	3
HIE 708	The French Revolution and Napoleon	3	GEH 502	World Regional Geography	3
HIE 709	Europe, 1815-1914	3	GEH 621	The Geography of U.S. and Canada	3
HIE 710	History of European Diplomacy	3	GEH 622	The Geography of Latin America	3
HIE 714	Europe in the Twentieth Century	3	GEH 624	The Geography of Asia	3
HIE 716	Nineteenth-century European Intellectual History	3	GEH 625	The Geography of Western Europe	3
HIE 717	The History of Ideas and Ideologies in Twentieth-Century Europe	3	GEH 626	The Geography of Eastern Europe and the Former Soviet States	3
HIE 721	Tudor-Stuart England	3	GEH 630	Geography of the New York Metropolitan Area	3
HIE 722	Britain in the Age of Industrialization and Empire	3	POL 502	Government and Politics in the U.S.	3
HIE 723	Britain in the Age of Industrialization and Empire	3	POL 504	Constitutional Law	3
HIS 701	History of Science from Descartes and Newton to Darwin and Einstein	3	POL 610	Western Political Thought	3
HIS 702	Science and Society	3	POL 630	Contemporary Comparative Government	3
HIS 727	World Revolutions	3	POL 651	Urban Politics and Government	3
HIS 734	The Irish Diaspora	3			

HIS 742	Anti-Semitism from Early Christianity to Hitler	3			
HIS 745	Science in the Twentieth Century	3			
HIS 750	Topics in Comparative History	3			
HIU 701	Colonial British America, 1586-1763	3			
HIU 704	The Era of the American Revolution, 1763-1789	3			
HIU 705	The Early Republic, 1789-1824	3			
HIU 708	Democracy, Sectionalism, and Slavery in the U.S., 1810-1825	3			
HIU 709	: The Civil War and Reconstruction, 1861-1877	3			
HIU 710	The Gilded Age and the Progressive Era, 1877-1914	3			
HIU 714	The United States, 1914-1945	3			
HIU 715	Recent United States History, 1945 to the Present	3			
HIU 716	The American Constitution in Historical Perspective	3			
HIU 717	History of American Foreign Relations, 1750-1912	3			
HIU 718	History of American Foreign Relations, 1912-Present	3			
HIU 719	The United States and the Vietnam War	3			
HIU 720	Early American Cultural and Intellectual History	3			
HIU 729	History of Sexuality and Sex Roles in America	3			
HIU 731	History of Women in America	3			
HIU 732	History of Health Care in the United States	3			

HIU 733	American Urban History	3			
HIU 735	Immigration in America	3			
HIU 738	The Family in American History	3			
HIU 741	American Business History	3			
HIU 742	History of American Labor	3			
HIU 745	American Economic History	3			
HIU 746	History of the American Presidency	3			
HIU 747	The Mainland Borough: The Bronx as a City in History	3			
HIU 748	History of New York — City and State	3			
HIU 750	Topics in American History	3			
HIW 701	Ottoman History	3			
HIW 702	Modern Middle Eastern History	3			
HIW 703	Contemporary Islamic Movements	3			
HIW 705	The Arab-Israeli Conflict	3			
HIW 716	East Asia in the Modern World	3			
HIW 722	History of Chinese Civilization	3			
HIW 723	History of Africa to 1800	3			
HIW 725	History of Modern Japan	3			
HIW 727	History of Africa 1800 to the Present	3			
HIW 730	Nineteenth-Century Latin American History	3			
HIW 731	Modern Latin America	3			
HIW 737	Latin America and the United States from 1823 to the present	3			
HIW 738	Colonial Latin America	3			
HIW 745	History of South America	3			
HIW 748	Europe and the Non-Western World in the Nineteenth and Twentieth Centuries	3			

### Appendix C: Side by Side Comparison Chart: Sequence 3

Course in Existing Program: Current Program (39-42 credits)			Courses in the Newly Modified Program: Proposed Sequence 3 (30 credits)		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
	<b>History Courses (15 credits)</b>			<b>History Courses (15 credits)</b>	
HIW 533	World History and Historiography	3	HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3	HIU 534	U.S. History and Historiography	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
NA	Elective Course in History	3	NA	Elective Course in History or Social Science	3
	<b>Educational Foundations and Methods (21 credits)</b>			<b>Educational Foundations and Methods (12 credits)</b>	
ESC 501	Psychological Foundations	3	NA	Elective ESC Course	3
ESC 502	Social Foundations	3	NA	Elective ESC Course	3
ESC 506	Special Needs Education	3	NA	Elective ESC Course	3
ESC 529	Teaching Lang., Lit., and Tech	3	NA	Elective ESC Course	3
ESC 533	Teaching World History	3			
ESC 534	Teaching U.S. History	3			
ESC 708	Project Seminar	3			
	<b>Student Teaching (6 credits)</b>			<b>Project Seminar (3)</b>	
ESC 596	Student Teaching	3	ESC 708	Project Seminar	3
ESC 612	Student Teaching Seminar	3			
	OR				
	<b>Internship Teaching (3 credits)</b>				
ESC 595	Internship	2			
ESC 611	Internship Seminar	1			

<b>List of Selective Courses</b>					
<b>Elective History Courses</b>			<b>I. Elective History Courses (Same as Existing Program)</b>		
HIA 706	History of Religions in the Ancient World	3			
HIA 714	Classical Myth and Society	3			
HIA 720	History of Ancient Greece	3	<b>II. Elective Social Science Courses</b>		
HIA 721	History of Rome	3	ANT 525	Ethnology of Selected Areas	3
HIA 750	Topics in Ancient and Medieval History	3	ANT 530	Ethnology of Selected Areas	3
HIE 702	Europe in the Renaissance and Reformation	3	ANT 535	Ethnology of Selected Areas	3
HIE 705	Golden-Age Spain	3	ANT 540	Ethnology of Selected Areas	3
HIE 707	Europe in the Age of Enlightenment	3	ANT 545	Ethnology of Selected Areas	3
HIE 708	The French Revolution and Napoleon	3	ANT 555	Ethnology of Selected Areas	3
HIE 709	Europe, 1815-1914	3	GEH 502	World Regional Geography	3
HIE 710	History of European Diplomacy	3	GEH 621	The Geography of U.S. and Canada	3
HIE 714	Europe in the Twentieth Century	3	GEH 622	The Geography of Latin America	3
HIE 716	Nineteenth-century European Intellectual History	3	GEH 624	The Geography of Asia	3
HIE 717	The History of Ideas and Ideologies in Twentieth-Century Europe	3	GEH 625	The Geography of Western Europe	3
HIE 721	Tudor-Stuart England	3	GEH 626	The Geography of Eastern Europe and the Former Soviet States	3
HIE 722	Britain in the Age of Industrialization and Empire	3	GEH 630	Geography of the New York Metropolitan Area	3
HIE 723	Britain in the Age of Industrialization and Empire	3	POL 502	Government and Politics in the U.S.	3
HIS 701	History of Science from Descartes and Newton to Darwin and Einstein	3	POL 504	Constitutional Law	3
HIS 702	Science and Society	3	POL 610	Western Political Thought	3
HIS 727	World Revolutions	3	POL 630	Contemporary Comparative Government	3
HIS 734	The Irish Diaspora	3	POL 651	Urban Politics and Government	3

HIS 742	Anti-Semitism from Early Christianity to Hitler	3			
HIS 745	Science in the Twentieth Century	3	<b>III. Elective ESC Course List</b>		
HIS 750	Topics in Comparative History	3	ESC 509	Instructional Practices Across the Middle School Curriculum	3
HIU 701	Colonial British America, 1586-1763	3	ESC 533	Teaching World History	3
HIU 704	The Era of the American Revolution, 1763-1789	3	ESC 534	Teaching U.S. History	3
HIU 705	The Early Republic, 1789-1824	3	ESC 711	Perspectives on Middle School Education	3
HIU 708	Democracy, Sectionalism, and Slavery in the U.S., 1810-1825	3	ESC 720	Reading and Writing Materials for Adolescents	3
HIU 709	: The Civil War and Reconstruction, 1861-1877	3	ESC 721	Young Adult Literature	3
HIU 710	The Gilded Age and the Progressive Era, 1877-1914	3	ESC 722	Teaching Communication in the Middle and High School	3
HIU 714	The United States, 1914-1945	3	ESC 723	Teaching Reading in the Content Area	3
HIU 715	Recent United States History, 1945 to the Present	3	ESC 724	Methods of Teaching Writing	3
HIU 716	The American Constitution in Historical Perspective	3	ESC 725	Teaching English Grammar	3
HIU 717	History of American Foreign Relations, 1750-1912	3	ESC 730	Inquiry-Based Learning through the Arts	3
HIU 718	History of American Foreign Relations, 1912-Present	3	ESC 757	Linguistics for TESOL	3
HIU 719	The United States and the Vietnam War	3	ESC 759	Bilingual/Bicultural Education	3
HIU 720	Early American Cultural and Intellectual History	3	ESC 760	Second Language Acquisition	3
HIU 729	History of Sexuality and Sex Roles in America	3	ESC 761	TESOL Methods I Adolescent Education	3
HIU 731	History of Women in America	3	ESC 763	Teaching Literacy through the Content Areas	3



HIU 732	History of Health Care in the United States	3	ESC 766	TESOL Methods II Content	3
HIU 733	American Urban History	3	ESC 769	Latinos in U.S. Schools	3
HIU 735	Immigration in America	3			
HIU 738	The Family in American History	3			
HIU 741	American Business History	3			
HIU 742	History of American Labor	3			
HIU 745	American Economic History	3			
HIU 746	History of the American Presidency	3			
HIU 747	The Mainland Borough: The Bronx as a City in History	3			
HIU 748	History of New York — City and State	3			
HIU 750	Topics in American History	3			
HIW 701	Ottoman History	3			
HIW 702	Modern Middle Eastern History	3			
HIW 703	Contemporary Islamic Movements	3			
HIW 705	The Arab-Israeli Conflict	3			
HIW 716	East Asia in the Modern World	3			
HIW 722	History of Chinese Civilization	3			
HIW 723	History of Africa to 1800	3			
HIW 725	History of Modern Japan	3			
HIW 727	History of Africa 1800 to the Present	3			
HIW 730	Nineteenth-Century Latin American History	3			
HIW 731	Modern Latin America	3			
HIW 737	Latin America and the United States from 1823 to the present	3			
HIW 738	Colonial Latin America	3			
HIW 745	History of South America	3			
HIW 748	Europe and the Non-Western World in the Nineteenth and Twentieth Centuries	3			

**Appendix D: Pedagogical Core Course Table: Sequence 2**

Course Number and Title	Credits	R/E	Instructor(s) or Status	Pedagogical Core Requirements (PCR) Addressed				
				General Core	Program Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
HIW 533 World History and Historiography	3	R		n/a				
HIU 534 U.S. History and Historiography	3	R		n/a				
Elective Course in History or Social Science	3	R		n/a				
Elective Course in History or Social Science	3	R		n/a				
Elective Course in History or Social Science	3	R		n/a				
ESC533 Teaching World History	3	R	D. Stuckart	v,vii				
ESC534 Teaching U.S. History	3	R	D. Stuckart	v,vii				
ESC 708 Project Seminar	3	R	D. Stuckart	v,ix				
ESC596 Student Teaching	3	R	D. Stuckart	v,vi,vii				
ESC612 Student Teaching Seminar	3	R	D. Stuckart	v,ix,				

**Courses Required for Completion Prior to Admissions to the Program**



**Appendix E: Pedagogical Core Course Table: Sequence 3**

Course Number and Title	Credits	R/E	Instructor(s) or Status	Pedagogical Core Requirements (PCR) Addressed					
				General Core	Program Specific PCR				
					Cert Code	Cert Code	Cert Code	Cert Code	
HIW 533 World History and Historiography	3	R							
HIU 534 U.S. History and Historiography	3	R							
Elective Course in History or Social Science	3	R							
Elective Course in History or Social Science	3	R							
Elective Course in History or Social Science	3	R							
Elective ESC Course in lieu of ESC501	3	R		i,ii,iv,vii,x,xi,xii,xiii	i				
Elective ESC Course ESC502	3	R		iv,viii,x,xi,xii,xiii	i,ii				
Elective ESC Course in lieu of ESC533	3	R	D. Stuckart	v,vii					
Elective ESC Course in lieu of ESC534	3	R	D. Stuckart	v,vii					
ESC 708 Project Seminar	3	R	D. Stuckart	v,ix					
<b>Courses Required for Completion Prior to Admissions to the Program</b>									
Literacy & Technology in lieu of ESC529	3	R	n/a	iv,vi	ii				
Special Education in lieu of ESC506	3	R	n/a	iii,iv,	I,ii				
Supervised Field Experiences	6	R	n/a	v,vi,vii,ix					

## **Appendix F: Course Descriptions for M.A. Social Studies Education Program**

ESC 501: Psychological Foundations of Education.

*3 hours, 3 credits. (Closed to students who have taken ESC 301 or equivalent.)* Cognitive and emotional development from childhood through adolescence; learning theories; measurement and evaluation; inclusion of special student populations, and uses of relevant technology and software. Theories and research findings discussed in relation to classroom observations. Students will be responsible for assigned readings, lectures, class discussions, and field experiences.

ESC 502: Historical Foundations of Education: A Multicultural Perspective.

*3 hours, 3 credits.* Study of the historical development of education and schools within the context of various communities and families. Emphasis on the school as a sociocultural institution: issues of equity and bias, and the contributions of the major racial and ethnic groups, especially in New York City schools. Presentation of relevant technology and software.

ESC 506: Special Needs Education in TESOL and Secondary Settings.

*3 hours, 3 credits.* Identification, instruction, and assessment of special needs populations in secondary and TESOL settings. Laws and regulations pertaining to the education of special needs children; information on categories of disability, including autism; identifying and remediating specific learning disabilities; special education process; classroom management and positive behavioral supports and interventions; individualized and differentiated instruction; effective co-teaching and collaboration. Fieldwork required.

ESC 529: Language and Literacies Acquisition in Secondary Education.

*3 hours, 3 credits.* The teaching and acquisition of language and literacies through secondary content areas, including media literacy, with students of diverse language backgrounds and abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment. Includes field experience.

ESC 533: Teaching World History in Middle and High School.

*3 hours, 3 credits.* Theory and practice of curriculum, lesson planning, and national and State standards in middle and high school world history and geography courses. Uses of technology and relevant reviews of software, teaching strategies, assessments, and inclusion of special student populations. Includes supervised field work in middle and high school. PRE- or COREQS: [ESC 501](#) (or equivalent) and/or [ESC 502](#) (or equivalent), 3.0 GPA, and a passing score on the New York State LAST examination and the CST.

ESC 534: Teaching U.S. History and Government.

*3 hours, 3 credits.* Introduction to current theory on curriculum, alternate views on scope and sequence, lesson planning, and national and State standards in middle and high school social studies. Uses of technology; relevant software; alternative teaching strategies; different types of assessment; inclusion of special student populations; and literacy development in social studies. Limited to master's-level students seeking initial

certification. Includes field experience. Students cannot receive credit for both ESC 434 and [ESC 534](#). PRE- or COREQS: [ESC 501](#) and/or [ESC 502](#) (or equivalent), a 3.0 GPA, and passing score on the New York State LAST examination. Pass the CST (Content Specialty Test) and ATS—W (Assessment of Teaching Skills-Written) before or during course.

ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas.

*3 hours, 3 credits.* Development of a culminating curriculum project in candidates' field that includes an analysis of contextual factors; integration of prior coursework and research; theoretical foundations of the discipline; learning goals; assessment plan; design of instruction; technology; analysis of student learning and reflection on teaching practice. PREREQ: Departmental permission.

HIW 533: World History and Historiography.

*3 hours, 3 credits.* Important themes in world history, with a focus on the content and critical thinking needed to teach this topic at the middle and high school level.

HIU 534: U.S. History and Historiography.

*3 hours, 3 credits.* Important themes in U.S. history from the Colonial period to the present, with a focus on the content and critical thinking needed to teach this topic at the middle and high school level.

HIA 706: History of Religions in the Ancient World.

*3 hours, 3 credits.* (Not open to students who have taken HIA 306.) A survey of religious beliefs and practices of the Ancient Near Eastern and Mediterranean worlds. Religious customs of the ancient Mesopotamian cultures; Mycenaean, Minoan, and Classical Greek myth and ritual; Hellenistic religions and mystery religious cults; private household worship in the Roman Republic; and public religious faith in the Roman Empire.

HIA 714: Classical Myth and Society.

*3 hours, 3 credits.* (Not open to students who have taken HIA 314.) A comparison of the origins and development of classical mythology and heroic legend as religious beliefs, their relation to other mythologies, and their adaptation in literature and art from Hesiod and Homer through the present. A comparative analysis of Near Eastern and Nordic myth will be provided.

HIA 720: History of Ancient Greece.

*3 hours, 3 credits.* (Not open to students who have taken HIA 320.) The Ancient Greeks from prehistoric times through the development of the City-State to the death of Alexander the Great. The political, economic, social, and cultural achievement during the Bronze and the Dark Ages, the Archaic and the Classical Period, and the Hellenistic Era.

HIA 721: History of Rome.

*3 hours, 3 credits.* (Not open to students who have taken HIA 321.) Foundation and development of the Roman state, including the rise and decline of the Roman Republic

and the establishment and the fall of the Empire, with emphasis on its political, economic, social, and cultural achievements.

HIA 750: Topics in Ancient and Medieval History.

*3 hours, 3 credits. (May be repeated as often as the topic changes.)* Various sections in topics in Ancient History. (For specific topics and sections each semester, consult the Department.)

HIE 702: Europe in the Renaissance and Reformation.

*3 hours, 3 credits. (Not open to students who have taken HIE 302).* Major developments in Western Europe in the sixteenth and seventeenth centuries, including Renaissance humanism, the rise of the printed book, reformations of religion, overseas exploration, and empires.

HIE 705: Golden-Age Spain.

*3 hours, 3 credits. (Not open to students who have taken HIE 305).* Survey of secondary literature of early modern Spanish history, including classic works and recent contributions to the field, with special attention to interdisciplinary approaches.

HIE 707: Europe in the Age of Enlightenment.

*3 hours, 3 credits. (Not open to students who have taken HIE 307).* Society, politics, and economy in Europe from 1689 through the Napoleonic Wars.

HIE 708: The French Revolution and Napoleon.

*3 hours, 3 credits. (Not open to students who have taken HIE 308.)* Preconditions of discontent in late eighteenth-century France; the origin and unfolding of the French Revolution; the Thermidorean Reaction; and the rise of Napoleon and his influence in Europe.

HIE 709: Europe, 1815-1914.

*3 hours, 3 credits. (Not open to students who have taken HIE 309.)* Political, economic, social, and intellectual ideas and developments from the Congress of Vienna to World War I.

HIE 710: History of European Diplomacy.

*3 hours, 3 credits. (Not open to students who have taken HIE 310.)* Survey of European diplomacy, with special emphasis on nineteenth- and twentieth-century developments.

HIE 714: Europe in the Twentieth Century.

*3 hours, 3 credits. (Not open to students who have taken HIE 314.)* World War I; the rise and fall of communism in Russia and Eastern Europe; fascism; World War II; postwar prosperity; European union; and the impact of immigration.

HIE 716: Nineteenth-century European Intellectual History.

*3 hours, 3 credits.* (Not open to students who have taken HIE 316). The social and intellectual formation of liberalism, conservatism, nationalism, socialism, and anarchism, and their impact on political and social change in modern Europe.

HIE 717: The History of Ideas and Ideologies in Twentieth-Century Europe.

*3 hours, 3 credits* (Not open to students who have taken HIE 317). The social movements and ideas that have shaped our modern consciousness, including communism, fascism, existentialism, feminism, revolution, and total war.

HIE 721: Tudor-Stuart England.

*3 hours, 3 credits.* (Not open to students who have taken HIE 321.) The advent of the Tudor dynasty, Henry VIII, the divorce, and the church; Queen Elizabeth's government and the church; Elizabethan society; poverty and vagrancy in the Tudor state; the divine right of kings and mass political attitudes in early Stuart England; the origins of the civil war; the execution of Charles I; Oliver Cromwell and the saints; restoration England; and the Glorious Revolution.

HIE 722: Britain in the Age of Industrialization and Empire.

*3 hours, 3 credits.* (Not open to students who have taken HIE 322.) Modern Britain in the eighteenth and nineteenth centuries. The impact of the industrial revolution on British society; the American Revolution; democratization; depression, imperialism, and the new liberalism; and the Irish question in British politics.

HIE 723: Britain in the Twentieth Century.

*3 hours, 3 credits.* (Not open to students who have taken HIE 323.) World War I and its effects on politics and society; the economic crisis of 1931 and the National Government; depression; Churchill and the war effort; the Labour Party, nationalization, and the welfare state after 1945; decolonization; economy and society under Thatcher; the rise of New Labour.

HIS 701: History of Science from Descartes and Newton to Darwin and Einstein.

*3 hours, 3 credits.* (Not open to students who have taken HIE 301.) This course examines the nature and significance of scientific thinking in the work of Descartes, Leibnitz, and Newton; the conflicts between science and religion in the seventeenth century; materialism's penetration of biology from physics; the revolution in chemistry associated with Priestley and Lavoisier; the interface between science and the industrial revolution; the work of the French biologist Claude Bernard, illustrating the development of biology and experimental medicine; the startling work of Charles Darwin; and twentieth-century topics, such as field and atomic theory, relativity, and quantum theory and their important philosophical implications.

HIS 702: Science and Society.

*3 hours, 3 credits.* (Not open to students who have taken HIS 302.) Social aspects of the growth of modern science from the seventeenth century to the present. Religion and science in Galileo's Italy, science and technology during the industrial revolution,



scientific institutions during the French Enlightenment, Darwin and Social Darwinism, eugenics and racial hygiene, big science, and the human genome project.

HIS 727: World Revolutions.

*3 hours, 3 credits (Not open to students who have taken HIS 327.)* The nature, causes, and results of revolutionary change, including the French, the American, the Haitian, the Russian, and the Chinese revolutions, and the depiction of revolutionary change in art, theater, and literature.

HIS 734: The Irish Diaspora.

*3 hours, 3 credits. (Not open to students who have taken HIS 334.)* A survey of the circumstances and consequences of Irish immigration from the eighteenth century to the present, including the patterns of settlement and assimilation of Irish immigrants in the West Indies, the United States, Canada, England, Scotland, Wales, Australia, New Zealand, and South Africa.

HIS 742: Anti-Semitism from Early Christianity to Hitler.

*3 hours, 3 credits. (Not open to students who have taken HIS [HCU] 342.)* The origin of conflict between Christianity and Judaism, and the fate of Jews in Medieval Europe. The gradual liberation and assimilation of the Jews of Western Europe, 1789-1870. The rise of modern racism and anti-Semitism in Europe, 1889-1939. Hitler, the Nazis, and the destruction of European Jewry during World War II. Anti-Semitism in the contemporary world. Social-psychological and cultural theories of anti-Semitism will be considered.

HIS 745: Science in the Twentieth Century.

*3 hours, 3 credits. (Not open to students who have taken HIS 304.)* A multidisciplinary survey of scientific and technological development in the twentieth century, emphasizing the ethical issues and social implications arising from them.

HIS 750: Topics in Comparative History.

*3 hours, 3 credits. (May be repeated as often as the topic changes.)* Various sections in topics in comparative history. (For specific topics and sections each semester, consult the Department.)

HIU 701: Colonial British America, 1586-1763.

*3 hours, 3 credits. (Not open to students who have taken HIU 301.)* The British colonies in North America from the lost English settlement at Roanoke to the treaty ending the French and Indian War. The collision of Europeans and Native Americans, conflicts between the European colonial powers, the establishment of slavery in North America, and political, social, and religious development.

HIU 704: The Era of the American Revolution, 1763-1789.

*3 hours, 3 credits. (Not open to students who have taken HIU 304.)* American development from the mid-eighteenth century through the framing of the Constitution, with emphasis upon the American Revolution, the interrelation of European and American affairs, and the growth of American institutions and ideals.

HIU 705: The Early Republic, 1789-1824.

*3 hours, 3 credits. (Not open to students who have taken HIU 305.)* The founding and development of a republican form of government: the evolution of political parties, the economic growth of the nation and its impact on politics, and the transition from a republic to a democracy engendered by economic growth and the search for political power.

HIU 708: Democracy, Sectionalism, and Slavery in the U.S., 1810-1825.

*3 hours, 3 credits. (Not open to students who have taken HIU 308.)* The age of the common man in politics, increasing sectional tensions, and the prominence of the slavery issue in American life. Abolitionism, workingmen's agitation, women's rights, westward expansion, states' rights, the defense of slavery, and the coming of the Civil War.

HIU 709: The Civil War and Reconstruction, 1861-1877.

*3 hours, 3 credits. (Not open to students who have taken HIU 309.)* Key events of the Civil War and its aftermath, including emancipation and the status and role of newly freed Black Americans.

HIU 710: The Gilded Age and the Progressive Era, 1877-1914.

*3 hours, 3 credits. (Not open to students who have taken HIU 310.)* Industrialization and the rise of the corporation, the importance of the transcontinental railroads, immigration, urbanization, black disenfranchisement, Jim Crow and the emergence of the New South, populism, the integration of the Far West, Progressivism, and trust busting.

HIU 714: The United States, 1914-1945.

*3 hours, 3 credits. (Not open to students who have taken HIU 314.)* Domestic and foreign affairs, including the two World Wars, the Roaring Twenties, the Great Depression, and Franklin Roosevelt and the New Deal.

HIU 715: Recent United States History, 1945 to the Present.

*3 hours, 3 credits. (Not open to students who have taken HIU 315.)* Domestic and foreign affairs since the end of World War II. The Cold War and anti-Communism at home and abroad, and changes in American social, economic, and political values and institutions.

HIU 716: The American Constitution in Historical Perspective.

*3 hours, 3 credits. (Not open to students who have taken HIU 316.)* The American constitutional system from the American Revolution to the present. The evolution of legal structures, the growth of rights and remedies, the changing content of justice, organization of government, the balance of freedom and order.

HIU 717: History of American Foreign Relations, 1750-1912.

*3 hours, 3 credits. (Not open to students who have taken HIU 317.)* A history of American foreign relations from colonial times to the early twentieth century, with emphasis on the diplomacy of the American Revolution; foreign affairs and the

Constitution; the War of 1812; the Monroe Doctrine; expansion, sectionalism, and the coming of the Civil War; and America's emergence as a world power.

HIU 718: History of American Foreign Relations, 1912-Present.

*3 hours, 3 credits. (Not open to students who have taken HIU 318.)* American foreign relations from the early twentieth century to the present. The U.S. role in World Wars I and II; the Cold War; and the growth of presidential power in foreign affairs.

HIU 719: The United States and the Vietnam War.

*3 hours, 3 credits. (Not open to students who have taken HIU 319.)* The reasons why the United States became involved in the Vietnam War, the methods employed, and the consequences of U.S. involvement.

HIU 720: Early American Cultural and Intellectual History.

*3 hours, 3 credits. (Not open to students who have taken HIU 320.)* The major ideas, institutions, and individuals in American cultural and intellectual life from the mid-seventeenth through the late-nineteenth centuries. Puritanism; the Enlightenment in America; republicanism and romanticism; and the professionalization of letters and learning.

HIU 729: History of Sexuality and Sex Roles in America.

*3 hours, 3 credits. (Not open to students who have taken HIU 329.)* The social history of sexual roles as they have developed and changed in America from colonial times to the present.

HIU 731: History of Women in America.

*3 hours, 3 credits. (Not open to students who have taken HIU 331.)* Historical study of women's conditions, statuses, and roles in American society from colonial times to the present.

HIU 732: History of Health Care in the United States.

*3 hours, 3 credits. (Not open to students who have taken HIU 332.)* Examination of health care in America from colonial times to the present. Topics include the development of the medical profession, the rise of the public health movement, the growth of hospitals, and popular attitudes toward health and disease.

HIU 733: American Urban History.

*3 hours, 3 credits. (Not open to students who have taken HIU 333.)* The formation, growth, and transformation of American cities from the wilderness village to the megalopolis. Emphasis on the changing political and economic roles of cities, patterns of social stratification, power, and mobility; and trends in recent urban social and cultural life.

HIU 735: Immigration in America.

*3 hours, 3 credits. (Not open to students who have taken HIU 335.)* The motives and aspirations of immigrants, their contributions to the effects on American social structure, and the tensions between assimilation and ethnicity.

HIU 738: The Family in American History.

*3 hours, 3 credits. (Not open to students who have taken HIU 328.)* Historical study of the family in America, including its European roots and its relationship to the frontier, slavery, immigration, and current developments in industrialism, urbanization, and technology.

HIU 741: American Business History.

*3 hours, 3 credits. (Not open to students who have taken HIU 341.)* The rise of business enterprise in America from its earliest commercial origins to giant corporations and conglomerates. Themes include the rise of early commerce; emergence of consolidated industry; prominent businessmen and business techniques; analysis of business philosophy and entrepreneurial attitudes; reactions to corporate power by labor and government; evolution of business forms and structures; and the impact of business enterprise on the political, legal, and cultural development of America.

HIU 742: History of American Labor.

*3 hours, 3 credits. (Not open to students who have taken HIU 342.)* The American worker from colonial times to the present, with emphasis on the period since the Civil War. Themes include the origins and character of the American labor movement; the impact of industrialization on the worker; slavery and wage labor; the growth and development of the major American labor unions; the impact of social reformers and radicals on the labor movements and the American worker; public employees and collective bargaining; and the changing attitudes of the American worker.

HIU 745: American Economic History.

*3 hours, 3 credits. (Not open to students who have taken HIU 345.)* Studies in American economic development from the agricultural and commercial economy of the colonies to contemporary U.S. preeminence as an industrial nation. Attention will be given to the economic institution and policy with regard to political and social developments.

HIU 746: History of the American Presidency.

*3 hours, 3 credits. (Not open to students who have taken HIU 346.)* America's presidents and how the presidency has developed from George Washington to the present.

HIU 747: The Mainland Borough: The Bronx as a City in History.

*3 hours, 3 credits. (Not open to students who have taken HIU 347.)* The urban history of the Bronx from the seventeenth century to the present. Major emphasis on 1874-1945, the period of the borough's most rapid growth and experience with modern urban problems. Topics include ethnic in-migration and mobility; the effects of mass-transit development; Prohibition; and the ways various external events, such as wars and depression, have influenced the borough and its people.

HIU 748: History of New York —City and State.

*3 hours, 3 credits. (Not open to students who have taken HIU 348.)* Examination of the interaction between the urban center and the State from their respective origins as New Amsterdam and New Netherland to the twentieth century. Special emphasis is placed on the socioeconomic reasons for the cosmopolitan nature of the metropolis and its uniqueness as a major urban entity.

HIU 750: Topics in American History.

*3 hours, 3 credits. (May be repeated as often as the topic changes.)* Various sections in topics in American history. (For specific topics and sections each semester, consult the Department.)

HIW 701: Ottoman History.

*3 hours, 3 credits. (Not open to students who have taken HIW 301.)* Political, socio-economic, and cultural history of the Ottoman Empire from its fourteenth-century beginnings to its demise at the end of World War I.

HIW 702: Modern Middle Eastern History.

*3 hours, 3 credits. (Not open to students who have taken HIW 302.)* Societies and politics of the Middle East in the nineteenth and twentieth centuries. The Islamic and Ottoman legacies, reforms and reforming elites, changing roles of religion, nationalist ideologies, Great Power intervention, regional politics, and the Arab-Israeli conflict.

HIW 703: Contemporary Islamic Movements.

*3 hours, 3 credits. (Not open to students who have taken HIW 303.)* Contemporary movements of Islamic resurgence and activism in the Middle East, North Africa, Central and South Asia, and beyond.

HIW 705: The Arab-Israeli Conflict.

*3 hours, 3 credits. (Not open to students who have taken HIW 305.)* The Arab-Israeli conflict from the late nineteenth century to the present; political, military, diplomatic, economic, cultural, and psychological dimensions.

HIW 716: East Asia in the Modern World.

*3 hours, 3 credits. (Not open to students who have taken HIW 316.)* The making of modern East Asia from the Manchu invasions of the seventeenth century to the present-day rise of China, Japan and Korea as military, economic, and cultural powers.

HIW 722: History of Chinese Civilization.

*3 hours, 3 credits.* A cultural history of China, focusing on different ways different people have attempted to characterize Chinese civilization. Focus on religion, labor, foreign relations, and daily life from the advent of writing to the present.

HIW 723: History of Africa to 1800.

*3 hours, 3 credits. (Not open to students who have taken HIW 323.)* Survey of African history from the earliest times to 1800. Beginning with the development of early human

societies, the course will cover environmental, social, economic, political, and religious transformations before 1800.

HIW 725: History of Modern Japan.

*3 hours, 3 credits.* The emergence of Japan as a world power, focusing on its relationship with the United States. Topics include samurai and warfare, Shinto, the fragility of democracy, World War II, the U.S. occupation of Japan, Japan's role in Asia, and Japanese perspectives on globalization.

HIW 727: History of Africa 1800 to the Present.

*3 hours, 3 credits.* (Not open to students who have taken HIW 327.) Survey of African history from 1800 to the present. Beginning with large-scale internal transformations in the nineteenth century, the course will address social, economic, political, and religious transformations on the continent since 1800.

HIW 730: Nineteenth-Century Latin American History.

*3 hours, 3 credits.* (Not open to students who have taken HIW 330.) Examination of the broad changes and continuities in Latin America over the course of the "long nineteenth century," from political independence in the 1820s to the rise of nationalist challenges to liberalism in the 1930s.

HIW 731: Modern Latin America.

*3 hours, 3 credits.* (Not open to students who have taken HIW 331.) Examination of the nations of Latin America from the beginning of the twentieth century to the present, with a focus on political reform and revolution, economic development, and social movements.

HIW 737: Latin America and the United States from 1823 to the present.

*3 hours, 3 credits.* (Not open to students who have taken HIW 337 or LAC 337.) Relations between the United States and Latin American countries since their creation as independent republics.

HIW 738: Colonial Latin America.

*3 hours, 3 credits.* (Not open to students who have taken HIW 330 or HIW 338.) Examination of the construction and development of colonial societies in Latin America from the encounters of the sixteenth century to the crisis of the Iberian empires in the late eighteenth century.

HIW 745: History of South America.

*3 hours, 3 credits.* Examination of the pre-Columbian and colonial foundations of the nation-state and the construction of modern nations in South America in the post-independence period. Special emphasis on the challenge of creating viable political systems in the context of geopolitical pressures and local complexities.

HIW 748: Europe and the Non-Western World in the Nineteenth and Twentieth Centuries.

*3 hours, 3 credits. (Not open to students who have taken HIW 348.)* Imperialism and colonialism in Africa and Asia, the growth of nationalism, decolonization, revolution, independence, and globalization.

HIW 750: Topics in Non-Western History.

*3 hours, 3 credits. (May be repeated as often as the topic changes.)* Various sections in topics in non-Western history. (For specific topics and sections each semester, consult the Department.)

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

**DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: SLHS, bilingual extension  
Hegis Number: 1220  
Program Code: 25816  
Effective Term: Fall 2015

1. **Type of Change:** *Addition or Deletion Area of Concentration Requirements*

2. **From:**

Bilingual Extension

Students who ~~complete~~ the degree requirements for the M.A. in Speech-Language-Pathology and are interested in obtaining a bilingual extension to the teaching certificate ~~should~~ contact the Department of Middle and High School Education.

3. **To:**

Bilingual Extension

Students who are completing the degree requirements for the M.A. in Speech-Language-Pathology and are interested in obtaining a bilingual extension to the teaching certificate need to complete the following additional 12 credits: ESC 759; EDE/EDC or ESC 727 or ESC 761; SPE 530; SPE 703; complete 50 hours of supervised field experiences providing bilingual speech language hearing services to children, and pass the BEA exam (<http://www.nystce.nesinc.com/>).

Students who completed the degree requirements for the M.A. in Speech-Language-Pathology and are interested in obtaining a bilingual extension to the teaching certificate can contact the Department of SLHS or the Department of Middle and High School



Education.

4. **Rationale:**

While graduates can already choose to complete the free-standing Bilingual Extension in the Department of Middle of High School, we also want to offer a Bilingual Extension integrated within our existing master's degree. This will allow us to tailor the field experiences and course work more specifically to the needs of bilingual speech teachers and their students.

5. **Date of departmental approval:** November 17, 2014

**Senate Meeting – April 1, 2015**  
**Undergraduate Curriculum Committee (UCC) Report**

The following proposals were approved unanimously by the UCC, without a quorum present (6 members in attendance):

Graduate Studies

- Undergraduate credit for graduate courses

Health Sciences

- New BS in Public Health
- New Course PHE 340
- New Course PHE 302
- New Course PHE 303
- New Course PHE 304
- New Course PHE 305
- New Course PHE 307
- New Course PHE 470
- New Course PHE 372
- Change in HEA 400

Physics and Astronomy

- Change in degree requirements for BS in Physics
- Change in degree requirements for BA in Physics
- Change in degree requirements for Minor in Physics
- Change in course AST 101
- Change in course AST 117
- Change in course PHY 168
- Change in course PHY 169
- New course PHY 207
- Withdrawal of the following courses:
  - AST 116
  - AST 160
  - PHY 100
  - PHY 112
  - PHY122
  - PHY 226

Earth, Environmental, and Geospatial Sciences

- Withdrawal of the following courses was approved:
  - GEH 133
  - GEP 201
  - GEO 189
  - GEO 201

*Languages & Literatures*

- New course MIX 111
- New course MIX 112

Next meeting: Wednesday, April 22, 2015, 1 pm, Science 1405A (if needed)

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF GRADUATE STUDIES

**CURRICULUM CHANGE**

1. **Type of Change:** *Change in Degree Requirements*

2. **From:**

**Graduate Courses for Undergraduate Credit**

~~Seniors may take graduate courses for undergraduate credit under the same tuition conditions as those of their undergraduate courses, provided that they have a 3.0 cumulative index and a 3.0 index in the area in which they wish to take the course. They must secure a recommendation from the department and approval from the Office of Academic Standards and Evaluation (Shuster Hall, Room 280). Graduate courses taken for undergraduate credit cannot be used toward a graduate program.~~

3. **To:**

Undergraduate students with a declared major who are not registered for a dual degree program, have completed at least 90 credits with a cumulative GPA of 3.0 or above and who satisfy necessary pre-requisites may enroll in a total of twelve graduate credits during their senior year.

Graduate courses may not count towards Pathways requirements or the residency requirement for the major/minor. Graduate courses will be counted towards the calculation of Dean's List, Presidential Scholars, and departmental honors.

Grading will occur on the following system: A, A-, B+, B, B-, C+, C, and F.

Tuition will be charged in accordance with the tuition and fee manual. Full-time undergraduate students who receive permission to take graduate courses will be charged the undergraduate tuition rate for graduate courses which are applicable to the student's undergraduate degree. (within the 120 credits required for graduation). If the student is part-time, the graduate rate will be charged for graduate courses and the undergraduate rate for undergraduate courses. Students receiving financial aid in the form of grants and/or loans should confirm that the additional charges will be covered by their aid by speaking to a Financial Aid Counselor.

Students who meet the eligibility requirements must get approval from the graduate program advisor and the Office for Graduate Studies.

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

The change in policy allows students to earn a maximum of 12 graduate course credits to satisfy open elective credit during their senior year. This policy change will coincide with a change in graduate policy which will allow these credits to transfer into the student's graduate work at Lehman.

The changes in this policy will function similarly to existing dual degree programs. Student's undergraduate coursework will be allowed to count towards both the undergraduate and graduate degree programs and students will pay undergraduate tuition for all graduate coursework taken up to 120 credits. Students will also remain aid eligible throughout their undergraduate studies.

At the graduate level, department participation in this program will be voluntary. It is anticipated that many existing graduate programs will utilize this program as a means of accelerating high performing student's graduate coursework.

**5. Date of departmental approval: January 8, 2015**

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARTH, ENVIRONMENTAL, AND GEOSPATIAL  
SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *(Please indicate type of withdrawal that is being requested -  
Withdrawal of courses, minors or other curricular matters)*

Withdrawal of courses

2. **Description:**

GEH 133 Regional Geography of the World – 3 credits  
GEP 201 Geocomputing – 2 credits  
GEO 189 Regional Geology of Selected Areas – 3 credits  
GEO 201 Geocomputing - 2 credits

3. **Rationale (Explain why this course/program is no longer needed in the  
Department):**

These courses have not been offered in the department for 10 years or more, and in  
some cases have been replaced by other courses.

4. **Date of departmental approval:**

February 23, 2015

**LEHMAN COLLEGE**

**THE CITY UNIVERSITY OF NEW YORK**

A PROPOSAL TO ESTABLISH AN UNDERGRADUATE  
DEGREE PROGRAM LEADING TO A

**BACHELOR OF PUBLIC HEALTH**

(Proposed Hegis 1214.00)

Effective Fall 2016

APPROVED BY THE DEPARTMENT OF HEALTH SCIENCES FACULTY

February 18, 2015

APPROVED BY LEHMAN COLLEGE GOVERNANCE

College Undergraduate Curriculum Committee

March 11, 2015

Lehman College Senate

DATE

APPROVED BY CUNY SCHOOL OF PUBLIC HEALTH GOVERNANCE

Curriculum Committee

February 26, 2015

Faculty Student Council

DATE

COLLEGE REPRESENTATIVE:

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Anny Morrobel-Sosa, PhD  
Provost and Senior Vice President

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# PROPOSAL FOR A BACHELOR OF SCIENCE IN PUBLIC HEALTH

## PURPOSE AND GOALS

### **Program Purpose:**

The proposed Bachelor of Science in Public Health (BSPH) intends to prepare 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<sup>1</sup>.

A shortage of properly trained public health workers has been recognized for some time now<sup>2</sup>, relative to the growing and aging U.S. population. Meanwhile, the health and health care sectors are the largest employers in the Bronx. As such, there is an ever-growing need to prepare students who live locally to enter this workforce. As part of the City University of New York (CUNY) School of Public Health, Lehman College can fulfill this role since the majority of Lehman's undergraduate students are from the Bronx and surrounding areas.

This proposed degree program is a component of the City University of New York Public Health Workforce Project, which is a collaboration among the CUNY School of Public Health and its four consortial campuses (Brooklyn, Hunter and Lehman Colleges and the Graduate Center). The degree program would be housed within the Lehman College Public Health Program of the Department of Health Sciences, School of Health Sciences, Human Services and Nursing.

Students may choose one of two options recognized as growth areas within the public health field: 1) Geographic Information Science (GISc) or 2) Global Health. These options are designed to connect undergraduate students with valuable resources at Lehman College. In particular, the Department of Health Sciences enjoys a strong partnership with the Department of Earth, Environmental and Geospatial Sciences; several of the public health full-time faculty are nationally recognized experts in these specialties; and the CUNY Institute of Health Equity is directed by a full time public health faculty member.

### **Educational goals:**

Expanding on the existing public health minor in the Department of Health Science, the BSPH will prepare students for either 1) entry-level jobs in the public health field, or 2) acceptance into an accredited MPH program. Specific learning goals are to achieve the following core competencies, which are based on recommendations by the Association of Schools and Programs of Public Health (ASPPH) and the mission of the CUNY School of Public Health (SPH). Upon completion of the Lehman College BSPH, students should:

1. understand public health theory and practice at a basic level in the areas of social and behavioral sciences, epidemiology, environmental health, health communication and health care systems and policy;
2. be able to read and understand professional and scholarly public health literature and apply these skills to synthesize basic quantitative and qualitative data to produce papers and oral presentations;
3. recognize the importance of social justice in bringing about social change to improve the health of the public; and
4. be prepared for an entry-level position and/or a graduate program in public health or a related field.

## Brief Rationale for Program:

1. Public health and related health care fields are among the fastest growing employment sectors in the New York City region, where the New York State Department of Labor rates the projections for all health-related occupations as “very favorable”<sup>3</sup>.
2. Nationally, the ASPPH estimates that 250,000 new workers will be needed by 2020<sup>4</sup>. More than 25% of public health workers have retired in the past decade and only 20% of the current workforce has formal training in public health<sup>5</sup>.
3. Furthermore, both national and international organizations are increasingly turning to public health initiatives and interventions to address recurrent natural and anthropogenic disasters, which require responses by well-trained and skilled public health professionals<sup>6</sup>.
4. The City University of New York has significant potential to meet these educational and workforce needs. Currently, seven public health programs at four campuses are part of the CUNY School of Public Health (SPH). The proposed BSPH will help to link CUNY undergraduates to this expanding network and to contribute to the workforce needed to address population health issues.

## National or Local Educational Trends

A recent study of undergraduate public health majors in the U.S. from 1992-2012 concluded that “Since 2005, a significant, sustained, and increasing number of students have been receiving undergraduate degrees across all types of public health programs, particularly in General Public Health, Public Health Education and Promotion, and Community Health and Preventive Medicine.”<sup>7</sup> See Figure 1 for detailed trends observed from this study.

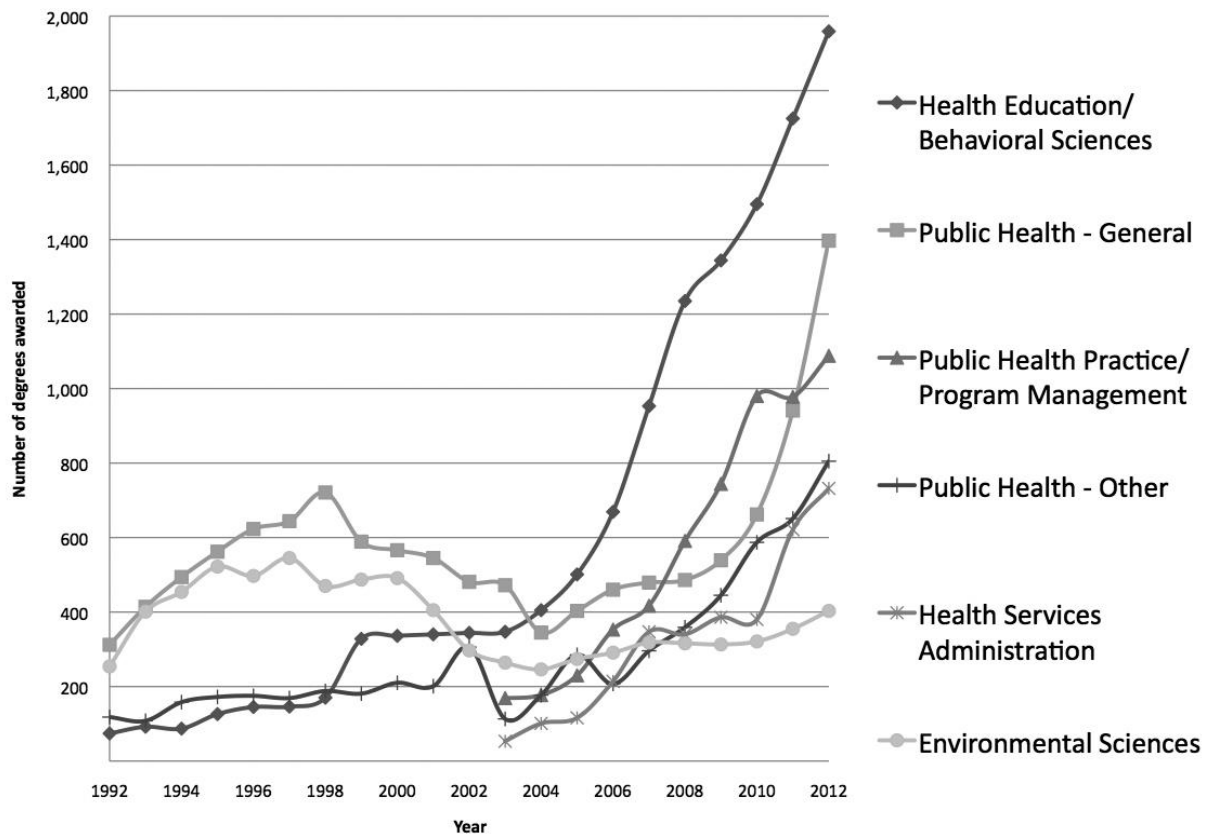


Figure 1: Number of undergraduate public health conferrals in the U.S., by ASPPH program area, 1992–2012. Source: Leider, JP, et al (2015)<sup>7</sup>

Several converging factors make this an opportune time for Lehman College to present a bachelor of public health degree, including: 1) recommendations of the ASPPH *Framing the Future: The Second 100 Years of Education for Public Health*, which provides critical component elements of an undergraduate major in public health<sup>8</sup>; 2) emerging trends in public health that present strong opportunities for which CUNY is uniquely positioned; and 3) the commitment and support of the CUNY School of Public Health and the partner institutions to create a unified approach to public health education within the university.

### **Faculty Interest and Commitment**

There are currently five full-time tenured or tenure-track faculty in the public health program of Lehman's Department of Health Sciences, plus the Dean of the School of Health Sciences, Human Services and Nursing, who is a public health epidemiologist, who are all eager to participate in the BSPH program. Additionally, a tenured professor in Lehman's Department of Earth, Environmental and Geospatial Sciences, who holds a joint appointment in the public health program, is also eager to participate.

One additional faculty line for this program is approved for an assistant/associate professor to be the program director. Full-time faculty from both the Health Service Administration and Health Education and Promotion programs will also participate. These faculty members are all enthusiastic and willing to cooperate by admitting public health students into their courses, while welcoming new public health electives for their students.

All of the current public health faculty participate in Lehman's MPH program, which is expected to benefit from a BSPH by producing more qualified MPH candidates.

### **Relation to Existing Departmental or College Offerings**

The Lehman College Department of Health Sciences currently has a public health program, which offers a Master of Public Health (MPH) degree that is accredited by the Council on Education for Public Health (CEPH),<sup>9</sup> and is part of the CUNY School of Public Health. The MPH program provides a natural continuum for BSPH students who desire graduate-level education. Undergraduate students at Lehman can also minor in public health, as further elaborated upon in a later section of this document.

The Department's Bachelor of Health Education and Promotion offers an option in Community Health. The objective of this option is to train students to be community health educators, whereas the proposed BSPH is intended to train students in public health with options to specialize in either GISc or global health. Several courses that are currently offered in other programs in the Department will be required by public health majors. In turn, students in other majors will be able to take public health courses as electives.

### **Relation to Other Programs throughout CUNY**

Elsewhere in the CUNY School of Public Health, Hunter College offers a BS in Community Health<sup>10</sup>, which incorporates public health with other competencies and skills to prepare students for jobs that help communities to maintain good health, prevent disease and secure treatment. This is somewhat distinct from the proposed Lehman BSPH, which focuses on broader public health competencies and skills that lead to either entry-level jobs in a wide variety of places or graduate studies in public health.

Brooklyn College, which is also part of the CUNY School of Public Health, is proposing a public health *concentration* within their Department of Health and Nutrition Science's Bachelor of Science program. These undergraduate programs at both Lehman and Brooklyn Colleges will intentionally be similar with respect to a common set of core competencies (and therefore similar core courses), as summarized above under

“Educational goals”. However, the proposed Lehman program is a major in public health (as opposed to a concentration) and each campus caters to different communities and geographic areas of New York City.

Furthermore, the Lehman program will uniquely offer the options of either “Geographic Information Science” or “Global Health”.

## **NEED AND JUSTIFICATION**

### **Needs of Students:**

Despite the projected shortage of properly trained public health workers, and the fact that healthcare is the largest employer in the Bronx, Lehman undergraduate students do not currently have a choice to major in public health. As the only public liberal arts college in the Bronx, Lehman can provide affordable access to a BSPH. Meanwhile, students appear to increasingly recognize the value of such a degree, as attested to by the steadily increasing choice of a health science minor in public health.

Since most health data are spatially-related, there is an increasing need for public health students to have at least basic training in Geographic Information Science (GISc), including the creation of clear, informative maps and the ability to analyze spatially-related data. While the continued growth of GISc<sup>11</sup> may be attributed in part to its many applications, public health professionals have embraced GISc as an essential tool. Therefore, knowledge and skills in GISc provide students with a clear competitive edge in the job marketplace, justifying the proposed GISc option. Lehman BSPH students who choose this option will benefit from full-time faculty in both the Department of Health Science and the Department of Earth, Environmental and Geospatial Sciences, who are nationally recognized for their applications of GISc for research and solutions in public health.

Recognition of global health issues has risen dramatically in recent years in response to emerging situations like disasters and conflicts requiring international relief, local health effects of global climate change and the threat of spreading infectious diseases like Ebola (to name but a few). Prioritization of global health issues is attested to by efforts devoted by national agencies like the US Department of Health and Human Services<sup>12</sup> and international organizations like the World Health Organization<sup>13</sup> and the United Nations<sup>14</sup>. Many jobs created by these demands require training in public health with a focus on global health, as proposed for the Lehman BSPH.

A search of internet-based job postings reveals many jobs in the New York City region and beyond that require a 4-year Bachelor’s degree in public health or a closely related field (see Appendix A: Job Postings). Although many positions in global health would be in places like Washington DC, the subset of global health-related postings in the appendix shows evidence of many “bachelor-level” positions located in New York City.

More “traditional” employers of public health workers include government agencies at all levels; however, the healthcare industry is increasingly incorporating public health principles in response to changing state and federal legislation. Examples include the emphasis on preventive medicine, required community health needs assessments,<sup>15</sup> etc.

### **Needs of College:**

The existing MPH program at Lehman College will greatly benefit from a Lehman BSPH, which is expected to become the single greatest source of properly qualified MPH applicants. Lehman would be a natural place to continue graduate studies for the majority of students who live in the Bronx and vicinity, particularly since Lehman’s MPH is tailored towards students with full-time jobs. This is in line with policy of the CUNY School of Public Health, which prioritizes increasing enrollment in the consortial campus’ MPH programs. It is also a

major priority of Chancellor Milliken, President Fernández and Dean Latimer to increase overall graduate enrollment.

A BSPH at Lehman College will enhance cross-disciplinary undergraduate training opportunities in the School of Health Sciences, Human Services and Nursing; where students will have opportunities to collaborate on projects with students in nursing, social work, speech language and others. This, in turn, is expected to increase beneficial college-wide initiatives like students interning in local communities, creation of a student public health club, the production of health fairs, a strengthened alumni association and subsequent job networks.

### **Needs of the University:**

With its first CEPH accreditation in 2011, the CUNY School of Public Health is relatively new. It was created in response to the growing societal demands for a properly trained public health workforce, with urban health being central to its mission. Member campuses include the Graduate Center, which offers a Doctor of Public Health in various specialties, and three senior colleges (Lehman, Hunter and Brooklyn), which have established MPH degrees. A goal of this school is to create an educational continuum from community colleges through the senior colleges and the Graduate Center, which requires establishing public health options for undergraduates. This is in large part why Brooklyn College is developing a public health concentration within their Bachelor of Science in Health and Nutrition, and Lehman College is developing the BSPH major, both of which would complement Hunter's existing BS in Community Health.

The CUNY School of Public Health is currently preparing a self-study for the upcoming CEPH reaccreditation application in 2016. One significant goal of this process is to “harmonize” public health programs across the consortial campuses, and a BSPH at Lehman College is a key factor in achieving this goal.

### **Needs of the Community:**

It is well known that the Bronx and upper Manhattan have some of the highest disease rates in the nation. Within New York State, Bronx County consistently ranks the absolute lowest with respect to both health factors and health outcomes, according to the County Rankings and Roadmaps project supported by the Robert Wood Johnson Foundation<sup>16</sup>. However, many of these diseases are preventable, such as childhood asthma and adult obesity-related conditions.

Since most Lehman undergraduates live in the Bronx, where they intend to stay and work, a BSPH at Lehman is critical to help address the long-term overwhelming health needs of many Bronx communities. Along with basic public health competencies, graduates of this program will also provide technical skills that come with training in research methods and program planning and evaluation, etc.

### **Needs related to Economy:**

Although public health is a much broader field, it is closely linked to health care and social assistance, which is a job sector the U.S. Bureau of Labor Statistics projects to grow at an annual rate of 2.6 percent, adding five million jobs between 2012 and 2022<sup>17</sup>. This accounts for nearly one-third of the total projected national increase in jobs. Regionally, the New York State Department of Labor indicates that public health and related health care fields are among the fastest growing employment sectors in the New York City region<sup>3</sup>.

Much of the increasing demand for healthcare is due to an aging “baby boom” generation and therefore many of these people are naturally retiring out of the workforce. However, the Bronx has a disproportionate amount of preventable disease among younger populations, thus impeding their productive ability while also increasing demands for social services, all of which has a negative economic impact. Hospitals, health care provider networks and many non-profit community organizations in the Bronx strive to apply principles of public health

to reduce this disproportionate disease burden, but these institutions require a properly trained public health workforce. Graduates of the Lehman BSPH will be specifically trained to meet this need.

**Needs related to the Nation:**

The US Health Resources and Services Administration, along with the Centers for Disease Control and Prevention, have been tasked in recent years with going beyond their traditional public health roles. A properly trained public health workforce is needed at the national level more than ever to help prevent, prepare for and respond to both natural disasters and terroristic events<sup>6</sup>. Furthermore, the nation needs to be prepared for health impacts of globalization, such as preventing epidemics of deadly viruses like Ebola while controlling endemic viruses such as West Nile. As stated earlier, approximately 250,000 new public health workers will be needed nationally by the year 2020<sup>4</sup>, while only 20% of the current workforce has formal training in public health<sup>5</sup>.

## STUDENT INTEREST AND ENROLLMENT

### **Evidence for Student Interest: Demographics of Prospective Students**

A recent study indicates that, nationally, a higher proportion of public health undergraduate degrees were received by women and minority students, relative to total undergraduate conferrals<sup>7</sup>. Given that approximately 80% of undergraduate students enrolled at Lehman College are Hispanic or Black/non Hispanic<sup>18</sup> and that approximately 75% of the Lehman health science majors are female, it is almost certain that women and minority students will constitute the “majority” of public health majors at Lehman College. Likewise, both Hostos Community College and Bronx Community College have high enrollments of minority students, and these schools are the main source of transfer students to Lehman.

### **Evidence for Student Interest: enrollment in the Lehman public health minor**

The minor in Public Health is targeted to students majoring in the traditional liberal arts who might be interested in pursuing a health career either by applying to a graduate program in public health, such as Lehman’s MPH, or applying for employment in the health field. Four required courses and one elective, as summarized below, satisfy the public health minor.

- HSD 266 The U.S. Health Care Delivery System. 3 hours, 3 credits.
- HSD 269 Fundamentals of Biostatistics for Health Professionals. 3 hours, 3 credits \*
- HSD 306 Epidemiology. 3 hours, 3 credits
- HEA 300 Introduction to Public Health. 3 hours, 3 credits
- and one 3-credit elective DFN, EXS, HEA, HSA, HSD, REC or REH course.

Since its advent in 2009, the public health minor has steadily risen from one student to an enrollment of 26, which testifies to interest in this field by Lehman undergraduate students. Yet this trend is evolving without any specific or strategic plan to increase enrollment or target students to enroll in the minor. Therefore, even without a directed effort, the number of students enrolling in the minor is closely approaching the target goal of 30 majors per year (which is a conservative estimate).

### **Enrollment estimates for the first five years**

Table 1 reports enrollment estimates for the first five years, where it is assumed the first year cohort will graduate at the end of the fourth year.

Table 1: Estimate of Enrollments for the first five years of the proposed BSPH program, without accounting for attrition.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Beginning as Sophomores	10	11	12	13	14
Beginning as upper-class	20	23	26	29	32
Sub-totals new students	30	34	38	42	46
Total majors	30	64	102	144	160*

\* reflects graduation of first year cohort.

### **Enrollment in similar programs at the college and elsewhere in the CUNY School of Public Health**

According to the program director of the Hunter College BS in Community Health, their program enrolls approximately 20-25 new students per year. As a two-year full-time program, Hunter maintains approximately 60 active students per year.



**Anticipated attrition rate**

According to the Lehman College Data Book 2013<sup>18</sup>, the attrition rate for undergraduate transfer students in their first year is approximately 25%. This provides a very conservative upper estimate of the anticipated rate for the proposed Lehman BSPH since this program will require a minimum GPA of 3.0, which will attract the most serious students.

**Special Admission Requirements**

Regular admission requirements for Lehman College apply. In order to declare a public health major, a minimum GPA of 3.0 is recommended (from Lehman or elsewhere).

**Preparation of Students to Qualify for Admission**

None

**Specific Groups**

Students wanting to pursue a BSPH at Lehman College are expected to predominantly come from the sophomore-level student body at Lehman or as upper-class transfers from community colleges in the New York City region. A large source of transfers are anticipated from Hostos and Bronx Community Colleges, which are traditionally a large source of transfer students for undergraduate programs throughout Lehman College.

Since CUNY tuition is significantly lower than local private universities such as Columbia and New York University, which also offer undergraduate degrees in public health, educational cost is expected to be a strong driver of undergraduate students to the Lehman program.

## CURRICULUM

### **Rationale for the Curriculum**

The proposed major is designed to prepare students in the theory and practice of public health, leading to entry-level employment or continuation in an MPH program.

The program is meant for students who have completed the equivalent of two years of full-time college, assuming they have satisfied the CUNY general-education requirements. The content of the core courses meet the requirements for CEPH accreditation. Each option (GISc and Global Health) has specific core requirements and electives that reflect the diversity of applications within these sub-specialties. As a practice-oriented field, six credits are required leading to a capstone experience. While all concentrations include courses that are designed to place students into very engaging and fulfilling careers, they are also standard admission requirements for graduate programs in public health.

The basic distribution of credits for this major appears in Table 2, followed by course lists.

Table 2: Distribution of credits for the public health major.

<b>component</b>	<b>credits</b>
Core Courses:	30
Specialization Courses: GISc or Global Health	15
Capstone	6
Electives	3

### **Required Core Courses (30 credits)**

**HEA 300:** Introduction to Public Health (3 hours, 3 credits)

**HSD 269:** Fundamentals of Biostatistics for Health Professionals (3 hours, 3 credits)

**HSD 306:** Epidemiology (3 hours, 3 credits)

**HEA 267:** Human Behavior and Health (3 credits 3 hours)

**HEA 301:** Introduction to Environmental Health Science (3 hours, 3 credits)

**HSA 267:** Management of Health Organizations (3 hours, 3 credits)

**HSD 266:** The U.S. Health Care Delivery System (3 hours, 3 credits)

**HEA 400:** Program Planning and Evaluation (3 credits, 3 hours)

**PHE 302:** Social Determinants of Health (3 credits, 3 hours) [proposed new course]

**PHE 303:** Approaches to Public Health Research (3 credits, 3 hours) [proposed new course]

### **Geographic Information Science option (15 credits)**

#### **Required Specialization Courses (9 credits)**

**GEP 205:** Principles of Geographic Information Science (3 credits, 4 hours: 2 lecture; 2 lab)

**GEP 320:** Population Geography (3 credits, 3 hours)

**GEP 310:** Geography of Urban Health (3 credits, 4 hours: 2 lecture; 2 lab)

GIS Specialization Electives (6 credits chosen from the following)

**GEH 240:** Urban Geography (3 hours, 3 credits)

**GEH 245:** Introduction to Quantitative Methods of Geography (3 hours, 3 credits)

**GEH 232:** Medical Geography (3 hours, 3 credits)

**GEH 490:** Honors in Geography (4 credits, 3 hours)

**GEP 204:** Basic Mapping: Applications and Analysis (3 credits, 4 hours: 2 lecture; 2 lab)

**GEP 321:** Introduction to Remote Sensing (3 credits, 3 hours)

**GEP 360:** Geovisualization and Analytic Cartography (3 credits, 3 hours)

**GEP 350:** Special Projects in Geographic Information Systems (3 credits, 3 hours)

**Global Health (15 credits)**

Required Specialization Courses (9 credits)

**PHE 304:** Fundamentals of Global Health (3 credits, 3 hours) [proposed new course]

**PHE 340:** Global Nutrition and Disease (3 credits, 3 hours) [proposed new course]

**PHE 307:** Emergency Preparedness at the Global, National and Community Levels (3 credits, 3 hours) [proposed new course]

Global Health Specialization Electives (6 credits chosen from the following)

**HEA 302:** Women and Health (3 credits, 3 hours)

**HEA 211:** Perspectives on AIDS (3 credits, 3 hours)

**HSA 350:** Contemporary Health Issues (3 credits, 3 hours)

**HEA 348:** Latino Health (3 credits, 3 hours)

**PHE 305:** Community-based Participatory Research Methods (3 credits, 3 hours) [proposed new course]

**GEH 232:** Medical Geography (3 hours, 3 credits)

**Required Fieldwork and Capstone (6 credits)**

**PHE 470:** Applied/Field Experience in Public Health (3 credits, 3 hours)

**PHE 472:** Capstone Seminar (3 credits, 3 hours)

**Recommended Electives (3 credits)**

Students should select at least one 3 credit elective from the suggested list below. In the event the student identifies a course of special interest that is not listed, then advisor approval is required.

**HSD 240:** Nutrition and Health (3 credits, 3 hours)

**EXS 264:** Physical Fitness and Exercise (3 credits, 3 hours)

**EXS 265:** Behavioral Aspects of Physical Activity (3 credits, 3 hours)

**COMHE 304:** Introduction to Health Communication Theory and Practice (3 credits, 3 hours) [Hunter]

**ESC 475:** Community Change Model: Creating New Communities (3credits, 4 hours: 2 hours, lecture; 2 hours, lab).

**POL 343:** International and Regional Organizations (3 credits, 3 hours)

**POL 339:** Human Rights (3 credits, 3 hours)

**ENW 3070:** Health and Science Writing (3credits, 3 hours)

**ENW 300:** Business Writing (3credits, 3 hours)

**ENW 304:** Non-Profit Grant Writing (3 credits, 3 hours)

**ENW 333:** Marketing and PR Writing (3credits, 3 hours)

**ENW 335:** Technical Writing (3credits, 3 hours)

**AAS 226:** Community Organization (3 credits, 3 hours)

**HIN 269:** Analysis and Action for Community Health (3 credits, 3 hours)

**ANT 341:** Medical Anthropology (3 hours, 3 credits)

### **Course Descriptions**

Course catalogue descriptions appear in Appendix C: Course Descriptions.

### **Accrediting or Licensure Requirements**

The Lehman BSPH will be part of the CUNY School of Public Health, which is accredited by the Council on Education for Public Health (CEPH) for a five-year term ending on July 1, 2016. In anticipation of the upcoming reaccreditation, the curriculum is based on CEPH accreditation criteria for undergraduate degree programs in public health.

### **Non-Course Requirements** (e.g., thesis or comprehensive exam)

None

### **Undergraduate Program Schedule**

For a sample undergraduate program schedule, see Appendix F: Undergraduate Program Schedule (SED form). The table shows how a typical student may progress through the program for each of the two options; GISc or Global Health. This is simply an example, since many of the courses for the proposed BSPH are available online and as hybrids. These courses are also available during the summer and winter sessions, and are taught by both full-time faculty and adjuncts, allowing students to complete their degree sooner.

## **ARTICULATION AGREEMENTS**

An articulation agreement with Bronx Community College has been completed and appears in Table 7 in Appendix G: Articulation Agreements (contact: Dr. Janet Heller, Bronx Community College Chairperson for the Department of Health, Physical Education and Wellness). An articulation agreement with Hostos Community College is under development.

## **FACULTY**

### **Current Full-time Faculty Available to Teach in the Program**

There are currently five full-time faculty in the public health program and one in the Department of Earth, Environmental and Geospatial Sciences available to teach courses in the new major, plus the Dean of the School of Health Sciences, Human Services and Nursing, who is also a professor of Health Sciences. As faculty members retire, the department will continue to hire new faculty whose expertise contributes to the development of all programs.

Faculty are excited by the prospect of teaching within a program that offer progressive course sequences, yielding students who are well prepared for an MPH program or entry-level jobs. This will help develop departmental standing, and to build on the strong interest students have in the pragmatics and research of public health issues. Full-time faculty are listed in Table 9 [Appendix H: Faculty Teaching Assignments (SED forms)], where their qualifications and expected teaching assignments are also found.

### **Anticipated Number of Full-time Faculty**

Eight full-time faculty are expected to participate in the BSPH, including the seven faculty discussed above plus an additional full-time tenure track assistant/associate professor to be hired as the BSPH program director.

### **Anticipated Number of Adjunct Faculty**

There are currently ten adjunct faculty available to teach in the public health program. See Appendix H: Faculty Teaching Assignments (SED forms), Table 10 for their degrees and courses taught.

### **Staffing of Existing Offerings when Program is Instituted**

Both the Departments of Health Sciences and Earth, Environmental and Geospatial Sciences will continue to fully staff their existing undergraduate majors. There are many other full-time faculty outside of public health who are devoted to these programs. Priority for the public health faculty has been the MPH program, where all core courses and most electives will continue to be taught by the full-time tenured or tenure-track faculty.

For administrative support, the public health program currently has two full-time staff who will assist with the undergraduate program; plus an additional person will be hired on a half-time basis (see the budget in Table 3).

### **Effect on Established Programs**

The proposed program should not draw away students from other academic programs in the Department of Health Sciences. Rather, it is expected to stimulate overall applications and enrollment since the BSPH will help bring together students from different majors for the benefit of cross-disciplinary learning and

collaboration. For example, while students in the Community Health option of the department's Bachelor of Health Education and Promotion will be training to be community health educators, these students will have common motivations as the public health majors. Similar cross-collaboration is expected between public health majors and those students majoring in Dietetics, Food and Nutrition, Exercise Science and Health Services Administration.

Directors of all programs in the Department of Health Sciences (both undergraduate and graduate) are involved in the development and review of this proposal.

## **COST ASSESSMENT**

### **Comparison of Anticipated Costs with Anticipated Outcomes**

The proposed BSPH will largely utilize courses that are already established in both the Departments of Health Sciences and Earth, Environmental and Geospatial Sciences. The proposed new courses and demands from increased departmental enrollment will be offset by an additional full-time faculty member, who will be the BSPH program director, and an additional half-time staff member to assist the existing full time staff.

Overall, we anticipate that the new major will be popular and will generate significant profit. Furthermore, it is expected to greatly increase the appeal of the Lehman College School of Health Sciences, Human Services and Nursing as a liberal arts destination. Most importantly, the BSPH will prepare students for a large variety of careers and graduate studies in public health.

### **Anticipated Cumulative Costs and Revenues (first five years)**

Anticipated cumulative costs are summarized in Table 3 for the first five years of the program. This is based on the planned hiring of a full-time associate professor (which will be posted as an assistant or associate professor) and a half-time office assistant, along with allocation for adjunct faculty. This also includes a high-end estimate of the startup costs for new computer hardware and office furniture.

Anticipated cumulative revenues are summarized in Table 4, where estimates are based on expected income arising solely from tuition, assuming 30 new students enrolling each year.

Appendix J: Five Year Financial Projections for Program, list details of the program's five-year cumulative costs (Table 12) and revenue (Table 13).

Table 3: New Resources\*

<i>Expenditures</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
	Academic Year 2016-2017	Academic Year 2017-2018	Academic Year 2018-2019	Academic Year 2019-2020	Academic Year 2020-2021
Full Time Faculty	\$ 99,613.24	\$ 125,199.89	\$ 125,199.89	\$ 125,199.89	\$ 125,199.89
Part Time Faculty	\$ 19,888.00	\$ 59,664.00	\$ 59,664.00	\$ 59,664.00	\$ 59,664.00
Full Time Staff	\$ -	\$ -	\$ -	\$ -	\$ -
Part Time Staff	\$ 16,950.00	\$ 16,950.00	\$ 16,950.00	\$ 16,950.00	\$ 16,950.00
Library (Includes Staffing)	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ 30,000.00	\$ -	\$ -	\$ -	\$ -
Laboratories	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies & Expenses (Other than Personal Services)	\$ 36,000.00	\$ 11,000.00	\$ 11,000.00	\$ 11,000.00	\$ 11,000.00
Capital Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
Total all	\$ 202,451.24	\$ 212,813.89	\$ 212,813.89	\$ 212,813.89	\$ 212,813.89

\*New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.

Table 4: Anticipated Revenues\*

<i>Revenues</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
	Academic Year 2016-2017	Academic Year 2017-2018	Academic Year 2018-2019	Academic Year 2019-2020	Academic Year 2020-2021
<b>Tuition Revenue</b>					
From Existing Sources	\$0	\$0	\$0	\$0	\$0
From New Sources	\$189,900	\$379,800	\$379,800	\$379,800	\$379,800
<b>Total</b>	\$189,900	\$379,800	\$379,800	\$379,800	\$379,800
<b>State Revenue</b>					
From Existing Sources	\$0	\$0	\$0	\$0	\$0
From New Sources	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	\$0	\$0	\$0	\$0	\$0
<b>Other Revenue</b>					
From Existing Sources	\$0	\$0	\$0	\$0	\$0
From New Sources	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	\$0	\$0	\$0	\$0	\$0
<b>Grand Total</b>					
From Existing Sources	\$0	\$0	\$0	\$0	\$0
From New Sources	\$189,900	\$379,800	\$379,800	\$379,800	\$379,800
<b>TOTAL</b>	\$189,900	\$379,800	\$379,800	\$379,800	\$379,800



## **Explanation how College will Ensure Funds Remain Available**

With the stated goal of Lehman College to establish the School of Health Sciences, Human Services and Nursing as a liberal arts destination, the College is committed to supporting the department and its programs. Two additional factors will help the program maintain a budget-neutral effect: A sizable number of students are expected to be transfer students, thus lowering the budget required for learning communities. Also, the options in GISc and Global Health may attract non-resident and even international students, whose additional tuition will help raise revenues.

### **EXTERNAL LETTERS OF SUPPORT**

See “Appendix B: External Letters of Support” for letters of support from the directors of various graduate programs who would benefit from a BSPH at Lehman College.

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## **APPENDICES**

### **Appendix A: Job Postings for Public Health Graduates**

#### **Global Health**

#### **Research Assistant I (2 openings)**

##### **Job description**

##### **Organization summary**

With more than four decades of experience, the Guttmacher Institute is a global leader in advancing sexual and reproductive health and rights through an interrelated program of research, policy analysis and public education designed to generate new ideas, encourage enlightened public debate and promote sound policy and program development. The Institute's overarching goal is to ensure the highest standard of sexual and reproductive health for all people worldwide.

##### **Position summary**

Assist with social science research pertaining to reproductive behavior and access to health care services (principally sexual behavior, family planning, unintended pregnancy and abortion) in both domestic and international contexts. Depending on qualifications and workflow, duties may include assisting with survey fielding, participant recruitment, phone follow-up of survey responses, questionnaire coding, data processing, table construction, library work and other research assistance.

##### **Qualifications**

- **Bachelor's degree**
- Experience with quantitative analysis and statistical, spreadsheet, and/or database software
- Good organizational and communication skills, accuracy and attention to detail, as well as a self-motivated work style and ability to work well both individually and in a group
- Experience, training, and/or interest in reproductive health issues is desirable
- Fluency in French is desirable

##### **To apply**

Send cover letter and resume via email (preferred). Please include your first and last name and the position title in the subject line, and send to [apply@guttmacher.org](mailto:apply@guttmacher.org). Alternatively, send to Human Resources, Guttmacher Institute, 125 Maiden Lane, New York, NY 10038; Fax: 212-558-6268.

**Please note that no telephone calls will be accepted. No agencies, please.**

**The Guttmacher Institute is an equal opportunity employer.**

## Health Data Assistant

### Job description

#### Background/IRC Summary:

The International Rescue Committee responds to the world's worst humanitarian crises and helps people to survive and rebuild their lives. Founded in 1933 at the request of Albert Einstein, the IRC offers help to people whose lives and livelihoods are shattered by conflict and disaster to survive, recover, and gain control of their future. At work today in over 40 countries and in 22 U.S. cities, the IRC serves people forced to flee from war, conflict and disaster and the host communities which support them, as well as those who remain within their homes and communities.

#### Job Overview/Summary:

Health programs represent the largest single sector within which IRC currently operates, constituting approximately 45% of the international budget and with activities in 22 countries. Within the IRC's Health Unit, the health information management team works to increase the impact of health programs through health information systems and epidemiological investigation, to rapidly detect public health problems, to develop, evaluate and disseminate improved methods to collect and use data in humanitarian settings and to build capacity of IRC staff and partners to improve health information management efforts.

The Health Data Assistant will be responsible for improving the quality and scope of health unit data collection and reporting. He or she will work with the Senior Health Data Coordinator to manage a transition to DHIS as the organizational platform for all health data, including as an interim step importing spreadsheet data into DHIS.

#### Major Responsibilities:

- Program the DHIS system with standard health data elements and indicators
- Ensure that data entry forms are user friendly, with clear instructions and definitions, both on-line and for transitional Excel-based reporting
- Support capacity building of staff and development of guidance materials
- As necessary, assist and/or assume responsibility for data collection processes
- Systematically scan data for possible errors and coordinate with country teams to fix them
- Compile and enter data from health programs into the centralized database (DHIS)
- Monitor and maintain the organizational unit hierarchy and the data elements and indicators as circumstances and programs change to ensure continuing data quality
- Assist in the analysis of the health data and the development of reports and communication materials
- Perform other tasks as negotiated with supervisor

#### Job Requirements:

- **Bachelor's degree**
- Experience in data management
- Familiarity with current issues in the field of data management and health information systems, experience using DHIS desirable

- Communication skills: the ability to write professional documents, the ability to deliver effective presentations to health unit and field staff
- Training skills: the ability to transfer technical knowledge and skills
- French language skills desirable
- Willingness to travel to support field activities
- Software skills: Microsoft Excel and Word, basic statistical software

## Global Program Associate at Planned Parenthood Federation of America

### GLOBAL HEALTH CORPS

**Posted:** 1/16/2015

**Position Type:** Full-Time (Paid)

**Function:** Policy

**Primary domain:** Healthcare

**City:** New York

**Postal code:** 10001

**State:** New York

**Country:** United States

### BUDGET:

\$0 - \$1M

### WEBSITE:

[ghcorps.org/application](http://ghcorps.org/application)

### MISSION STATEMENT:

Global Health Corps is a one-year paid fellowship that pairs young professionals with organizations (fellowship placement organizations) that require new thinking and innovative solutions. We believe that great ideas don't change the world, great PEOPLE do! The fellowship begins in July 2015 and extends through August 2016. Fellows engage in professional development training, mentorship and thoughtful community-building, and continue to draw upon their fellowship experience and the GHC alumni network as they build careers of lasting impact.

Applicants can apply for up to 3 different fellowship positions, such as the one described below. To see the full list of fellowship positions, go to: <http://ghcorps.org/fellows/apply/through-placements/>.

Fellows are placed in organizations in pairs – one international fellow and one local fellow from the placement country – creating a fellowship team that is a central part of the fellowship experience.

### JOB DESCRIPTION:

About the Placement Organization:

For nearly 100 years, Planned Parenthood Federation of America (PPFA) has advanced its mission to provide comprehensive reproductive health care services; to advocate for public policies which guarantee essential rights of each individual and ensure access to such services; to provide educational programs which enhance understanding of human sexuality; and to promote research and the advancement of technology in reproductive health care. And for over 40 years, PPFA has helped bolster nascent and growing sexual and reproductive health and rights movements in developing countries. PPFA's international division, Planned Parenthood Global, provides partners on the ground with technical and financial support and shares lessons learned from the organization's storied history working to provide care and empower women to plan their families in the U.S.

Planned Parenthood Global currently supports 44 partners in Africa and Latin America to provide health services, maintain direct education, and provide contraceptive services. Last year, with Planned Parenthood Global support, these partner

organizations provided direct education and information to over 102,000 people and provided contraceptives to nearly 40,000. Recognizing that reducing barriers to sexual and reproductive health services also requires supportive laws and policies, Planned Parenthood Global helps partner organizations develop the advocacy skills they need to educate policymakers and the general public, in addition to monitoring and countering the tactics of opposition groups.

#### Position Overview:

Both fellows will be placed in the Planned Parenthood Global Division of PPFA. While completing most projects within their “home” division of Planned Parenthood Global, they will also have the opportunity to work with other divisions of PPFA and Affiliates as special projects can be arranged. The fellows will also jointly complete a long-term project to be determined.

Examples of potential projects include:

- Working with the communications team on writing up success stories from the field
- Helping market Planned Parenthood Global’s innovative program models
- Working with field teams on evaluating capacity of various program partners

#### Responsibilities:

Work with team to support program design, implementation, evaluation, and/or management of selected projects

Work on selected special initiatives with other divisions of PPFA

Data collection and entry; management of data bases

Build staff and partner support for fellow projects by fostering genuine stakeholder buy-in and engagement

Support existing organizational goals and deliverables

Complete other “home” division projects as assigned

Adhere to PPFA code of conduct and policy

#### **QUALIFICATIONS:**

There is no single experience, background, quality or skill that makes someone the “right” candidate for the fellowship. Rather, we are looking for outstanding individuals who are seeking to apply their skills and their passion for health equity to a lifelong community of global changemakers. We do not expect that fellows will have a background in public health or that they have been involved in international development work before. We believe that global health organizations can greatly benefit from individuals who have worked in or studied a wide variety of fields. We strongly encourage applicants from all sectors to apply, including but by no means limited to engineering, finance, consulting, government, architecture, research, technology, and education.

#### Required Skills:

Some experience in international reproductive health or other related health field

Excellent written and verbal English communication skills

Ability to multi-task

Ability to navigate complex organizations with a smile

Self-directed and comfortable working independently

Interest in international health service delivery and advocacy

Ability to manage a multi-faceted project and keep numerous channels of communication going at once

Knowledge of diverse groups and the ability to work with a multicultural workforce

Proven computer skills and knowledge of Microsoft software (including MS Word and Excel spreadsheets) and email programs

Exemplary professional etiquette

Preferred Skills and Experience:

French or Spanish language ability (spoken and written fluency)

Knowledge of PPFA and our activities

Robust understanding of program and policy design, project analysis, evaluation and support

Field-based knowledge of technical issues related to delivery of reproductive health programs and monitoring and evaluation, including research and building civil society capacity

Experience living/working in the developing world

A sense of urgency necessary to drive change within an advocacy organization paired with the patience to understand that not all demands are equal

A team player with exceptional communication skills along with interpersonal savvy

Passion for the role of health provision and advocacy that translates into an unflinching commitment to an exceptional work product

**BENEFITS:**

-Monthly living stipend

-Housing

-Utilities stipend

-Health insurance

- A professional development grant of \$600

-A completion award of \$1500

-An advising program that pairs each fellow with an advisor in his/her area of work or interest

-A two-week Training Institute at Yale University in the United States to begin the fellowship

-A five-day End-of-Year retreat in East Africa to finish the fellowship

-Three multi-day trainings during the year

-Travel to and from placement site, all trainings, and retreats

-Professional development and personal support from a dedicated in-country program manager

-Personal development and accompaniment program led by Still Harbor

**SALARY:**

Less than \$60k

**POSTING EXPIRATION DATE:**

3/16/2015

**HOW TO APPLY:**

To apply, please visit [ghcorps.org/application](http://ghcorps.org/application)

Reference the job title and [Bridgespan.org](http://Bridgespan.org) when applying for a job in addition to following all application instructions in the posting.



## Research and Writing Associate

### Location

US-NY-New York

### Job ID #

2014-2108

### HQ / Initiative

Clinton Foundation - All Openings

More information about this job:

### About the Clinton Foundation:

The Clinton Foundation convenes businesses, governments, NGOs, and individuals to improve global health and wellness, increase opportunity for women and girls, reduce childhood obesity, create economic opportunity and growth, and help communities address the effects of climate change. Because of our work, 20,000 American schools are providing kids with healthy food choices in an effort to eradicate childhood obesity; 21,000 African farmers have improved their crops to feed 30,000 people; 248 million tons of greenhouse gas emissions are being reduced in cities worldwide; more than 5,000 people have been trained in marketable job skills in Colombia; more than 6.8 million people have benefited from lifesaving HIV/AIDS medications; \$100 million in strategic investments have been made, impacting the health of 25 million people in the U.S.; and members of the Clinton Global Initiative have made nearly 2,800 Commitments to Action to improve more than 430 million lives around the world. Learn more at <http://www.clintonfoundation.org>, and on Twitter @ClintonFdn.

### Overview:

The Research and Writing Associate will report to Director of Impact Policy and Analysis and the Initiative Liaison to assist with internal communication, collaboration, and information sharing. The Research and Writing Associate is responsible for conducting research and compiling internal programmatic content, writing briefings and memos, and conducting - research for meeting briefings and internal use as well as proof-reading and copy editing. The Research and Writing Associate also supports the Initiative Liaison with regular topical forums and coordination calls on the Foundation's work, content editing, and maintaining up-to-date program accomplishments and statistics.

### Responsibilities:

- Research, compile, and draft briefings for President Clinton and other senior leadership in advance of meetings, conferences, speeches, and other events. Assist with preparing research, background for remarks, and other content in coordination with all relevant Foundation initiatives and departments.
- Support the initiative liaison in identifying areas of potential coordination and collaboration among Foundation initiatives and support planning of regular forums to discuss content collaboration.
- Develop original topical briefings on issue areas and priorities of common concern to multiple Foundation initiatives.
- Draft regular updates on Foundation programmatic activity and accomplishments for regular reports to senior leadership and the Board of Directors.
- Maintain internal databases of initiative accomplishments, program sites, and impact statistics.
- Prepare management briefings and respond to last minute information requests on program content and logistics at the Clinton Global Initiative and other major Foundation events.
- Administrative duties include document and database management, scheduling meetings and taking notes, and preparing draft materials and research on priority topics.

- Provide general support for the Initiative Liaison and the Metrics Department as needed.

**Qualifications:**

- **Bachelor's Degree required;** focus in political science, public policy, international affairs preferred.
- Experience writing, copy editing and strong general communications background strongly preferred.
- Exceptional research skills and strong familiarity with Foundation initiative and program areas.
- Exceptional verbal and written communication skills required; understanding of international development, public health, and international affairs preferred.
- Ability to multi-task, meet tight deadlines, and remain calm and positive in a high-intensity, deadline-driven environment.
- High level of judgment required, ability to work independently, and to collaborate effectively.
- 1-3 years professional experience, preferably in international development or the private sector.
- Flexibility to work long hours with minimal advance notice.

**Physical and Other Requirements:**

- Significant Computer Work, which may require repetitive motion, prolonged periods of sitting, and sustained visual and mental applications and demand.
- Travel as needed, which may require walking distances, lifting & carrying luggage and boxes, and prolonged periods of sitting in tight quarters.

**Equal Employment Opportunity Statement:**

The Clinton Foundation maintains a strong policy of equal opportunity in employment. It is our objective to recruit, hire, and retain the most qualified individuals without regard to race, color, religion, sex, sexual orientation or identity, national origin, age, disability, veteran status, or any other characteristic or status protected by applicable federal, state, or local law. Our equal employment philosophy applies to all aspects of employment, including recruitment, compensation, benefits, training, promotions, transfers, job benefits, and terminations.

This job description is intended to convey information essential to understand the scope of the position. It is not intended to be an exhaustive list of skills, efforts, duties, or responsibilities associated with the positions.

## Junior Associate – Global Health

New York, NY

Rabin Martin is in search of an energetic individual to join our growing firm as a junior associate. Candidate should have some experience in public health or health-related experience in communications, public relations, or journalism. Strong writing, research and organization skills and experience is necessary for this position. The ideal candidate will be able to start immediately and jump in to provide support wherever needed. This is an entry-level position.

### **Main responsibilities/tasks**

- Conduct desk research on various health initiatives to inform program recommendations
- Draft, edit and prepare reports, issue briefs, and other client materials and presentations
- Stay abreast of trends relevant to our clients' interests in global health (e.g., maternal health, infectious disease, non-communicable disease, health policy) Prepare briefing materials for senior executives for meetings, events and overseas field visits
- Help coordinate relationships with clients, collaborators, vendors, and stakeholders from various sectors
- Perform media and issues monitoring, reporting and management
- Help support efficient functioning of multi-disciplinary team (general account management, including tracking program progress, arranging meetings, drafting agendas)

### **Candidates should have the following qualities/skills**

- Creative, organized; ability to work independently and in team setting
- Exceptional writing and research skills, including ability to understand technical literature and interpret data
- Bachelor's degree from an accredited college or university required.
- At least 1+ years of relevant work experience in corporate social responsibility, public policy, public health programming, public-private partnerships (preferred)
- Work experience in resource-limited settings in low or middle income countries is a plus, but not required.
- Experience working in a consulting or communications environment or with the business sector (preferred)

## **Geographic Information Science**

### **Research Analyst**

Job posted by: [Asian American Federation](#)

Posted on: *February 6, 2015*

#### **Job description**

Unique opportunity for a highly motivated, energetic and research-oriented professional to work on a number of the Federation's research projects focused on the Asian American community. The individual will report to the Director of Research and Programs to help support a variety of research projects that utilized Census Bureau data to inform policy makers, community organizations and other stakeholders on the state of the Asian American community. Potential reports include the demographics of Asian American groups in the New York metropolitan area, the need and challenges facing Asian-owned businesses, and identifying the social service needs of existing and emerging Asian communities. Support is also needed to help develop and market the Federation's research products and to operate the Federation's Census Information Center.

#### **Responsibilities:**

- Analyze and manage government and other secondary source data on Asian Americans;
- Create content for demographic profiles and reports, includes compiling data; creating graphs, tables and maps; writing reports; and designing report layouts;
- Respond to requests for data on Asian Americans, especially covering the New York metro area;
- Review relevant research literature for reports and proposals;
- Assist in the creation of research instruments and methods as needed;
- Coordinate meetings related to community data issues or CIC product releases;
- Support the Federation's advocacy effort on behalf of our member agencies;
- Perform administrative duties as needed

#### **Desired Skills:**

- **Bachelor's degree required;**
- Experience working with statistical analysis software, such as STATA or SAS, or ability to use statistical features of Excel;
- **Experience with GIS software, such as ArcGIS;**
- Experience with layout software such as Microsoft Publisher or Adobe InDesign;
- Excellent verbal and written communication skills;
- Critical thinking/analysis, initiative, creativity and flexibility;
- Ability to work independently and in a team;
- Experience and interest in working with the Asian American community;
- Asian language abilities preferable, but not required.

Please send cover letter and resume for immediate consideration to:

Human Resources  
Asian American Federation  
120 Wall Street, 9th Floor  
New York, NY 10005  
[hr@aafederation.org](mailto:hr@aafederation.org)

## Research Assistant

Job posted by: [Metis Associates](#)

Posted on: February 2, 2015

### Job description

Metis Associates is an employee-owned consulting group found in 1977. We are a national organization with a home office in New York, and satellite offices in Atlanta, Norwalk, Oakland and Philadelphia. We are experts in evaluation, information technology, and grant development. Metis works collaboratively with a wide range of organizations committed to making a meaningful difference in the lives of children, families, and communities. We help our clients:

- Strengthen their capacity to carry out their mission
- Make better decisions and
- Deliver more effective services

### Qualifications

#### Technical Skills

- Intermediate/advanced proficiency with Microsoft Office applications including Excel and Word
- At least some familiarity with complex formulas and advanced features in Excel including array functions and pivot tables
- Comfort with algebra and logical operations
- Experience using any of the following languages, systems, and softwares a plus:
  - Visual Basic for Applications (VBA)
  - Database systems and SQL
  - Microsoft Visio
  - Geographic Information Systems (GIS) a plus
- Working-level knowledge of statistics and SPSS a plus

### Communication Skills

- Excellent communication skills both verbal and written

### Organizational Skills

- Ability to take initiative and independently manage several tasks with attention to detail
- Ability to work collaboratively within a team environment

### JOB DESCRIPTION

The Research Assistant will assist senior staff in providing technical assistance to government agencies and non-profit organizations concerning the use of their program data for reflective practice. The Research Assistant may assist evaluation activities as well. Project topics may include: juvenile justice reform, poverty alleviation,

education, child welfare, youth development, and social services. The types of tasks for which the Research Assistant will be responsible include the following:

- Documenting planned and completed project activities, including technical specifications. Documentation could be in narrative, tabular, or flow-chart styles.
- Developing quality control procedures and ensuring the integrity of data and systems through database checks, manipulation, troubleshooting, and brute-force testing.
- Preparing qualitative and quantitative data for analyses.
- Analyzing and presenting data using graphic and tabular displays, including implementation of advanced data visualization techniques.
- Assisting in the preparation of technical assistance memos, evaluation reports, and grant proposals.
- Assisting with general administrative tasks.

Some light to moderate travel and overtime may be required, as well as background checks per the requirements of our education and human services clients.

Mail letter of interest and resume to:

HR Administrator

Metis Associates

120 Wall Street, 21st floor

New York, NY 10005

or via email to [inquiries@metisassoc.com](mailto:inquiries@metisassoc.com)

## General

### Research/Outcomes Assistant

#### Job ID

2015-6004

#### Location

US-NY-New York

#### Posted Date

1/7/2015

#### Category

Education/Org Development - All Openings

#### Emp Status

Regular Full-Time

#### Hours per Week

35

#### Shift

Days

#### Overview:

The Research/Outcomes Assistant will work with the hospital's interdisciplinary team on the Quality Improvement Continuing Education (QICE) initiative aimed at institutional and practitioner change related to post-operative peripheral nerve injury. She [he] will be responsible for coordinating the team efforts as well as collection, analysis and reporting of findings of the QICE project. In addition, to the roles specified above, she (he) will be responsible for providing analytical and research support to Public and Patient Education Department (PPED) programs. This full time position will report directly to the Public Health Outcomes Manager while working closely and collaboratively with members of the QICE Committee, and the PPED team. Experience with the collection, analysis and interpretation of qualitative and quantitative data is essential. Familiarity with the IRB process and experience conducting large-scale qualitative and quantitative studies in a team-based environment is preferred.

Major job responsibilities include, but are not limited to, the following:

- Coordination of team meetings, including preparation of agendas and meeting minutes
- Support the QICE and PPED teams in creating and implementing measureable goals and objectives
- Identify evaluation and validated tools that effectively measure the impact of QICE and PPED programs
- Conduct literature reviews
- Management of evaluation databases, ensuring that program objectives can be measured
- Coordinate and manage logistics of quantitative and qualitative primary data collection methods
- Assist with preparation and presentation of data for national conference presentations
- Enter data, prepare and label SPSS data files for analysis and reporting

- Survey design and administration, site visits, data management, data analysis, and report writing
- Assist in collating analyzing data for grants
- Coordinate IRB approval process
- Maintain clear communication with project teams through emails and team meetings as needed

**Qualifications:**

- **Bachelor's degree in public health**, educational psychology, behavioral or social sciences or related field. Master's degree is a plus
- Minimum of 3 years' experience in a social research setting is required
- Proficiency with Microsoft Office software (i.e., Word, Excel, PowerPoint, Access) is essential
- Solid grounding in usage of SPSS
- Proficiency with qualitative analysis software, such as Atlas ti, NUD\*IST, and or NVIVO is preferred
- Candidates must have well developed written and oral communication skills and be highly organized
- Ability to excel in a fast-paced, clinically oriented environment is a must



**Business Title:**

Stellar Farmers Market Coordinator, Chronic Disease Prevention and Tobacco Control

**Civil Service Title:** NUTRITIONIST

**Title Code No:** 50410      **Level:** 01

**Job Category:** Community & Business Services, Health

**Career Level:** Experienced (non-manager)

**Proposed Salary Range:** \$ 52,163.00 - \$ 65,983.00 (Annual)

**Work Location:** 42-09 28th Street

**Division/Work Unit:** Chronic Disease Prevention

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**Job Description**

The Bureau of Chronic Disease & Tobacco Control promotes healthful environment and systems changes in the food and physical environment and develops programs that promote physical activity, healthy eating and smoking cessation. The Bureau also develops innovative strategies to convey critical health messages to the public

This position will be housed within the Nutrition Education Program of the Healthy Eating and Active Living unit. The Bureau spearheads programs and initiatives to reduce the burden of chronic diseases and to address the underlying risk factors that lead to them, such as poor nutrition, physical inactivity and tobacco use. The Bureau promotes healthful environment and systems changes in the food and physical environment and develops programs that promote physical activity, healthy eating and smoking cessation. The Bureau also develops innovative strategies to convey critical health messages to the public.

The Nutritionist reports to the Senior Program Manager of the Nutrition Education Program, and will be a key team member in executing the Stellar Farmers Market Program, nutrition education at low-income farmers markets, across NYC.

Duties include but are not limited to:

- Coordinate recruitment, hiring, and training of seasonal consultants who implement nutrition education program to the public.
- Assists in overseeing seasonal consultants and monitor Stellar Farmers Market implementation via site visits to farmers markets from June- November each year.
- Revise Stellar Farmers Market nutrition education materials and conduct Stellar Farms Market nutrition education workshops at farmer's market, as needed.
- Provide outreach to community partners to ensure proper site selection, on-site storage of equipment, and marketing of the nutrition education program.
- Coordinate purchasing and deliveries of all supplies necessary to implement nutrition education programming; and perform other duties as assigned.

**Minimum Qual Requirements**

**Qualification Requirements**

1. A master's degree from an accredited college in nutrition or in public health; or

2. A baccalaureate degree from an accredited college, including or supplemented by 18 semester credits in nutrition or public health on the graduate or undergraduate level, and two (2) years of satisfactory full-time professional experience in nutrition education.

#### Special Qualification Requirements

##### Assignment Level II

To be eligible for placement in Assignment Level II, individuals must have, after meeting the minimum requirements described above, one (1) year as a Nutritionist AL I with the City of New York or at least three (3) years of satisfactory full-time professional experience in nutrition education.

##### Assignment Level III

To be eligible for placement in Assignment Level III, individuals must have, after meeting the minimum requirements described in Assignment Level I, two (2) years as a Nutritionist AL I and AL II with the City of New York or five (5) years of satisfactory full-time professional experience in nutrition education, at least two (2) years of which must have been in an administrative or supervisory capacity.

#### **Preferred Skills**

- Master's degree in nutrition or in public health and registered dietitian required
- 2 years of experience conducting nutrition education and coordinating nutrition education programming in low-income communities
- Excellent communication, written, organization skills
- Ability to handle multiple tasks and work independently

#### **To Apply**

Apply online with a cover letter to <https://a127-jobs.nyc.gov/>. In the Job ID search bar, enter: job ID number # 180638.

We appreciate the interest and thank all applicants who apply, but only those candidates under consideration will be contacted.

#### **Work Location**

42-09 28th Street, Queens, NY, 11101

**Job ID:** 180687 2  
**Business Title:** Public Health Adviser, Bureau of Immunization  
**Civil Service Title:** PUBLIC HEALTH ADVISER  
**Title Code No:** 51191 **Level:** 01  
**Job Category:** Clerical & Administrative Support  
**Career Level:** Experienced (non-manager)  
**Proposed Salary Range:** \$ 34,368.00 - \$ 44,382.00 (Annual)  
**Work Location:** 42-09 28th Street  
**Division/Work Unit:** Immunization Surveillance

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### Job Description

**\*\*OPEN ONLY TO PERMANENT PUBLIC HEALTH ADVISERS. YOU MUST CLEARLY STATE YOUR CIVIL SERVICE STATUS ON YOUR RESUME OR COVER LETTER. ALL OTHER CANDIDATES WILL NOT BE CONSIDERED.**

The mission of the Bureau of Immunization (BOI) is to improve the health of all New Yorkers through prevention and control of vaccine preventable diseases including hepatitis B. The Perinatal Hepatitis B Prevention Unit is responsible for conducting surveillance for hepatitis B infected pregnant women, and providing case management to help prevent the transmission of hepatitis B from the infected mothers to their newborns and contacts. Approximately 1800 hepatitis B infected pregnant woman are identified in New York City each year. The Public Health Advisor I (PHA I) works under the supervision of a Supervising Public Health Advisor in the Perinatal Hepatitis B Prevention (PHBP) Unit in the Bureau of Immunization.

Duties include:

Conduct case investigations and case management of hepatitis B positive pregnant women/mothers, their newborns and their household contacts (citywide).  
Provide education about hepatitis B disease and prevention methods for hepatitis B infected pregnant women and new mothers in person or over the phone.  
Conduct patient interviews to collect data on demographics, medical information and risk factors.  
Remind and assist mothers with scheduling medical appointments for vaccinating and testing their newborns for hepatitis B.  
Obtain vaccination and laboratory records from healthcare and laboratory facilities.  
Monitor compliance with recommended vaccine schedule for infants and household contacts using a computerized data management system.

#### Minimum Qual Requirements

1. A baccalaureate degree from an accredited college, including or supplemented by twelve semester credits in health education, or in health, social or biological sciences; or
2. A baccalaureate degree from an accredited college, and six months of full-time satisfactory experience in a health promotion or disease intervention/prevention program, performing one or more of the following: interviewing, conducting field investigations, assessing health risks, making referrals, or collecting and analyzing epidemiological data; or
3. A four-year high school diploma or its educational equivalent, and four years of full-time satisfactory experience as described in "2" above; or
4. Education and/or experience equivalent to "1", "2" or "3" above. Undergraduate college credit can be substituted for experience on the basis of 30 semester credits from an accredited college for one year of full-time experience. However, all candidates must have a four-year high school diploma or its educational equivalent, and either twelve semester credits as described in "1" above or six months of experience as described in "2" above.

**Additional Requirements**

A. To be assigned to Assignment Level II, candidates must have, in addition to meeting the minimum qualification requirements listed above, at least one year of experience as a Public Health Adviser, Assignment Level I, or at least one additional year of experience as described in Qualification Requirement "2" above.

**Preferred Skills**

Chinese/Mandarin Speaking

**To Apply**

Apply online with a cover letter to <https://a127-jobs.nyc.gov/>. In the Job ID search bar, enter: job ID number # 180687

We appreciate the interest and thank all applicants who apply, but only those candidates under consideration will be contacted.

**Work Location**

42-09 28th Street, Queens, NY, 11101

**Residency Requirement**

New York City residency is generally required within 90 days of appointment. However, City Employees in certain titles who have worked for the City for 2 continuous years may also be eligible to reside in Nassau, Suffolk, Putnam, Westchester, Rockland, or Orange County. To determine if the residency requirement applies to you, please discuss with the agency representative at the time of interview.

**POSTING  
DATE:**

01/09/2015

**POST  
UNTIL:** Until Filled

<b>ANNOUNCEMENT OF JOB</b>	Research Scientist 3 (Biostatistics)
<b>VACANCY TITLE</b>	
<b>SALARY/</b>	\$75,243 - \$94,834
<b>SALARY GRADE</b>	Grade 25
<b>NEGOTIATING UNIT</b>	Professional, Scientific and Technical (05)
<b>LOCATION</b>	Office of Quality and Patient Safety Corning Tower Building Empire State Plaza Albany, NY 12237
<b>MINIMUM QUALIFICATIONS</b>	Bachelor's degree in public health, epidemiology, statistics, mathematics, social sciences, engineering or a related field and four years of professional research experience in that field; OR a Master's degree in one of the above fields and three years of professional research experience; OR a doctorate in one of the above fields.
<b>PREFERRED QUALIFICATIONS</b>	Work experience or coursework in statistics, mathematics, health economics, epidemiology, health or public policy, health administration, or health services research. Professional experience with research and/or evaluation studies or projects including: data collection and analysis, database management, research analyses and presentation of research findings. Experience performing research and analyses with health data maintained in large complex data systems and/or clinical data sets and presenting research findings. Experience with Quality Measurement using national measure sets such as HEDIS is a plus. Experience or proficiency with SAS, SQL, and Microsoft Office. Excellent written and communication skills.
<b>RESPONSIBILITIES</b>	The Research Scientist 3 will be assigned to the Bureau of Health Services Evaluation in the New York State Department of Health's Office of Quality and Patient Safety. This position will contribute to research and evaluation projects involving Delivery System Reform Incentive Program performance data. The Research Scientist 3 will work with experienced researchers to contribute to and co-lead research studies and perform research and analyses to evaluate DSRIP provider systems utilizing several sources of data within the OQPS (such as Medicaid, satisfaction responses, MDS and UAS-NY) to evaluate quality, satisfaction and utilization measures. The incumbent will present and report research and evaluation results, contribute to formulating healthcare policy recommendations, recommend and initiate research studies and analyses which will be used in the bureau's evaluation and improvement initiatives and submit manuscripts for peer review publication. The Research Scientist will also support the OQPS research and evaluation agenda by: performing literature reviews, drafting manuscripts, ensuring datasets are complete and accurate, and assisting higher-level research scientists in analyses and evaluation.
<b>CONDITIONS OF EMPLOYMENT</b>	Permanent, full-time, non-competitive appointment.
<b>APPLICATION PROCEDURE</b>	Submit resume to Human Resources Management Group, <b>CB/80038/RS3</b> , Room 2276, Corning Tower Building, Empire State Plaza, Albany, New York 12237-0012, or by email to <b>resume@health.state.ny.us</b> or by fax to <b>(518) 474-6771</b> . Please use a subject line of <b>CB/80038/RS3</b> . Resumes accepted until the position is filled.

<b>ANNOUNCEMENT OF JOB VACANCY TITLE</b>	Research Scientist 1 (Biostatistics) / Research Scientist 2 (Biostatistics) – Two positions
<b>SALARY/ SALARY GRADE NEGOTIATING UNIT</b>	\$52,293 - \$66,494/ Grade 18 \$64,302 - \$81,415/Grade 22 Professional, Scientific and Technical (05)
<b>LOCATION</b>	Office of Quality and Patient Safety Corning Tower Building Empire State Plaza Albany, NY 12237
<b>MINIMUM QUALIFICATIONS</b>	For G-18: Bachelor's degree in public health, epidemiology, mathematics, statistics, social sciences, engineering or a related field and two years of professional research experience in that field; <b>OR</b> a Master's degree in public health, epidemiology, mathematics, statistics, social sciences, engineering or a related field and one year of professional research experience in that field. For G-22: Bachelor's degree in public health, epidemiology, mathematics, statistics, social sciences, engineering or a related field and three years of professional research experience in that field; <b>OR</b> a Master's degree in one of the above fields and two years of professional research experience; <b>OR</b> a doctorate in one of the above fields.
<b>PREFERRED QUALIFICATIONS</b>	Work experience or coursework in statistics, mathematics, health economics, epidemiology, health or public policy, health administration, or health services research. Professional experience with research and/or evaluation studies or projects including: data collection and analysis, database management, statistical analyses and presentation of research findings. Experience conducting research or evaluation using analyses with large administrative and/or clinical data sets and summarizing findings. Proficiency with SAS, SQL, and Microsoft Office. Excellent written and communication skills.
<b>RESPONSIBILITIES</b>	The Research Scientist positions will be assigned to the Bureau of Health Services Evaluation in the New York State Department of Health's Office of Quality and Patient Safety. These positions will contribute to research and evaluation projects involving Delivery System Reform Incentive Program performance data. Examples of contributions include establishment of benchmarks associated with incentive payments and production of reports with performance results which include utilization, quality and satisfaction measures. The Research Scientist 1/2 positions will: utilize several sources of data within the OQPS (such as Medicaid, CAHPS, MDS, and UAS-NY) to conduct data analysis in support of OQPS priority research and evaluation initiatives; develop statistical programs to extract, cleanse, collapse, sort and merge data from large administrative data sources maintained by the Department; collaborate with other researchers on reports, analytical tabulations and scientific articles for peer review publication; communicate findings with stakeholders internal and external to the Department. The positions will support the OQPS research and evaluation agenda by: performing literature reviews, contributing to manuscripts, ensuring datasets are complete and accurate, and assisting higher-level research scientists in analyses and evaluation.
<b>CONDITIONS OF EMPLOYMENT APPLICATION PROCEDURE</b>	Permanent, full-time, non-competitive appointment.  Submit resume to Human Resources Management Group, <b>CB/80041/80042/RS1</b> , Room 2276, Corning Tower Building,

Empire State Plaza, Albany, New York 12237-0012, or by email to **resume@health.state.ny.us** or by fax to **(518) 474-6771**. Please use a subject line of **CB/80041/80042/RS1**. Resumes accepted until the position is filled.

## Health Program Coordinator

Job ID 2014-2916

# of Openings 1

Job Location US-NY-Albany

Posted Date 11/25/2014

Department Office of Public Health Practice

Position Type Temporary Full-Time

Postion will Remain Open Until filled

Grade P18

Applications to be submitted by ..

OR Grade 2 ..

Salary Min

USD \$51,783.00/Yr.

Salary 2 (Min)

Salary Max

OR Grade 3 ..

Location Pay

Salary 3 (Min)

Additional Salary Info

..

### Minimum Qualifications :

Bachelors degree and two years of relevant experience including coordination of projects or an Associates degree and four years of relevant experience or six years of relevant experience. A Masters degree may substitute for one year of the general experience.

### Preferred Qualifications :

**Bachelors or Master's degree in public health.** Background and experience with using public health data to assess the effectiveness of public health initiatives. Experience using project management concepts and work/task management tools to organize and implement projects. Experience in developing and operationalizing performance and outcome measures. Background and experience in public health program evaluation methodologies. Working knowledge and understanding of advanced data analytic functions through various statistical software packages. Ability to communicate effectively in writing and verbally; work with committees, exhibit independent judgment in the development, implementation and evaluation of plans, procedures and policies.

Preferred knowledge, skills and abilities:

- Possession of basic computer and technological skills, especially Word, Excel, Adobe, and internet (preparation of documents in various formats such as PDF, Word, etc., electronic file naming, uploading documents)



- Excellent organizational skills and strong attention to detail
- Ability to develop, organize, and coordinate groups across the organization
- Ability to collect and organize data
- Ability to communicate effectively to various audiences, both in writing and verbally
- Ability to collaborate effectively with stakeholders
- Ability to prepare informative and accurate reports on program progress

**Responsibilities :**

The Health Program Coordinator works in the Performance Management area and assists in assessing the baseline capacity for conducting performance management in NYS DOH Office of Public Health offices, centers, divisions and programs and assists in developing and implementing systems to track progress toward achievement of full integration of performance management in these programs. The incumbent will work with and provide technical assistance to individual public health programs on the development of objectives and measures needed as part of performance management/quality improvement initiatives He/she will also participate in all grant related requirements for progress reports as well as assist in developing and publishing peer reviewed articles. Other related duties as assigned.

**Conditions of Employment :**

Grant funded position. Compliance with funding requirements such as time and effort reporting, grant deliverables, and contract deliverables, is required.

**HRI participates in the E-Verify Program.**

**AA/EEO/M/W/Qualified Individuals with Disabilities/Qualified Protected Veterans**

**[www.healthresearch.org](http://www.healthresearch.org)**

## Quality Improvement Coordinator I

Job ID 2014-2904

### # of Openings 1

**Job Location** US-NY-Albany

**Posted Date** 12/29/2014

**Department** Center for Community Health - Bureau of Community Chronic Disease Prevention

**Position Type** Full Time

**Position will Remain Open** Until Application Submitted by Date

**Grade** P23

**Applications to be submitted by** 1/12/2015

**OR Grade 2 ..**

**Salary Min**

USD \$67,040.00/Yr.

**Salary 2 (Min)**

**Salary Max**

**OR Grade 3 ..**

**Location Pay**

**Salary 3 (Min)**

**Additional Salary Info**

..

### Minimum Qualifications :

Bachelor's Degree in Nursing, Public Health, Health or Social Sciences or a related field and three years relevant experience; OR seven years of such experience. A Master's degree may substitute for one year of experience.

### Preferred Qualifications :

Knowledge and experience of evidence-based quality improvement frameworks and the use of measurement for improvement, demonstrated skills in quality improvement principles. Knowledge of community health care and electronic health records. Strong communication, presentation and interpersonal skills; effective relationship-building and facilitation skills. Ability to work collaboratively with and coach front-line healthcare providers. Ability to aggregate and analyze project-level qualitative and quantitative data to inform to inform improvement processes. A foundation, knowledge and interest in quality improvement work.

### Responsibilities :

The Quality Improvement Coordinator I will contribute to the Bureau of Community Chronic Disease Prevention's (BCCDP) Actions to Prevent and Control Heart Disease and Diabetes. The incumbent will report to the Health Systems Program Manager and will serve as an improvement liaison to health centers participating in BCCDP clinical quality improvement initiatives. He/she will assist Federally Qualified Health Centers to use evidence-based quality improvement approaches and methods to design, plan, and test system-level changes. System changes will aim to improve hypertension (HTN) identification and control, focus on criteria to identify HTN patients, standardize measures for documented HTN self-management plans, support a team-based approach to HTN management, and standardize HTN management protocols. The Quality Improvement Coordinator I will assist in the planning, coordination, facilitation and monitoring of collaborative learning sessions, including content and curriculum development, and will contribute to the development of knowledge and skills around evidence based quality improvement frameworks among staff, contractors and health system partners. Other duties will include coordinating data collection, summarization and review, and contributing to the evaluation of interventions.

### Conditions of Employment :

Grant funded position.

Compliance with funding requirements such as time and effort reporting, grant deliverables, and contract deliverables, is required.

**HRI participates in the E-Verify Program**

**AA/EEO/M/W/Qualified Individuals with Disabilities/Qualified Protected Veterans**

## Program Coordinator I

**Job ID** 2014-2888

**# of Openings** 1

**Job Location** US-NY-Albany

**Posted Date** 1/5/2015

**Department** AIDS Institute - Office of Medicaid Policy and Programs

**Position Type** Full Time

**Position will Remain Open** Until Application Submitted by Date

**Grade** P23

**Applications to be submitted by** 1/12/2015

**OR Grade 2**

**Salary Min** USD \$67,040.00/Yr.

**Salary 2 (Min)**

**Salary Max**

**OR Grade 3**

**Location Pay**

**Salary 3 (Min)**

### Additional Salary Info

#### Minimum Qualifications :

A Bachelor's degree and three years of experience in the administration of a public health, health regulatory, or human services related field OR an Associate's degree and five years of such experience OR seven years of such experience. At least one year of the experience must have included supervision of staff and/or program management. A Master's degree may substitute for one year of the general experience.

#### Preferred Qualifications :

Bachelor's Degree and four years of professional/administrative experience with HIV/AIDS health program development, implementation and management; knowledge of NYS Medicaid policy and reimbursement systems; knowledge of managed care policy and issues as they relate to persons with HIV; experience providing technical assistance to health care and HIV support service providers; experience in program oversight including survey and/or contract management activities addressing special needs populations; experience developing and evaluating quality standards; proficiency with spreadsheet and database programs such as Excell, Access, and Crystal reports.

#### Responsibilities :

The Program Coordinator I will have responsibilities associated with the implementation, program oversight, and reimbursement of health care services for persons with HIV/AIDS. Duties will include: participating in policy and standards development; programmatic follow-up especially as it relates to Medicaid reform and emerging system changes for Designated AIDS Centers and providers in HIV Primary Care Medicaid program and working with other HIV programs within the AIDS Institute regarding issues affecting persons with HIV; providing subject matter experience on the clinical and support needs of HIV+ persons; coordination of other special projects related to assuring appropriate treatment of persons with HIV/AIDS in the expanding managed care and insurance environment, navigating pharmacy benefit programs, confidentiality issues, etc. The incumbent will coordinate communication and provide support to staff related to HIV requirements of managed care plans. Other related duties as assigned.

#### Conditions of Employment :

Grant funded position.

Compliance with funding requirements such as time and effort reporting, grant deliverables, and contract deliverables, is required.

**HRI participates in the E-Verify Program**

**AA/EEO/M/W/Qualified Individuals with Disabilities/Qualified Protected Veterans**  
[www.healthresearch.org](http://www.healthresearch.org)

## Job Description

The New York City Department of Environmental Protection (DEP) protects public health and the environment by supplying clean drinking water, collecting and treating wastewater, and reducing air, noise, and hazardous materials pollution. DEP is the largest combined municipal water and wastewater utility in the country, with nearly 6,000 employees. We deliver 1.1 billion gallons of high quality drinking water per day to 8.3 million New York City residents and more than 1 million people in Upstate New York, and we collect and treat an average of 1.3 billion gallons of wastewater per day.

Working under general supervision, as part of bureau EHS, responsible for coordinating and supporting facility operations in maintaining environmental, health and safety (EHS) compliance of a wastewater treatment plant (WWTP), in accordance with OSHA, PESH (DOL) and FDNY regulations, federal, state and local environmental laws and regulations and Agency EHS polices. Responsibilities cover all aspects of EHS compliance, including, but not limited to: coordination, support and management in maintaining EHS compliance of a WWTP; coordinating/managing implementation of new EHS program initiatives; evaluating the effectiveness of EHS programs and recommending and implementing improvements; providing EHS guidance and support to facility staff; identifying new potential sources of hazards in the facility; performing job hazard analysis and monitoring; maintaining documented program, plan and policy documents; maintaining regulatory required documentation (hardcopy and/or electronic); performing required compliance inspections and programmatic audits; managing the resolution of audit findings; responding to environmental, health and safety issues and emergencies at the facility; and assisting with EHS compliance improvements and enhancements bureau-wide. A valid New York State Motor Vehicle Driver License and the ability to obtain 40-hour HAZWOPER certification are required.

### Minimum Qual Requirements

1. A baccalaureate degree from an accredited college or university , including or supplemented by 30 semester credits in the biological and/or physical sciences, and at least two years of satisfactory full-time experience performing inspections to assure compliance with pertinent laws, rules and regulations governing the areas of food, drugs and general environmental conditions; or
2. An associate degree from an accredited college or university , including or supplemented by 12 semester credits in the biological and/or physical sciences, and four years of satisfactory full-time experience as described in "1" above; or
3. Education and/or experience equivalent to "1" or "2" above. However, all candidates must have at least 60 semester credits from an accredited college or university , including at least 12 semester credits in the biological and/or physical sciences. Furthermore, to assure compliance with Section 11.112 of the New York State Sanitary Code, all candidates must have at least two years of experience as a public health sanitarian as described in "1" above.

### Preferred Skills

Candidates must be knowledgeable in OSHA regulations and related health and safety regulations and/or federal and/or state environmental laws and regulations related to waste management, bulk storage tanks or environmental assessments and remediation. Candidate should have a working knowledge of MS-Office and strong oral communication and organization skills.

### Additional Information

Appointments are subject to OMB approval.

For additional information about DEP, visit [www.nyc.gov/dep](http://www.nyc.gov/dep).

### To Apply

Click "Apply Now" button.

**Hours/Shift**

40 hours per week / day

**Work Location**

Owls Head WWTP  
6700 Shore Road  
Brooklyn, NY 11220

**Residency Requirement**

New York City residency is generally required within 90 days of appointment. However, City Employees in certain titles who have worked for the City for 2 continuous years may also be eligible to reside in Nassau, Suffolk, Putnam, Westchester, Rockland, or Orange County. To determine if the residency requirement applies to you, please discuss with the agency representative at the time of interview.

## Appendix B: External Letters of Support

### CUNY SCHOOL OF PUBLIC HEALTH

Brooklyn College | Hunter College | Lehman College | The Graduate Center

February 18, 2015

R. Gul Tiryaki Sonmez, Ph.D  
Associate Professor and Chair  
Department of Health Sciences  
School of Health Sciences, Human Services and Nursing  
APEX Building, Room # 265  
Lehman College, CUNY  
250 Bedford Park Blvd West  
Bronx, NY 10468

Dear Professor Sonmez:

Thank you for the opportunity to review the proposed curriculum for your BS in Public Health. As Dean of the CUNY School of Public Health, I was pleased to review the curriculum in relation to the excellent public health education and training taking place at Lehman College as one of the central consortium campuses that comprise the CUNY School of Public Health. This new undergraduate program will provide an important and critically needed option for CUNY students seeking a Bachelor's in Public Health that focus on two priority areas in global public health and geographic information systems.

Overall, I find this to be a very strong proposal and believe that it makes sense for Lehman College. What I find most promising is that the undergraduate curriculum seems logically built out of the existing strengths of the faculty while providing a basis for growth in the future.

I believe that students excelling in the proposed curriculum would be well prepared for advanced education and training in public health as well as a range of allied health fields and STEM sciences across the wide array of outstanding graduate programs offered throughout CUNY. Additionally, the curriculum is organized to also help make graduates competitive for jobs in public health and related health areas.

From my vantage point, you have a very strong program that lays a solid foundation for an excellent education in Public Health.

Sincerely,



Ayman El-Mohandes, MBBCh, MD, MPH

Ayman El-Mohandes, MBBCh, MD, MPH  
Dean, CUNY School of Public Health  
The Silberman Building

2180 Third Avenue, New York NY 10035  
(212) 396-7729 Tel | (212) 396-7644 Fax | dean@sph.cuny.edu





DEPARTMENT OF  
HEALTH SCIENCES

Gillet Hall, Room 431  
250 Bedford Park Blvd West  
Bronx, NY 10468

Phone: 718-960-8775  
Fax: 718-960-8908  
www.lehman.edu

February 20, 2015

R. Gul Tiryaki Sonmez, Ph.D  
Associate Professor and Chair  
Department of Health Sciences  
School of Health Sciences, Human Services and Nursing  
APEX Building, Room # 265  
Lehman College, CUNY  
250 Bedford Park Blvd West  
Bronx, NY 10468

Dear Professor Sonmez:

I fully support the proposed BS in Public Health (BSPH) at Lehman College. The concentrations described complement the existing graduate program in Public Health and provide a robust foundation for graduate studies in this and other related fields.

The proposed program's attention to the foundations of public health will allow undergraduate students to seek employment immediately after graduation as well as to pursue additional advanced education and training via graduate studies. As you know, our MPH program is highly competitive and Lehman undergraduate students who have attained high GPA and GRE scores have been admitted to this program. I am also pleased to report that these graduates have excelled as professionals as well.

As Director of the MPH program at Lehman College, I can attest that the proposed program offers strong and substantial preparation for graduate study in public health. The students who graduate from this new program will possess key skills and knowledge in the public health field that will prepare them for competitive jobs in a wide range of health fields as well as position them for graduate study across an equally wide array of medical and allied health fields.

Sincerely,

A handwritten signature in blue ink, appearing to read "AM", written over a light blue horizontal line.

Andrew Maroko, Ph.D.  
Interim MPH Director  
Assistant Professor, Dept. of Health Sciences/CUNY School of Public Health





Associate Director, Urban GISc Lab

SCHOOL OF HEALTH SCIENCES,  
HUMAN SERVICES AND  
NURSING

Shuster Hall, Room 302  
250 Bedford Park Blvd West  
Bronx, NY 10468

Phone: 718-960-7306  
Fax: 718-960-8762  
www.lehman.edu

February 14, 2015

R. Gul Tiryaki Sonmez, Ph.D Associate Professor and Chair  
Department of Health Sciences  
School of Health Sciences, Human Services and Nursing  
APEX Building, Room # 265  
Lehman College, CUNY  
250 Bedford Park Blvd West  
Bronx, NY 10468

Dear Gul:

I am very pleased to offer my full support of the proposal to offer a Bachelor's of Science in Public Health (BSPH) within the Department of Health Sciences in the School of Health

Sciences, Human Services and Nursing at Lehman College, The City University of New York. Having been involved in similar bachelor's level programs at The Johns Hopkins Bloomberg School of Public Health and The University of Florida College of Public Health and Health Professions, I can attest to both the quality of the proposed program curriculum as well as the great potential of enrollment in a program that is very likely to be in high demand.

Additionally, the focus of two tracks, one on Geographical Information Systems (GIS) and one on Global Health, is much needed given the many significant health challenges in urban settings nationally and internationally that GIS methodologies can help to shed light and thereby improve health, while the focus on Global Health is equally compelling given the broad array of challenges currently facing children and families around the world in addition to the unparalleled diversity of New York City and the students we serve at Lehman College and throughout The City University of New York. I also believe that graduate of the program will have multiple options to consider both in terms of joining the work force right away as well as enrollment in a wide array of public health, allied health professional and STEM graduate programs. I am fully in support of this program and wish you all the best in your efforts to bring this excellent opportunity to Lehman College students and the Bronx, New York.

Sincerely,

A handwritten signature in black ink, appearing to read "William W. Latimer".

William W. Latimer, Ph.D., M.P.H.  
Professor and Founding Dean  
School of Health Sciences, Human Services and Nursing Lehman College  
The City University of New York





**LEHMAN**  
COLLEGE

SCHOOL OF NATURAL AND  
SOCIAL SCIENCES

New Science Hall, Room 1403  
250 Bedford Park Blvd West  
Bronx, NY 10468

Phone: 718-960-8764  
Fax: 718-960-8929  
www.lehman.edu

February 15, 2015

R. Gul Tiryaki Sonmez, Ph.D  
Associate Professor and Chair  
Department of Health Sciences  
School of Health Sciences, Human Services and Nursing  
APEX Building, Room # 265  
Lehman College, CUNY  
250 Bedford Park Blvd West  
Bronx, NY 10468

Dear Dr. Sonmez:

Thank you for sharing with me your well-conceived proposal for a new major in Public Health (BSPH). The design of this undergraduate public health curriculum will fulfill a considerable need at Lehman College for training in public health. The concentrations and the breadth of options for elective study will prove appealing to prospective enrollees and build nicely on the strengths of your faculty.

As the Dean of the School of Natural and Social Sciences, I am also very supportive of this program as the academic skills and knowledge provided by the proposed program will serve as an excellent preparation for the graduate programs of our School, including multiple programs offered in our Departments of Earth, Environmental and Geospatial Science, Economics and Business. Public health competencies are an increasingly vital and complimentary component of any public or nonprofit sector manager's portfolio and as such the proposed program will also provide excellent training in skills that many employers find highly attractive and useful.

I wish you the best of luck with the new undergraduate program. Please let me know if I may be of any further assistance.

Sincerely,

Gautam Sen, Ph.D.  
Dean, School of Natural & Social Sciences  
Lehman College  
City University of New York  
Science Hall 1403  
250 Bedford Park Blvd West  
Bronx, NY 10468



## Appendix C: Course Descriptions (existing courses)

**HEA 300:** Introduction to Public Health. (3 credits, 3 hours) Science of community health. Prevention and control of disease, vital statistics, and current health problems.

**HSD 269:** Fundamentals of Biostatistics for Health Professionals. (3 credits, 3 hours) An introduction to biostatistics as used in health research. Emphasis on the application and interpretation of statistics in the context of health services, health education, and nutrition studies. PREREQ: MAT 132 or its equivalent, or demonstrated competence in database manipulation, spreadsheet calculations, and word processing.

**HSD 306:** Epidemiology. (3 credits, 3 hours) 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. PREREQ: HSD 266 and 269.

**HEA 267:** Human Behavior and Health. (3 credits, 3 hours) Psychological, social, and cultural determinants of health behavior, implications for educators in school and community settings, and conditions and phenomena that affect acceptance of health information. PREREQ: PSY 166, SOC 166, or Departmental permission.

**HEA 301:** Environmental Health. (3 credits, 3 hours) Description and analysis of causative agents of the major pollutants and their effects on man and society. PREREQ: Two courses in the natural sciences.

**HSA 267:** Management of Health Organizations. (3 credits, 3 hours) Fundamental concepts of management theory. Examination of the structure of health organizations and administrative processes, such as planning, problem solving and decision making, and quality, and productivity improvement. Emphasis on the major issues and problem areas confronting health administrators.

**HSD 266:** The U.S. Healthcare Delivery System. (3 credits, 3 hours) Examination of the major issues in the organization and delivery of health and nutrition services. An overview of healthcare institutions, financing, management, and human resources.

**HEA 400:** Program Planning and Evaluation (3 credits, 3 hours) Identification and analysis of the processes of planning and evaluating health education and promotion programs. Examination of programs in schools, community health agencies, clinical facilities, and worksite/industrial settings. PREREQ: HEA 267 plus 2 HEA courses at the 300 level.

**HSD 240:** Nutrition and Health. (3 credits, 3 hours) Fundamental principles of normal nutrition, with an emphasis on health maintenance and disease prevention. Discussion of nutritional concerns through the life cycle and nutrition programs in health services. PREREQ: Distribution course in the natural sciences. No credit will be given for \*DFN 140 if it is taken after HSD 240.

**EXS 264:** Physical Fitness and Exercise (3 credits, 3 hours) Nature and scope of the health-related aspects of physical fitness, emphasizing assessment, self-management skills, and the importance of a healthy lifestyle, as applied to individual and group fitness settings.

**EXS 265:** Behavioral Aspects of Physical Activity (3 credits, 3 hours) Conceptual and theoretical frameworks for understanding the behavioral component of physical activity and exercise, and for developing intervention strategies for enhancing physical activity and exercise behavior.

**COMHE 304:** Introduction to Health Communication Theory and Practice (3 credits, 3 hours) [At Hunter] An introduction to the field of health communication with a particular emphasis on theoretical constructs, case studies and U.S. and international practical models and applications; highlights the multidisciplinary and multifaceted nature of health communication and its contribution to the achievement of behavioral,

social and organizational objectives as one of the keys to public health interventions. PREQUE: Permission of the instructor

**ESC 475:** Community Change Model: Creating New Communities. (3credits, 4 hours: 2 hours, lecture; 2 hours, lab) Examination, design, and implementation of the Community Change Model as a means to engage youth and adults in analyzing and addressing community problems and concern. Community surveys, interviews, and focus groups will be conducted. PREQUE: Permission of the instructor.

**POL 343:** International and Regional Organizations (3 credits, 3 hours) The United Nations' system and other global and regional organizations.

**POL 339:** Human Rights. (3 credits, 3 hours) Theories and practices of human rights and their historical development in the context of globalization. Impact of human rights on local and global social movements. Significance of human rights activism at home and abroad. PREQUE: Satisfactory completion of 45 college credits.

**ENW 3070:** Health and Science Writing. (3credits, 3 hours) Work-related writing in the social, natural, and health sciences, including nursing. Projects stress writing issues specific to the healthcare and scientific communities. (Spring) PREREQ: Departmental permission.

**ENW 300:** Business Writing. (3 credits, 3 hours) Work-related writing for B.B.A. and B.S. in Accounting majors. Focus on rhetorical issues and strategies for persuasion in business memoranda, documents, and presentations. Students prepare shorter writings, as well as a substantial formal report that incorporates data analysis and support for its conclusions and recommendations. PREREQ: ENG 121; Departmental permission.

**ENW 304:** Non-Profit Grant Writing. (3 credits, 3 hours) Conception, research, and composition of grants and other types of professional proposals for public sector, nonprofit, and non-governmental organizations and endeavors. Development of the skills in essay writing, news copy, and feature copy used to produce the components of effective grant proposals. PREQUE: Departmental permission

**ENW 333:** Marketing and PR Writing. (3 credits, 3 hours) Mastering the appropriate formats needed to write in marketing and public relations fields. Formats studied include reports, news releases, talking points, and the various advertising and direct-marketing media generated by for-profit and non-profit organizations. PREQUE: Departmental permission.

**ENW 335:** Technical Writing. (3 credits, 3 hours). Generating texts that explain complex technological, scientific, economic, and other matters to experts and lay people clearly and with authority. Projects include how-to manuals, guides, FAQs, and reports. PREREQ: Departmental permission.

**AAS 226:** Community Organization. (3 credits, 3 hours). The structure of the inner city. Analysis of community needs and resources- health, housing, recreation, and neighborhood projects in urban areas. The organization of community action projects within a theoretical framework for understanding and applying models of community control.

**HIN 269:** Analysis and Action for Community Health. (3 credits, 3 hours) Health needs of families in the context of their communities. Introduction to epidemiological method and the principles of epidemiological investigation as tools for analyzing health needs. Issues of prevention, environmental health, special risk families, planned change, the concept of health teams, and the roles of health workers in the community are addressed. PREREQ: 30 college credits.

**ANT 341:** Medical Anthropology. (3 credits, 3 hours) Relationship of culture to disease: cross-cultural attitudes toward illness and the ailing, curative practices, and problems in the introduction of Western medical practices into peasant communities. The effects of culture on the state of health of the population.

## **Geographic Information Science**

**GEP 205:** Principles of Geographic Information Science. (3 credits, 4 hours: 2 lecture; 2 lab)

The use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences. Also included is the use of computer mapping and spatial analysis technologies for studying the physical and human components of the earth's environment.

**GEP 320:** Population Geography. (3 credits, 3 hours - Hybrid)

The world's population in the context of geography and demography. The theoretical framework, defined by the fields of population geography and demography, will be studied and explored qualitatively and quantitatively and will be applied to public health issues. Data sources and acquisition, population metrics (growth, change distribution, and composition), population and food supply, mortality, fertility, and migration. Lab work will provide students with hands-on experience using GISc to explore demographic concepts.

**GEP 310:** Geography of Urban Health. (3 credits, 4 hours: 2 lecture; 2 lab) The course is a geographical examination of urban health. Topics include the historical perspective of health, place, and society; mapping and measuring health and health impacts; the social and spatial patterning of health; the geography of health inequalities and disparities; health and social/spatial mobility; and the effects of urban segregation, overcrowding, and poverty on disease. Geographic Information Science will be used in the laboratory exercises to illustrate the theoretical concepts and to produce worked examples of health geography.

**GEH 240:** Urban Geography. (3 credits, 3 hours) Addresses are the contribution of geographical concepts and methods to an understanding of contemporary and future urban problems. Emphasis placed on the ghetto and the urbanized region in post-industrial societies.

**GEH 245:** Introduction to Quantitative Methods of Geography. (3 credits, 3 hours) Emerging fields of geospatial statistics, applying quantitative techniques to real-world geographic problems. Concepts and application of exploratory spatial data analysis (ESDA), traditional statistics and geospatial statistics within various software packages, including GeoDa, ArcGIS, [R], and Excel.

**GEH 232:** Medical Geography. (3 credits, 3 hours)

This is an introduction to medical geography via a study of the way in which environments affect health and disease. Included is the study of the effect of the distribution of health facilities on community health and access to health services. PREREQ: GEH 101, or instructor's permission.

**GEH 490:** Honors in Geography. (4 credits, 3 hours) Individual research, including reading and—in some areas—laboratory or field investigations, to be carried out under the individual guidance of a staff member. The results must be embodied in an honors essay or other suitable presentation. PREREQ: Departmental permission.

**GEP 204:** Basic Mapping: Applications and Analysis. (3 credits, 4 hours: 2 lecture; 2 lab) The course offers an introduction to the world of maps—how to use, interpret, and analyze maps. History of cartography, map projections, scales, measurements, contour interpretations, thematic maps, charts and graphs, remote sensing, aerial photos, and geographic information systems.

**GEP 321:** Introduction to Remote Sensing. (3credits, 3 hours) Fundamentals of remote sensing: energy interactions between the sun, atmosphere, and features on the earth surface. Course content: structure of raster data, cell size, and both passive and active remote sensing; and spatial, spectral, radiometric and temporal resolution characteristics of different multi-spectral remotely sensed data using specialized image analysis software.

**GEP 350:** Special Projects in Geographic Information Systems. (3 credits, 3 hours) The course focuses on special topics in the use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences. The advanced use of computer mapping and spatial analysis for studying the physical and human components of the earth's environment.

**GEP 360:** Geovisualization and Analytic Cartography. (3credits, 3 hours) Creating maps using advanced Geographic Information Science (GISc) techniques. Focus on understanding cartographic conventions and principles of good cartographic design and analysis of complex spatial data through geovisualization methods. PREREQ: GEP 204, or GEP 205, or Departmental permission.

### **Global Health**

**HEA 302:** Women and Health (3 credits, 3 hours) Physiological, psychological, political, and social determinants of the health and healthcare of women. PREREQ: Two courses in the behavioral sciences.

**HEA 211:** Perspectives on AIDS (3 credits, 3 hours) Examination of HIV/AIDS in the United States and the world, including biomedical aspects of HIV/AIDS, history of the epidemic, epidemiology, prevention, treatment, and policy issues.

**HSA 350:** Contemporary Health Issues (3 credits, 3 hours; maximum 6 credits). Recent topics of interest pertinent to the management and delivery of healthcare. Emphasis will be given to administrative, political, legislative, and legal dimensions of current health issues. PREREQ: HSD 266 and HSA 267.

**HEA 348:** Latino Health. (3 credits, 3 hours) An interdisciplinary perspective on the health of Latinos in the United States. Topics include health disparities, immigrant paradox, chronic disease, and current research on protective factors.

**Appendix D: New Course Proposals (Curriculum change forms – New Course)**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
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 340
Course Title	<b>Global Nutrition and Disease</b>
Description	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.
Prerequisites	HSD 240
Credits	3 credits
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<u>  x  </u> Not Applicable <u>      </u> Required

\_\_\_ English Composition

\_\_\_ Mathematics

\_\_\_ Science

\_\_\_ Flexible

\_\_\_ World Cultures

\_\_\_ US Experience in its Diversity

\_\_\_ Creative Expression

\_\_\_ Individual and Society

\_\_\_ Scientific World

3. **Rationale:** This course is proposed to be part of the new BS in Public Health program as a requirement for the global health specialization since nutrition is a critical issue in global health.

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

At the completion of this course students will be able to:

- Identify factors contributing to malnutrition and explain the effects of both under-nutrition and over-nutrition on growth and disease.
- Describe the effect of nutrition on pregnancy outcomes; breastfeeding and early childhood feeding practices and their impact on children's growth and health.
- Describe nutrition transition and how changing dietary patterns influences it.
- Explain the inter-relationships between food systems and the prevalence of major chronic diseases affecting the global population
- Explain the role of national and international intervention programs that address global nutritional problems.

5. **Date of Departmental Approval:** February 18, 2015



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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
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 302
Course Title	<b>Social Determinants of Health</b>
Description	Introduction to the social factors/determinants that influence health. Theoretical and methodological approaches to the study of social determinants will be discussed from a social ecological perspective. Social determinants will include race, socioeconomic condition, education, family, neighborhood, media, global influences, immigration, and gender.
Prerequisites	HEA 300, HSD 269
Credits	3 credits
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General	<u>  x  </u> Not Applicable

Education Component	_____ Required
	_____ English Composition
	_____ Mathematics
	_____ Science
	_____ Flexible
	_____ World Cultures
	_____ US Experience in its Diversity
	_____ Creative Expression
	_____ Individual and Society
	_____ Scientific World

3. **Rationale:** This course is proposed to be part of the new BS in Public Health program since the content is essential for the study of public health.

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

At the completion of this course students will be able to:

1. Discuss the various theoretical approaches to the study of social determinants of health
2. Describe the methodological approaches to the study of social determinants of health
3. Recognize the important role social determinants play in the health of individuals and society
4. Describe and critique the literature on several social determinants of health and their relationship to health outcomes
5. Critically evaluate evidence for social determinants of health and identify gaps in the current knowledge base

5. **Date of Departmental Approval:** February 18, 2015

**LEHMAN COLLEGE  
 OF THE  
 CITY UNIVERSITY OF NEW YORK**  
**DEPARTMENT OF HEALTH SCIENCES**  
**CURRICULUM CHANGE**

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
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 303
Course Title	<b>Approaches to Public Health Research</b>
Description	Research methods and findings applied to public health problems; quantitative and qualitative approaches; relevant experimental designs and analytical techniques
Pre/ Co Requisites	HEA 300, HSD 269, 306
Credits	3 credits
Hours	3 hours
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education	<u>  x  </u> Not Applicable

Component	___ Required
	___ English Composition
	___ Mathematics
	___ Science
	___ Flexible
	___ World Cultures
	___ US Experience in its Diversity
	___ Creative Expression
	___ Individual and Society
	___ Scientific World

3. **Rationale:** This course is proposed to be part of the new BS in Public Health program, since the content is essential to the study of public health.

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

At the completion of this course students will be able to:

- Conduct preliminary assessment of population health needs
- Develop project objectives that are “SMART” (specific, measurable, achievable, realistic, and time-frame)
- Develop project hypotheses and implementation design (including how to develop conceptual and theoretical frameworks)
- Collect and analyze data (quantitative and qualitative),
- Develop monitoring and evaluation plans (including how to develop project logic models and logical frameworks),
- Develop and justify project budgets,
- Institute procedures for ethical conduct in project implementation.

5. **Date of Departmental Approval:** February 18, 2015

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF HEALTH SCIENCES  
**CURRICULUM CHANGE**

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
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 304
Course Title	<b>Fundamentals of Global Health</b>
Description	Current and emerging global health priorities, including infectious diseases, effects of poverty, conflicts, natural disasters, health inequity, health systems reforms, major global initiatives for disease prevention and health promotion and interventions to improve global health.
Pre/ Co Requisites	PHE 302
Credits	3 credits
Hours	3 hours
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. **Rationale:** This course is proposed to be part of the new BS in Public Health program as a requirement for the global health specialization since nutrition is a critical issue in global health.

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

At the completion of this course students will be able to:

1. Describe key public health concepts related to global health, including: demographic and epidemiological transitions, measures of health status, and the burden of disease.
2. Describe how globalization has changed the patterns of the spread of disease and the methods needed to control disease.
3. Analyze the multi-directional links between health and social and economic factors.

5. **Date of Departmental Approval:** February 18, 2015

**LEHMAN COLLEGE**  
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**CITY UNIVERSITY OF NEW YORK**  
**DEPARTMENT OF HEALTH SCIENCES**  
**CURRICULUM CHANGE**

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
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 305
Course Title	<b>Community-based Participatory Research Methods</b>
Description	Principles, methods and processes of community-based participatory research (CBPR) for public health professionals. A collaborative approach to research that equitably involves all partners – community members, organizational representatives, and researchers - in the research process.
Pre/ Co Requisites	PHE 302 and PHE 303
Credits	3 credits
Hours	3 hours
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. **Rationale:** This course is proposed to be part of the new BS in Public Health program since the content is essential for the study of public health.

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

Upon completion of this course, students will be able to:

- Identify the major principles of CBPR and illustrate their relevance.
- Describe important events that have shaped the development and evolution of CBPR.
- Analyze key CBPR methodological considerations in partnering with communities, planning for research, data gathering, and dissemination of results.
- Demonstrate the importance of cultural competency and identify challenges in working with diverse populations.
- Critically examine ethical dimensions of CBPR.
- Evaluate advantages and limitations of CBPR as a method for approaching study and action to address public health and social problems and health disparities.

5. **Date of Departmental Approval:** February 18, 2015



**LEHMAN COLLEGE  
 OF THE  
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**DEPARTMENT OF HEALTH SCIENCES**  
**CURRICULUM CHANGE**

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
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 307
Course Title	<b>Emergency Preparedness at the Community Level</b>
Description	Community-level preparation and public health intervention for potential risks, including natural disasters (hurricanes, earthquakes, flooding, heat), transmission and expansion of diseases and industrial contamination.
Prerequisites	EVN 210, PHE 302, PHE 303
Credits	3 credits
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

3. **Rationale:** This course is proposed to be part of the new BS in Public Health program as a requirement for the global health specialization since nutrition is a critical issue in global health.

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

Upon completion of this course, students are expected to be able to:

1. Identify the roles of the various phases of disaster management and issues concerning planning and policies in those phases.
2. Describe stages of comprehensive emergency management from a planning and policy perspective
3. Describe the role of federal, state, and local governments in disaster planning and policies.
4. Interpret and apply mitigation planning and policy strategies.
5. Prepare comprehensive emergency management and related plans.
6. Analyze factors affecting short and long-term recovery and rebuilding and the role of planners and policy-makers.
7. Describe factors that give rise to disaster vulnerabilities (e.g. natural, physical, social, economic, policies, and governance).
8. Identify factors that give rise to differential vulnerabilities and levels of community resilience
9. Demonstrate capacity to assess and manage these vulnerabilities through disaster planning and policy-making.
10. Analyze and interpret data.

4. **Date of Departmental Approval:** February 18, 2015

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
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 470
Course Title	<b>Public Health Field Experience</b>
Description	Supervised field experience requiring a minimum of 120 hours of work in a public health setting
Prerequisites	Completion of 39 credits in major
Credits	3 credits
Hours	
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

\_\_\_\_ Science

\_\_\_\_ Flexible

\_\_\_\_ World Cultures

\_\_\_\_ US Experience in its Diversity

\_\_\_\_ Creative Expression

\_\_\_\_ Individual and Society

\_\_\_\_ Scientific World

3. **Rationale:** This course is proposed to be part of the new BS in Public Health program since the content is essential for the study of public health.

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

At the completion of this course students will be able to:

- Demonstrate the application of one or more core public health competencies or techniques through the fieldwork experience
- Analyze ethical issues in the workplace
- Demonstrate ability to meet deadlines
- Develop professional-quality education materials for lay or professional audience.

5. **Date of Departmental Approval:** February 18, 2015

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
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 472
Course Title	<b>Public Health Capstone</b>
Description	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.
Pre/ Co Requisites	Completion of 39 credits in major
Credits	3 credits
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required

Component	<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
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3. **Rationale:** This course is proposed to be part of the new BS in Public Health program since the content is essential for the study of public health.

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

At the completion of this course students should:

- Be capable of critically analyzing current public health issues
- Have professional skills for solving real-world public health problems
- Be able to integrate public health knowledge, theory and practice
- Be able to communicate clearly through written and oral presentation

5. **Date of Departmental Approval:** February 18, 2015

## Appendix E: New Course Proposals (Syllabi)

Following are draft syllabi for the proposed new courses for the BSPH degree program.

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

**Faculty:**  
**Office hours:**  
**Office:**

### COURSE SYLLABUS

#### PHE 340 Global Nutrition and Disease

**3 credits**

**Course Prerequisites:** HSD 240

#### **Course Description**

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.

#### **Course Objectives:**

At the completion of this course students will be able to:

- Identify factors contributing to malnutrition and explain the effects of both under-nutrition and over-nutrition on growth and disease.
- Describe the effect of nutrition on pregnancy outcomes; breastfeeding and early childhood feeding practices and their impact on children's growth and health.
- Describe nutrition transition and how changing dietary patterns influences it.
- Explain the inter-relationships between food systems and the prevalence of major chronic diseases affecting the global population
- Explain the role of national and international intervention programs that address global nutritional problems.

**Required textbook: Public Health Nutrition: Principles and Practice in Community and Global Health** by Natalie Stein, Jones and Bartlett, 2015

[http://www.amazon.com/Public-Health-Nutrition-Principles-Community/dp/1449692044/ref=pd\\_sim\\_b\\_3?ie=UTF8&refRID=19RMZGFHXP2MFZNA41NS](http://www.amazon.com/Public-Health-Nutrition-Principles-Community/dp/1449692044/ref=pd_sim_b_3?ie=UTF8&refRID=19RMZGFHXP2MFZNA41NS)

**Grade Distribution:**

Attendance and participation	10%
Midterm:	25%
Final Exam:	40%
Group project:	25%

**Tentative Grading Scale:**

Grade	Percentage	Grade	Percentage	Grade	Percentage
A	≥93	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	<60
B	83-86	C-	70-72		

**Tentative Course schedule:**

Date	Topic
<b>Week 1</b>	Brief overview of nutrition and health
<b>Week 2</b>	Malnutrition: Protein energy malnutrition and undernutrition
<b>Week 3</b>	Micronutrient deficiencies: vitamin A, Iodine,
<b>Week 4</b>	Micronutrient deficiencies: Iron, Zinc
<b>Week 5</b>	Nutritional requirements during pregnancy and current practices/challenges in developing countries
<b>Week 6</b>	Infant and childhood feeding: breastfeeding and complementary feeding practices
<b>Week 7</b>	MID TERM
<b>Week 8</b>	The burden of infections on nutritional status
<b>Week 9</b>	Globalization, nutrition transition and obesity
<b>Week 10</b>	Global Food Insecurity
<b>Week 11</b>	Nutrition-related interventions: effects and challenges with regards to community-based and international interventions
<b>Week 12</b>	Chronic disease and nutrition: Cardiovascular Disease
<b>Week 13</b>	Chronic disease and nutrition: Cancer
<b>Week 14</b>	Translating research evidence into policy
<b>Week 15</b>	Final exam



**Group project:**

You will work in groups of three for this project. As nutrition assessment ambassadors for a country assigned to you, identify a nutrition-related health problem prevalent in the country. You will identify the socio-cultural/ farming/ economic factors contributing to this health problem, symptoms and health-outcomes associated with it, as well as briefly summarize the role of public health interventions.

**Use of Blackboard:**

We will be using a Blackboard site for much of the class activities. It can be accessed through the Lehman website at [www.lehman.cuny.edu](http://www.lehman.cuny.edu). If you have any problems accessing the site please call the computer helpdesk at 718-960-1111.

**Accommodating Disabilities:**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

**Faculty:**  
**Office hours:**  
**Office:**

**COURSE SYLLABUS**

**PHE 302: Social Determinants of Health**

**3 credits**

**Course Prerequisites:** HEA 300, HSD 269

**Course Description**

Introduction to the social factors/determinants that influence health. Theoretical and methodological approaches to the study of social determinants will be discussed from a social ecological perspective. Social determinants will include race, socioeconomic condition, education, family, neighborhood, media, global influences, immigration, and gender.

**Course Objectives**

At the completion of this course students will be able to:

1. Discuss the various theoretical approaches to the study of social determinants of health
2. Describe the methodological approaches to the study of social determinants of health
3. Recognize the important role social determinants play in the health of individuals and society
4. Describe and critique the literature on several social determinants of health and their relationship to health outcomes
5. Critically evaluate evidence for social determinants of health and identify gaps in the current knowledge base

**Assigned Readings**

Principles and Basic Concepts of Equity and Health. Division of Health and Human Development, PAHOWHO, 1999

<http://www.paho.org/english/hdp/hdd/pahowho.pdf>

Other assigned readings are provided on Blackboard.

**Course Structure:**

**Class Attendance and Participation**

Class attendance is an important part of the learning process. Students are expected to attend all class sessions and do all required reading prior to the class to which it is assigned. There is a substantial amount of reading required in this course and you may need to read some of the articles more than once.. Because class attendance and participation are such a key part of class you are expected to attend each class. Students are expected to arrive on time. Students are also expected to create a respectful environment that is conducive to learning. To help create this environment, cell phones and pagers must be turned off or set to vibrate. Text messaging is not allowed and students found to be texting during

class will be asked to turn off their phones. Laptop computers and other electronic devices (i.e., iPhones, iPads, iPods, etc.) are not allowed.

Critical reading and reflection are integral components of higher level thinking and learning. This course will provide an opportunity to develop and practice these skills. Therefore, in order to have good discussion and really delve into the topics each week, students need to come to class prepared to discuss the readings in detail. These topics will likely create lively and interesting discussions and students may at times disagree with one another. Students are expected to respect other's opinions and work to create an environment where everyone feels comfortable sharing his or her ideas.

#### Meeting Deadlines

All assignments are due at the beginning of class. Assignments will receive 5% off for each 24 hours they are late. Students must turn in all written assignments to pass the course.

#### Other Expectations

Students can expect the instructor to facilitate student learning through classroom activities, lectures, constructive feedback on class assignments, and appointments with students. Students can expect to get out of class on time as long as students arrive to class on time and are ready to begin working at the scheduled start time. The instructor will be open to constructive feedback about the course. Students can expect timely responses to emails, usually within 24 hours, however, in the rare instance where you do not receive a response within 24 hours, please do not email again until at least 48 hours have passed. Do not wait until the night before to email me about a question for an assignment, I do not guarantee that I will be able to get back to you with enough time for you to complete the assignment.

#### Course Feedback

During this course I will be asking you to give me feedback on your learning in informal as well as formal ways, including anonymous surveys. You will also have opportunities in class to provide feedback. It's very important for me to know your reaction to what we're doing in class, so I encourage you to respond to these surveys and other feedback opportunities, ensuring that together we can create an environment effective for teaching and learning.

## GRADING SCALE

#### Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69

## COURSE REQUIREMENTS

**Written Assignments:** In addition to turning assignments in at the beginning of class, all students must upload their assignments to Blackboard. All written assignments must be completed to pass the course.

**Class Participation – 10%** of grade. Students are expected to have read all assigned materials prior to coming to class and should be prepared to participate in class discussions of those readings. Because of the interactional nature of the class, quality and quantity of informed participation and contribution will be evaluated.

Each student will also be responsible for preparing 2 questions or commentary on each week's readings. The questions/commentary should not be a Yes/No answer, but rather pose a question that would lead to a discussion. Questions/commentaries should cover areas such as issues/questions that were brought up by the readings, comparisons or contradictions in readings, links between readings across different topic areas, and/or controversial issues.

The questions should be posted to the Discussion Board on Blackboard by the preceding Sunday at 5 pm. Students are welcome to comment on the discussion board postings at any time.

**Weekly Individual/Dyad Presentation – 10%** of grade. One to two students will work together each week to find an additional one to two readings for the class session. Students will select topics on the first day of class, with input from the Instructor. Topics may include specific health issues or sub-groups related to the focus of that day’s class. This assignment gives students the opportunity to work independently to find relevant information, present information to the class, and lead the discussion.

**Reaction Papers – 30%** of grade. Students will write a two page reaction paper (1 inch margins, 12 point Times New Roman font, double spaced) on the readings and class material for a total of three classes. Students can submit up to four reaction papers with the top three scores counting toward the final grade. In addition to content, reaction papers will be graded for grammar, clarity, and organization as well as the use of and reference to class material. (10% of final grade for each reaction paper, total 30% of final grade).

**Research Paper - 30%** of grade. A final research paper (approximately 12-15 pages double-spaced pages, not including references) is required of each student and is due no later than May 9th at 5pm. Topics for research papers may vary widely but must be linked to the study of social determinants of health and must be approved in advance by the instructor I suggest you set up a time to meet with me or come to office hours to discuss your topic before beginning. Be sure to upload a final copy of the paper to Blackboard by May 9th at 5pm.

**Research Paper Presentation – 20%** of grade. Each student will present their research papers to the class in a formal 10 minute PowerPoint presentation with 5 minutes for questions scheduled during the last two of weeks of class.

**The assignment of points and the grading scale is as follows:**

Class Participation	10%
Individual/dyad presentation	10%
Reaction Papers (3 at 10% each)	30%
Research Paper	30%
Research Paper Presentation	20%

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Total	100%
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## SCHOOL POLICIES

### Academic Integrity:

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**[web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf](http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf)**

Any cases of academic dishonesty that I discover in any assignment in this course will be dealt with strictly: **A faculty report on the dishonest student will be filed with the Office of the Academic Integrity Official; the student will be failed in the assignment and possibly also in the course.** Please consult CUNY’s policy on academic integrity for further information: [http://www1.cuny.edu/portal\\_ur/content/2004/policies/policies.html](http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html)

**Students with Disabilities:**

The Office of Student Disability Services (SDS) provides a supportive environment for students with disabilities and can be helpful in arranging student accommodations, support services, and academic adjustments. Please contact the office early in the semester to schedule an appointment. If after meeting with SDS it is determined that you would benefit from in-class accommodations, the office will ask you to bring me an Academic Adjustment Memo that specifies the nature of the accommodations. I can work with you to ensure that these accommodations are met.

**Course Schedule**

Date	Topic	Readings
<b>Week 1</b>	Introductions/Course Syllabus	Review syllabus, assignments, course expectations
<b>Week 2</b>	Theoretical Approaches	<ol style="list-style-type: none"> <li>1. Braveman P, Egerter S, Williams DR, 2011. The Social Determinants of Health: Coming of Age, The Annual Review of Public Health.</li> <li>2. Krieger N (2003). Theories for social epidemiology in the 21st century: An ecosocial perspective. In Health and Social Justice: Politics, Ideology, and Inequity in the Distribution of Disease. A Public Health Reader. Hofrichter R. Ed. 428-450.</li> </ol>
<b>Week 3</b>	Social Epidemiology	<ol style="list-style-type: none"> <li>1. Krieger N (2001). A glossary for social epidemiology. J of Epidemiology &amp; Community Health. 55: 693-700.</li> <li>2. Berkman L and Kawachi I, 2000. A Historical Framework for Social Epidemiology. In Social Epidemiology, Berkman and Kawachi, Eds. Oxford University Press.</li> <li>3. Marmot M. 2000. Multilevel Approaches to Understanding Social Determinants. In Social Epidemiology, Berkman and Kawachi, Eds. Oxford University Press.</li> </ol>
<b>Week 4</b>	Race and Racism as Social Determinants	<ol style="list-style-type: none"> <li>1. Krieger N, 2008. Does Racism harm health? Did child abuse exist before 1962? On explicit question, critical science, and current controversies: an ecosocial perspective. American Journal of Public Health, 98 (9 suppl): S20-5.</li> <li>2. Orsi J, Margellos-Anast J, Whitman S, 2010. Black-White Health Disparities in the United States and Chicago: A 15 year progress analysis, American Journal of Public Health, 100(2):349-356.</li> <li>3. Krieger, N. Discrimination and Health. (2000) In Social Epidemiology. Berkman LF, Kawachi I. editors. New York: Oxford University Press. Chapter 3 pp. 36-75.</li> <li>4. Williams DR, Neighbors HW, Jackson JS. Racial/ethnic discrimination and health: findings from community studies. Am J Public Health. 2003 93(2):200-8</li> </ol>

Date	Topic	Readings
		5. Thomas SB, The Color Line: Race Matters in the Elimination of Health Disparities (2013) In Race, Ethnicity, and Health: A Public Health Reader. LaVeist TA, Isaac LA. Editors. San Fransisco: Jossey-Bass. 35-40
<b>Week 5</b>	Social Class and Poverty	1. Aber, et al. The effects of poverty on child health and development. Annual Review of Public Health 1997 18:463-83. 2. Adler NE, Ostrove JM Socioeconomic status and health: what we know and what we don't. Ann N Y Acad Sci. 1999;896:3-15. 3. LaVeist TA. Disentangling race and socioeconomic status: A key to understanding health inequalities. J Urban Health. 2005 Jun; 82 (2 Suppl 3). 4. Submaranian SV, Belli P, Kawachi I. The macroeconomic determinants of health. Annu Rev Public Health, 2002; 23: 287-302.
<b>Week 6</b>	Education	1. Chapter 1: Lareau, A. (2011). Unequal Childhoods: Class, Race, and Family Life, Second Edition with an Update a Decade Later. Berkeley and Los Angeles, CA: University of California Press. 2. Zarcadoolas C, Pleasant A, Greer, DS. Understanding health literacy: an expanded model. Health Promotion International 2005; 20(2): 195-203. 5. Blane D. The life course, the social gradient, and health. (2006) .In Social Epidemiology, Berkman and Kawachi, Eds. Oxford University Press.
		<u>Suggestion:</u> Have at Least One Reaction Paper Completed by Today
<b>Week 7</b>	Family Influences	1. Hertzmann C (1996). The Biological Embedding of Early Experience and its Effects on Health in Adulthood. Annals New York Academy of Sciences. 85-95. 2. Poulton R et al. (2002). Association between children's experience of socioeconomic disadvantage and adult health: a life-course study. The Lancet.360: Nov. 23, 2002, 1640-1645. 3. Masten AS, Shaffer A (2006). How Families Matter in Child Development: Reflections from Research on Risk and Resilience. In Families Count: Effects on Child and Adolescent Development.

Date	Topic	Readings
		<p>Eds. Clarke-Stewart A, Dunn J. pgs 5-25.</p> <ol style="list-style-type: none"> <li data-bbox="630 268 1455 464">4. Bornstein M, Cheah CSL. The Place of “Culture and Parenting” in the Ecological Contextual Perspective on Developmental Science. In Parenting Beliefs, Behaviors, and Parent-Child Relations: A CrossCultural Perspective Rubin KH &amp; Chung OB Eds. 2006. Psychology Press</li> </ol>
<b>Week 8</b>	Neighborhood Influences	<ol style="list-style-type: none"> <li data-bbox="630 569 1442 680">1. Pickett KE, Pearl M. 2001. Multilevel analyses of neighbourhood socioeconomic context and health outcomes: a critical review. J Epidemiology and Community Health 55: 111-122.</li> <li data-bbox="630 716 1468 827">2. Browning CR, Cagney KA, (2002). Neighborhood structural disadvantage, collective efficacy, and self-rated physical health in an urban setting. Journal of Health and Social Behavior 43:383-99.</li> <li data-bbox="630 863 1458 974">3. Cummins S, Curtis S, Diez Roux AV, Macintyre S, 2007. Understanding and representing ‘place’ in health research: a relational approach, Social Science and Medicine, 65(9): 1825-38.</li> <li data-bbox="630 1010 1463 1234">4. Duncan GJ, Raudenbush SW. 2001. Neighborhoods and Adolescent Development: How Can we Determine the Links? In Does it take a Village?: Community effects on children, adolescents, and families.105-136.</li> </ol>
<b>Week 9</b>	Media Influences	<ol style="list-style-type: none"> <li data-bbox="630 1346 1446 1493">1. Wartella E, Robb M. Historical and recurring concerns about Children’s use of mass media. (2008) In The Handbook of Children, Media, and Development.Calvert SL, Wilson BJ Editors. Blackwell. 7-26.</li> <li data-bbox="630 1528 1435 1640">2. Montgomer KC, Chester J. 2009. Interactive Food and Beverage Marketing: Targeting Adolescents in the Digital Age. Journal of Adolescent Health, 45: S18-S29</li> <li data-bbox="630 1675 1435 1829">3. Penchmann C, Levine L. Loughlin S, Leslie F. 2005.Impulsive and SelfConscious:Adolescents’ Vulnerability to Advertising and Promotion. Journal of Public Policy and Marketing, 24(2): 202-221.</li> <li data-bbox="630 1864 1451 1940">4. Stroud NJ. Media Use and Political Predispositions: Revisiting the Concept ofSelective Exposure.(2008). Political Behavior, 30:341-</li> </ol>

Date	Topic	Readings
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**\*Suggestion**

Have at Least Two Reaction Papers Completed by Today

<b>Week 10</b>	Global Influences	<ol style="list-style-type: none"> <li>1. Navarro V, Shi L. The political context of social inequalities and health. <i>Soc Sci Med.</i> 2001 Feb; 52 (3): 481-91.</li> <li>2. Labonte R, Schrecker T, Gupta AS. (2005). <i>Health for Some: Death Disease and Disparity in a Globalizing Era..</i> Toronto: Centre for Social Justice.</li> <li>3. Lee K. (2003). <i>An Introduction to Global Health. Globalization and health: An Introduction.</i> New York: Palgrave MacMillan. Pp. 1-29.</li> <li>4. McMichael AJ, Beaglehole R. The changing global context of public health. 2000. <i>The Lancet</i> 356(5): 495-499</li> </ol>
<b>Week 11</b>	Immigration, Culture, and Acculturation	<ol style="list-style-type: none"> <li>1. Lara, M. et al. Acculturation and Latino health in the United States: A Review of the Literature and its Sociopolitical Context. (2013) In <i>Race, Ethnicity, and Health: A Public Health Reader.</i> LaVeist TA, Isaac LA. Editors. San Fransisco: Jossey-Bass. 215-252</li> <li>2. Berry JW. Acculturation: A Conceptual Overview (2006). In <i>Acculturation and Parent-Child Relationships: Measurement and Development.</i> Bornstein MH &amp;Cote LR Eds. New Jersey: Laurence Erlbaum Associates Inc. p. 13-32.</li> </ol>
<b>Week 12</b>	Gender and Sexual Orientation	<ol style="list-style-type: none"> <li>1. Gorman, K.; Read, J. 2006. Gender Disparities in Adult Health: An Examination of Three Measures of Morbidity <i>Journal of Health and Social Behavior</i>, 47 (2): 95-110.</li> <li>2. Meyer, H. 2003. Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. <i>Psychological Bulletin</i> 129(5) 674-697.</li> <li>3. Rieker PP, Bird CE, 2005. Rethinking Gender Differences in Health: why we need to integrate social and biological perspectives,</li> </ol>



Date	Topic	Readings
		Journals of Gerontology, Series B, 60B: 40-47.
		4. Hatzenbuehler ML, Keyes KM, McLaughlin KA, 2011. The protective effects of social/contextual factors on psychiatric morbidity in LGB populations. International Journal of Epidemiology.
<b>Week 13</b>	Student Presentations	
<b>Week 14</b>	Student Presentations	
<b>Week 15</b>	Presentations and Wrap Up	

## COURSE SYLLABUS

LEHMAN COLLEGE  
Department of Health Sciences  
Bachelor in Public Health  
CUNY School of Public Health  
(Semester)

Faculty:  
Office hours:  
Office:

## COURSE SYLLABUS

### **PHE 303: Approaches to Public Health Research**

**3 credits**

**Course Prerequisites:** HEA 300, HSD 269, HSD 306

#### **Course Description**

Research methods and findings applied to public health problems; quantitative and qualitative approaches; relevant experimental designs and analytical techniques

#### **Course Objectives**

At the conclusion of this course, students will be prepared to:

- Conduct preliminary assessment of population health needs
- Develop project objectives that are “SMART” (specific, measurable, achievable, realistic, and time-frame)
- Develop project hypotheses and implementation design (including how to develop conceptual and theoretical frameworks)
- Collect and analyze data (quantitative and qualitative),
- Develop monitoring and evaluation plans (including how to develop project logic models and logical frameworks)
- Develop and justify project budgets,
- Institute procedures for ethical conduct in project implementation.

#### **Required Text**

There is no required textbook for this course. The instructor has selected essential reading lists for each week. All required reading materials will be available to you at no cost. Web links and/or electronic copies of the required readings will be posted on Blackboard.

#### **Course Readings**

- Bertrand JT (2005). Evaluating health communication programs. *Drum Beat*, Issue 302. June.
- Bertrand JT, Escudero G (2004). Compendium of indicators for evaluating reproductive health programs. Chapel Hill, NC: Carolina Population Center, MEASURE Evaluation Project. Pp. 1-14.
- Centers for Disease Control and Prevention (2005). Introduction to program evaluation for public health programs: A self-study guide [www.cdc.gov/getsmart/program-planner/Introduction.pdf](http://www.cdc.gov/getsmart/program-planner/Introduction.pdf) and <http://www.cdc.gov/eval/index.htm>
- Earp JA, Ennett ST (1991). Conceptual models for health education research and practice. *Health Educ Res*, 6:163-171.
- Fisher AA, Foreit JR, Laing J et al. (2002). *Designing HIV/AIDS intervention studies: an operations research handbook*. New York: Population Council.

- Habicht JP, Victora CG, Vaughn JP (1999). Evaluation designs for adequacy, plausibility and probability of public health programme performance and impact. *Int J Epidemiol*, 28:10-18.
- Hodges BC, Videto DM (2005). *Assessment and planning in health programs*. Sudbury, MA: Jones and Bartlett Publishers Inc.
- Issel, M.L. (2008). *Health program planning and evaluation: a practical, systematic approach for community health*. New York: Jones & Bartlett Publishers.
- Mary D (1998). *Handbook for excellence in focus group research*. Washington, DC: Academy for Educational Development.
- Rossi PH, Lipsey MW, Freeman HE (2004). *Evaluation: a systematic approach*. Thousand Oaks, CA: Sage Publications Inc.
- Saunders RP, Evans MH, Praphul J (2005). Developing a process-evaluation plan for assessing health promotion program implementation: a how-to guide. *Health Promotion Practice*, 6:134-147.
- Smedley BD, Syme SL (eds.) (2000). *Promoting health: strategies from social and behavioral research*. Washington, D.C., National Academies Press.
- Shain RN, Piper JM, et al. (1999). A randomized controlled trial of a behavioral intervention to prevent sexually transmitted disease among minority women. *New England Journal of Medicine*, 340:93-100.
- Thielman NM, Chu HY, Ostermann J et al. (2006). Cost-effectiveness of free HIV voluntary counseling and testing through a community-based AIDS Service Organization in Northern Tanzania. *Am J Pub Health*, 96:114-125.
- Trochim WMK (2008). *Social research methods - Evaluation research*. Retrieved from <http://www.socialresearchmethods.net/kb/evaluation.php>.
- Viadro CI (1997). Designing a process evaluation for a comprehensive breast cancer screening intervention: challenges and opportunities. *Evaluation and Program Planning*, 20:237-249.
- Weir SS, Morroni C, Coetzee N, Spencer J, Boerma JT. (2002). A pilot study of a rapid assessment method to identify places for AIDS prevention in Cape Town, South Africa. *Sex Transm Infect*, 78 (Suppl 1):i106-i113.
- Westat JF (2002). *The 2002 User-Friendly Handbook for Project Evaluation*. Division of Research, Evaluation and Communication, National Science Foundation. Retrieved from <http://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf>.
- W.K. Kellogg Foundation (1998). *Evaluation handbook*. Retrieved from [http://ww2.wkkf.org/DesktopModules/WKF.00\\_DmaSupport/ViewDoc.aspx?fld=PDFFile&CID=281&ListID=28&ItemID=2810770&LanguageID=0](http://ww2.wkkf.org/DesktopModules/WKF.00_DmaSupport/ViewDoc.aspx?fld=PDFFile&CID=281&ListID=28&ItemID=2810770&LanguageID=0).
- Wholey JS, Hatry HP, Newcomer KE. (2004). *Handbook of Practical Program Evaluation*. 2<sup>nd</sup> Edition. San Francisco, CA: John Wiley and Sons.

## GRADING SCALE

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69
- F = 59% or less

## COURSE ASSIGNMENTS

There is no end of course examination.

Each assignment will be submitted in word document format to Blackboard. Assignments are to be submitted before 11:59pm on the due date. To avoid confusion and to ensure that your assignments will be graded, please save your assignment with your last name, first name and the assignment name (e.g.,

“Moore\_Mike\_LetterofIntent.doc”) and for group assignment, with your group name as the file name (e.g., group1\_letterofintent.doc).

It is your responsibility to ensure that the instructor receives your assignments by the due date. Problems with email or BB will not be accepted as sufficient reason for late or non-submission of required assignments.

**Individual Project:**

For your individual assignments, you will identify a given public health problem based upon which you will undertake a series of graded exercises that will lead to the development of a mini-proposal for conducting a baseline assessment, designing and implementing an intervention. You will develop structured program specific aims and hypotheses, an intervention design, an implementation plan, and an evaluation plan. Continuous assessment will be based on completion and submission of the various sections of the project design, implementation and evaluation plan. Grades will be awarded, based on the scientific merit, overall quality, and completeness of submitted work. (Up to 10 single spaced pages)

**Group Project:**

For your group assignments, you will identify a given public health problem based upon which you will undertake a series of graded exercises that will lead to the development of a full proposal for conducting a baseline assessment and an intervention. You will develop structured proposal including program specific aims and hypotheses, an intervention design, an implementation plan, and an evaluation plan. Continuous assessment will be based on completion and submission of the various sections of the proposal as well as a group presentation. Grades will be awarded, based on the scientific merit, overall quality, and completeness of submitted work.

**Group Evaluation:**

Twice during the semester you will submit an evaluation of your group experience.

Assignment	Type	Points %	Due date
Course entry assignment	Individual	5	
Letter of intent	Group	5	
Letter of intent	Individual	5	
Draft: title, background, specific aims and hypotheses	Group	5	
Draft: title, background, specific aims and hypotheses	Individual	5	
Power-Point presentation (15 minutes): Title, introduction, specific aims, hypotheses, background & significance, design & methods, implementation, limitations, conclusion	Group	5	
Group Member Evaluation	Individual		5
Draft: title, introduction, specific aims, hypotheses, background & significance, design & methods, implementation, limitations, conclusion	Group	10	
Draft: title, specific aims, hypotheses, background & significance, design & methods	Individual	10	

Assignment  
Scores/Grading:

Assignments Due Date and Points

Group Member Evaluation			5
Final paper: Complete proposal – title, introduction, specific aims, hypotheses, background, design and methods, implementation, monitoring and evaluation, conclusions, appendices (budget, human subjects, any surveys, focus group guides, etc.), references	Group	20	
Final paper: Short proposal - Title, introduction, specific aims, hypotheses, background, design and methods, implementation, monitoring and evaluation, references	Individual	20	
<b>Total</b>		<b>100</b>	

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## Course Schedule

Week 1	Introduction & Course Overview
<b>Lecture Objective:</b> Introduction & Course Overview	The week's materials will provide an overview of the course, clarify course rules and expectations, and introduce you to the principles and issues in public health intervention research and evaluation.
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Trochim WMK (2008). Social Research Methods: Knowledge Base. Retrieved from <a href="http://www.socialresearchmethods.net">www.socialresearchmethods.net</a>. <b>Read:</b> <a href="#">Foundations</a> <a href="#">Philosophy of Research</a> <a href="#">Ethics in Research</a> <a href="#">Conceptualizing Evaluation Research</a></li> <li>2. Cecil G Sheps Center for Health Services Research (2009). Program planning and monitoring self-instructional manuals. Retrieved from <a href="http://www.shepscenter.unc.edu/data/peoples/index.html">http://www.shepscenter.unc.edu/data/peoples/index.html</a>.</li> <li>3. For review in class from D2L Letter of Intent Guidelines Draft Letter of Intent with Comments Group Proposal Outline Individual Proposal Outline Course Syllabus Foundation RFP NIH RFP</li> </ol>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Craig P, Dieppe P McIntyre S et al (2004). Developing and evaluating complex interventions: the new Medical Research Council guidance. <i>BMJ</i> 2008;337:a1655.</li> <li>2. Saunders RP, Evans MH, Praphul J (2005). Developing a process-evaluation plan for assessing health promotion program implementation: A how-to guide. <i>Health Promotion Practice</i>, 6:134-147.</li> </ol>
<b>Activity Objective:</b> RFPs and Proposal Logistics	Understand Requests for Proposals (RFPs) and proposal formatting in general, and the course assignment RFP, specifically. In small groups, students will review a set of RFPs and associated proposal logistics (i.e., formatting, timing, etc.) and consider in small groups, a set of discussion questions. Finally, students will be given the RFP for the class projects, with time to ask questions of the instructor and TA.

<b>Activity</b>	Access and review posted web links of RFPs (request for proposals), RFAs
<b>Week 2</b>	<b>Needs Assessment and Priority Settings in Public Health</b>
<b>Lecture Objective:</b> Needs Assessment and Priority Settings in Public Health	This week's lecture will introduce you to a fundamental element of project planning: assessing population health needs and ensuring that project initiation, planning and implementation reflect the needs and aspirations of beneficiaries. You will be introduced to a variety of approaches for conducting population health needs assessment in high and low-income countries. Advantages and limitations of these various approaches will be addressed.
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>Hill Z, Manu A, Tawiah-Agyemang C (2008). How did formative research inform the development of a home-based neonatal care intervention in rural Ghana? J Perinatol., Suppl 2:S38-45.</li> <li>Wright J, Walley J (1998). Assessing health needs in developing countries. British Medical Journal 316:7147; 1819-23.</li> <li>University of Kansas (2010). The Community Tool Box. Part B. Community Assessment, Agenda Setting, and Choice of Broad Strategies (Sections 1 - 5). Retrieved from <a href="http://ctb.ku.edu/en/tablecontents/chapter_1003.htm">http://ctb.ku.edu/en/tablecontents/chapter_1003.htm</a>.</li> </ol>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>McBride KR, Goldsworthy RC, Fortenberry JD (2009). Formative design and evaluation of patient-delivered partner therapy informational materials and packaging. Sex Transm Infect., 85:2; 150-5.</li> <li>Weir SS, Morroni C, Coetzee N, Spencer J, Boerma JT (2002). A pilot study of a rapid assessment method to identify places for AIDS prevention in Cape Town, South Africa. Sex Transm Infect, 78 (Suppl 1):i106-i113.</li> <li>Department for International Development (2003). Tools for development: a handbook for those engaged in development activity. London: Department for International Development (DfID). Version 15. Retrieved from <a href="http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf">http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf</a> Chapter 2 – Stakeholder analysis; Chapter 3 - Problem and situation analysis.</li> <li>Peace Corps (2007). Participatory analysis for community action (PACA) training manual. Washington DC: Peace Corps, Office of Overseas Programming and Training Support, Information Collection and Exchange. Retrieved from <a href="http://multimedia.peacecorps.gov/multimedia/pdf/library/PACA-2007.pdf">http://multimedia.peacecorps.gov/multimedia/pdf/library/PACA-2007.pdf</a></li> </ol>
<b>Activity Group Work</b>	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
<b>Activity Preparation</b>	To be assigned.
<b>Week 4</b>	<b>Defining Project Goals, Objectives, Indicators &amp; Hypotheses</b>

<p><b>Lecture Objective:</b> Defining Project Goals, Objectives, Indicators &amp; Hypotheses</p>	<p>This week’s lecture will discuss the importance of ensuring that project planning is based on well-defined aims, objectives, and hypotheses. You will be presented with practical examples and guidelines for crafting project objectives that are specific, measurable, achievable, realistic and time-framed (SMART). The link between project objectives and evaluation indicators will be addressed.</p>
<p><b>Required Readings</b></p>	<ol style="list-style-type: none"> <li>1. March of Dimes (2004). “SMART” objectives. Retrieved from <a href="http://www.marchofdimes.com/chapterassets/files/SMART_objectives.pdf">www.marchofdimes.com/chapterassets/files/SMART_objectives.pdf</a>.</li> <li>2. Morrison M (2009). How to write SMART objectives and SMARTer objectives. Retrieved from <a href="http://www.rapidbi.com/created/WriteSMARTObjectives.html">http://www.rapidbi.com/created/WriteSMARTObjectives.html</a>. <b>Review the additional sources cited on this web site.</b></li> </ol>
<p><b>Recommended Readings</b></p>	<ol style="list-style-type: none"> <li>1. Bertrand JT, Escudero G (2004). Compendium of indicators for evaluating reproductive health programs. Chapel Hill, NC: Carolina Population Center, MEASURE Evaluation Project. Pp. 1-14. Retrieved from: <a href="http://www.cpc.unc.edu/measure/publications/ms-02-06">http://www.cpc.unc.edu/measure/publications/ms-02-06</a>. <i>This is a 210 page document that details indicators for evaluation measurement in various areas of public health. You are not required to read and memorize these. Review and identify examples that may be relevant to your proposed project.</i></li> <li>2. Scott S (2003). Developing measurable objectives. Retrieved from <a href="http://www.ngcproject.org/documents/Developing_Measurable_Objectives.pdf">http://www.ngcproject.org/documents/Developing_Measurable_Objectives.pdf</a></li> </ol>
<p><b>Activity Objective:</b> Writing Specific Aims and</p>	<p>Learn how to write SMART specific aims and when a specific aim calls for a hypothesis.</p>
<p><b>Activity Preparation</b></p>	<p>To be assigned.</p>
<p><b>Week 5</b></p>	<p><b>Project Conceptual Model</b></p>
<p><b>Lecture Objective:</b> Project Conceptual Model</p>	<p>The conceptual framework represents a picture of how an effort or initiative is supposed to work. It is an explicit visual statement about the activities that will bring about change and the results one would expect to see for the community and its people as a result of the project’s implementation. This week’s lecture will discuss the importance and methods of constructing and interpreting project conceptual models.</p>



<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Earp JA, Ennett ST (1991). Conceptual models for health education research and practice. Health Educ Res, 6:163-171.</li> <li>2. World Health Organization (2007). A conceptual framework for action on the social determinants of health. Commission on Social Determinants of Health. Geneva: World Health Organization. Retrieved from <a href="http://www.who.int/social_determinants/resources/csdh_framework_action_05_07.pdf">http://www.who.int/social_determinants/resources/csdh_framework_action_05_07.pdf</a>.</li> </ol>
<b>Activity Objective:</b> Group Work	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
<b>Activity Preparation</b>	To be assigned.
<b>Week 6</b>	<b>Design and Method – Quantitative</b>
<b>Lecture Objective:</b> Design and Method – Quantitative	Building on discussions related to health needs assessment and thinking ahead about evaluation methods and indicators, this week's lecture will discuss the various designs and methods that are available for structuring the orientation of population based health projects. Discussion and examples will be presented in relation to
<b>Required Readings</b>	<p>Trochim WMK (2008). Social research methods: Knowledge base.</p> <ol style="list-style-type: none"> <li>1. Sampling: <a href="http://www.socialresearchmethods.net/kb/sampling.php">http://www.socialresearchmethods.net/kb/sampling.php</a></li> <li>2. Measurement: <a href="http://www.socialresearchmethods.net/kb/measure.php">http://www.socialresearchmethods.net/kb/measure.php</a></li> <li>3. Design: <a href="http://www.socialresearchmethods.net/kb/design.php">http://www.socialresearchmethods.net/kb/design.php</a></li> </ol>
<b>Recommended Readings</b>	<p>Here are some sample size calculation software applications:</p> <ul style="list-style-type: none"> <li>• Epi-Info Statcalc: <a href="http://www.cdc.gov/epiinfo/">http://www.cdc.gov/epiinfo/</a></li> <li>• RoaSoft sample Size calculator: <a href="http://www.raosoft.com/samplesize.html">http://www.raosoft.com/samplesize.html</a></li> <li>• Creative Research Systems: <a href="http://www.surveysystem.com/sscalc.htm">http://www.surveysystem.com/sscalc.htm</a></li> <li>• Macorr sample size calculator: <a href="http://www.macorr.com/ss_calculator.htm">http://www.macorr.com/ss_calculator.htm</a></li> <li>• Decision Support Systems: <a href="http://www.dssresearch.com/toolkit/sscalc/size.asp">http://www.dssresearch.com/toolkit/sscalc/size.asp</a></li> <li>• PS Power and sample Calculator version 3.0 (2009) by William Dupont: <a href="http://biostat.mc.vanderbilt.edu/wiki/bin/view/Main/PowerSampleSize">http://biostat.mc.vanderbilt.edu/wiki/bin/view/Main/PowerSampleSize</a></li> </ul>

<b>Activity Objective:</b> Conceptual Maps	Refine your group and individual conceptual maps. Building on your group and individual proposal background sections, we will work through the kinks in your graphical representation of your concepts, the conceptual map, both in groups and individually. The instructor will be available for questions.
<b>Activity Preparation</b>	Prepare a power-point slide containing your group's draft conceptual map. This does not need to be complete or fully thought out. Please bring a memory stick or be prepared to access your conceptual map on the projector via another method (e.g., D2L, email) to share with the class for critique. You should also come prepared with a hand drawn or power-point version of your individual conceptual map.
<b>Week 7</b>	<b>Project Theoretical Model and Intervention Mapping</b>
<b>Lecture Objective:</b> Project Theoretical Model and Intervention Mapping	Theory helps program planners to understand how individuals, groups, and organizations behave and change. It helps in articulating assumptions and hypotheses concerning our strategies, and targets of intervention. This knowledge can be used to enhance the effectiveness of interventions. This week's lecture will discuss the importance of theory in project planning, implementation, and evaluation. It will discuss specific theoretical constructs, provide examples of application to project planning, and provide a guide for theory selection and integration in project planning.
<b>Required Readings</b>	1. National Cancer Institute (2005). Theory at a glance: a guide for health promotion practice. US Bethesda, MD: Department of Health and Human Services, National Institutes of Health. Retrieved from <a href="http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf">www.cancer.gov/cancertopics/cancerlibrary/theory.pdf</a> .

<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Kim YH (2005). Adolescents' smoking behavior and its relationships with psychological constructs based on trans-theoretical model: A cross-sectional survey. <i>International Journal of Nursing Studies</i>; 43:4;439-446.</li> <li>2. Lytle LA, Perry CL (2001). Applying research and theory in program planning: an example from a nutrition education intervention. <i>Health Promotion Practice</i>, Jan 2001; 2: 68-80.</li> <li>3. Davies SL, Harrington K, Franklin FA, Shewchuk RM, Feese ML, Windle M. (2005). Hi5+: systematic development of a family intervention to increase fruit and vegetable intake. <i>Health Promot Pract.</i> 6:2; 190-201.</li> <li>4. Harrington KF, Franklin FA, Davies SL, Shewchuk RM, Binns MB (2005) Implementation of a family intervention to increase fruit and vegetable intake: the Hi5+ experience. <i>Health Promot Pract.</i> 6:2; 180-9.</li> <li>5. Townsend M et al (2003). Using a theory-driven approach to design a professional development workshop. <i>Journal of Nutrition Education and Behavior</i> 35: 312-318.</li> </ol>
<b>Activity Objective:</b> Group Work	<p>For in-class activity, each group will be assigned one or more of the above listed articles to review and present in the class.</p> <p>Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.</p>
<b>Activity Preparation</b>	To be assigned.
<b>Week 8</b>	<b>Design and Method – Quantitative (Questionnaire Design)</b>
<b>Lecture Objective:</b> Design and Method – Quantitative	This week's lecture will discuss strategies for designing effective questionnaires for use in primary data collection.

<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. McColl E, Jacoby A, Thomas L (2001). Design of questionnaires: a review of best practice applicable to surveys of health services staff and patients. <i>Health Technology Assessment</i> 5:31. Retrieved from <a href="http://www.hta.ac.uk/pdfexecs/summ531.pdf">http://www.hta.ac.uk/pdfexecs/summ531.pdf</a>.</li> <li>2. Krosnick JA, Holbrook AL, Berent MK et al (2002). The impact of "No Opinion" response options on data quality: Non-attitude reduction or an invitation to satisfice? <i>Public Opinion Quarterly</i>, 66, 371–403.</li> <li>3. Saris WE, Krosnick JA, Schaeffer EM. (2010). Comparing questions with Agree/Disagree response options to questions with item-specific response options. <i>Survey Research Methods</i> 4:1; 61-79.</li> <li>4. Sanchez ME (1992). Effects of questionnaire design on the quality of survey data. <i>Public opinion quarterly</i> 56:206-217.</li> </ol>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Bradburn N, Sudman S, Wansink B (2004) <i>Asking Questions: the definitive Guide to questionnaire design – for market research, political polls, and social and health questionnaires</i>. San Francisco: Jossey Bass.</li> <li>2. Schuman H, Presser S. (1981). <i>Questions and answers in attitude surveys</i>. New York: Academic Press.</li> <li>3. Mitchell AA, Cottler LB, Shapiro S (1986) Effect of questionnaire design on recall of drug exposure in pregnancy. <i>American Journal of Epidemiology</i> Vol. 123, No. 4: 670-676.</li> <li>4. Jenkins CR, Dillman DA (1995) Towards a theory of self-administered questionnaire design: In: Lyberg L, Biemer P, Collins E et al (eds) <i>Survey Measurement and Process Quality</i>. New York: Wiley-Interscience.</li> </ol>
<b>Activity Objective:</b> Theory and the Conceptual Map	Refine your group and individual conceptual maps. Building on your group and individual conceptual maps, we will work through overlaying theory onto the conceptual map both in groups and individually. The instructor and TA will be available for questions.
<b>Activity Preparation</b>	Prepare a power-point slide containing your group’s draft conceptual map. You should also come prepared with a hand drawn or power-point version of your individual conceptual map. Select the theory(ies) that you will use in your group and individual projects. If you have been unable to make a final selection, be prepared to discuss theory selection with the instructor, class, and TA.
<b>Week 9</b>	<b>Design and Method - Mixed Method Approach</b>

<b>Lecture Objective:</b> Design and Method – Mixed Method Approach	This week’s lecture will introduce you to the benefits of triangulation in public health research by presenting the case for application of mixed methods approaches. Examples of research questions that merit the application of mixed methods approaches will be presented and issues in practical application of mixed methods in public health research will be discussed.
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Creswell JW, Fetters WD, Ivankova NV (2004). Designing a mixed methods study in primary care. <i>Annals of Family Medicine</i> 2:7-12.</li> <li>2. O’Cathain A, Murphy E, Nicholl J (2007). Why, and how, mixed methods research is undertaken in health services research in England: a mixed methods study. <i>BMC Health Serv Res.</i> 14; 7:85.</li> <li>3. Gibbs L, Kealy M, Willis K et al. (2007). What have sampling and data collection got to do with good qualitative research? <i>Aust N Z J Public Health</i>; 31(6):540-4.</li> <li>4. Green J, Willis K, Hughes E et al. (2007) Generating best evidence from qualitative research: the role of data analysis. <i>Aust N Z J Public Health</i>; 31(6):545-50.</li> <li>5. Devers KJ (1999). How will we know "good" qualitative research when we see it? Beginning the dialogue in health services research. <i>Health Serv Res.</i>; 34(5 Pt 2):1153-88.</li> </ol>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Lewin S, Glenton C, Oxman AD (2009). Use of qualitative methods alongside randomised controlled trials of complex healthcare interventions: methodological study. <i>BMJ</i> 339:b3496.</li> <li>2. Barg FK, Huss-Ashmore R, Wittink MN et al. (2006). A mixed-methods approach to understanding loneliness and depression in older adults. <i>J. Gerontol. B. Psychol. Sci. Soc. Sci.</i>, 61(6): S329-S339.</li> <li>3. Johnson B, Onwuegbuzie AJ (2004). Mixed methods research: a research paradigm whose time has come. <i>Educational Researcher</i> 33:7; 14-26.</li> <li>4. Stange KC, Crabtree BF, Miller WL (2006). Publishing multi-method research. <i>Ann. Fam. Med</i>; 4:4; 292–294.</li> </ol>
<b>Activity Objective:</b> Group Work	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
<b>Activity Preparation</b>	To be assigned.

<b>Lecture Objective:</b> Project Monitoring and Evaluation	This week's lecture will discuss various evaluation designs and methods, and their application to project planning, implementation, and evaluation in public health interventions. Various evaluation models will be presented along with their respective strengths and limitations.
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>Green J, McClintock C (1985). Triangulation in evaluation: design and analysis issues. <i>Evaluation Review</i> 9:5; 523-545.</li> <li>Habicht JP, Victora CG, Vaughn JP (1999) Evaluation designs for adequacy, plausibility and probability of public health programme performance and impact. <i>Int J Epidemiol</i>, 28:10-18.</li> <li>Saunders RP, Evans MH, Praphul J (2005) Developing a process- evaluation plan for assessing health promotion program implementation: a how-to guide. <i>Health Promotion Practice</i>, 6:134-147.</li> </ol>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>Bill &amp; Melinda Gates Foundation (2010). A guide to actionable measurement. Retrieved from <a href="http://www.gatesfoundation.org/learning/Documents/guide-to-actionable-measurement.pdf">http://www.gatesfoundation.org/learning/Documents/guide-to-actionable-measurement.pdf</a></li> <li>Westat JF (2002). The 2002 User-friendly handbook for project evaluation. Division of Research, Evaluation and Communication, National Science Foundation. Retrieved from <a href="http://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf">http://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf</a>.</li> <li>Patirakia El Papathanassogloua EDE, Tafasb C et al. (2006). A randomized controlled trial of an educational intervention on Hellenic nursing staff's knowledge and attitudes on cancer pain management. <i>European Journal of Oncology Nursing</i> 10:337-352.</li> </ol>
<b>Activity Objective:</b> Group Work	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
<b>Activity Preparation</b>	To be assigned.

<b>Lecture Objective:</b> Project Monitoring and Evaluation	This week's lecture will provide skills in how to use project logic models in conducting project planning and evaluation activities. Examples of logic models used by various national and international health and development agencies will be reviewed.
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>Centers for Disease Control and Prevention CDC Evaluation Working Group: Logic Model Resources. Retrieved from <a href="http://www.cdc.gov/nccdphp/dnpao/hwi/programdesign/logic_model.htm">http://www.cdc.gov/nccdphp/dnpao/hwi/programdesign/logic_model.htm</a>.</li> <li>Department for International Development (2003). Tools for development: a handbook for those engaged in development activity. London: Department for International Development (DfID). Version 15. Retrieved from <a href="http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf">http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf</a> Chapter 5 Logical Framework.</li> <li>European Commission (2004). Aids delivery methods. Volume 1: The project cycle management guideline. Part 2. The Logical Framework Approach. Pp.57-94.</li> </ol>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>W.K. Kellogg Foundation (1998). Evaluation handbook. Retrieved from <a href="http://www.ojp.usdoj.gov/BJA/evaluation/links/WK-Kellogg-Foundation.pdf">http://www.ojp.usdoj.gov/BJA/evaluation/links/WK-Kellogg-Foundation.pdf</a>.</li> </ol>
<b>Activity Objective:</b> Group Presentations	Receive feedback from instructor, TA, and classmate on your emerging proposal plans.
<b>Activity Preparation</b>	Prepare power-Point presentation to last 15 minutes including: title, introduction, specific aims, hypotheses, background & significance, conceptual model, design & methods, implementation, limitations, conclusion. Wisely select how to best present this information in 15 minutes.
<b>Week 12</b>	<b>Budget and Budget Justification</b>
<b>Lecture Objective:</b> Budget and Budget Justification	This week's lecture will discuss various types of budgets. Guidelines and examples of how to develop and justify project budgets will be provided.

<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Foundation Center (2010). Proposal budgeting basics. Retrieved from <a href="http://foundationcenter.org/getstarted/tutorials/prop_budgt/">http://foundationcenter.org/getstarted/tutorials/prop_budgt/</a>.</li> <li>2. University of Arizona Sponsored Projects Services (2012). Proposal Information Quick Reference. Retrieved from <a href="http://www.sps.arizona.edu/proposal/quick-reference.htm">http://www.sps.arizona.edu/proposal/quick-reference.htm</a>.</li> <li>3. University of Arizona Sponsored Projects Services (2012). Handbook for Principal Investigators: Format of the Proposed Budget. Retrieved from <a href="http://www.sps.arizona.edu/handbook/proposed_budget.htm">http://www.sps.arizona.edu/handbook/proposed_budget.htm</a>. Please review the sample budgets available here: <a href="http://www.sps.arizona.edu/handbook/samplebudget_1year.htm">http://www.sps.arizona.edu/handbook/samplebudget_1year.htm</a> <a href="http://www.sps.arizona.edu/handbook/samplebudget_multiyears.htm">http://www.sps.arizona.edu/handbook/samplebudget_multiyears.htm</a></li> </ol>
<b>Activity Objective:</b> The Logic Model	Groups will present their conceptual maps via a Powerpoint slide and reading the draft conceptual map narrative. We will work through refining the group's conceptual map narrative and completing your group logic models in class. The Instructor and TA will be available for questions.
<b>Activity Preparation</b>	Prepare a power-point slide containing your group's draft conceptual map. Draft the narrative that describes your group's conceptual map. Prepare a table that contains the major activities for each of your group's specific Aims. Select, as a group, the logic model shell/outline that your group will use. You should also come prepared with the same three materials for your individual proposal.
<b>Week 13</b>	<b>Project Sustainability</b>
<b>Lecture Objective:</b> Project Sustainability	One of the most abiding challenges in public health project design and implementation is how best to ensure project sustainability beyond donor funding. This week's lecture will discuss approaches for increasing the sustainability of projects.



<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Kilbourne AM, Neumann MS, Pincus HA et al. (2007). Implementing evidence-based interventions in health care: application of the replicating effective programs framework. Implementation Science; 2:1; 42. Retrieved from <a href="http://www.implementationscience.com/content/pdf/1748-5908-2-42.pdf">http://www.implementationscience.com/content/pdf/1748-5908-2-42.pdf</a></li> <li>2. Marschalek I (2008). The concept of participatory local sustainability projects in seven Chinese villages. Journal of Environmental Management. 87:2; 226-35.</li> </ol>
<b>Activity Objective:</b> The Budget	Prepare your group’s proposal budget in class through a guided activity. Instructor and TA will be available to answer questions for the group or individual projects.
<b>Activity Preparation</b>	Prepare an Excel spreadsheet draft budget for the group proposal. You should also come prepared with your group’s logic model power-point slide as it will assist you in preparing your budget as we work through a guided exercise in class.
<b>Week 14</b>	<b>Ethical Considerations in Project Design, Implementation &amp; Evaluation</b>
<b>Lecture Objective:</b> Ethical Considerations in Project Design, Implementation & Evaluation	This week’s lecture will provide guidelines on how to examine and identify project related risks to participants. It will introduce you to various local, national, and international policies and guidelines related to ethical involvement of participants in public health research. Strategies to ensure implementation of appropriate ethical safeguards for involvement of participants in public health research will be presented.

<p><b>Required Readings</b></p>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Review Belmont Report Educational Video  <a href="http://www.youtube.com/watch?v=W7sflA1dlGQ">http://www.youtube.com/watch?v=W7sflA1dlGQ</a></li> <li>2. University of Arizona Office for the Responsible Conduct of Research (2012). Requirements as a UA Investigator: Investigator Manual. Retrieved from: <a href="http://orcr.vpr.arizona.edu/irb/Researchers">http://orcr.vpr.arizona.edu/irb/Researchers</a>.</li> <li>3. Department of Health and Human Services (2010). Institutional Review Board Guidebook. Chapter IV: considerations of research design. Office for Human Research Protection. Retrieved from: <a href="http://www.hhs.gov/ohrp/archive/irb/irb_guidebook.htm">http://www.hhs.gov/ohrp/archive/irb/irb_guidebook.htm</a></li> <li>4. Thomas SB, Quinn SC (1991). The Tuskegee Syphilis Study, 1932 to 1972: implications for HIV education and AIDS risk education programs in the black community. American Journal of Public Health 81:11; 1498-1505. Retrieved from <a href="http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1405662&amp;blobtype=pdf">http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1405662&amp;blobtype=pdf</a>.</li> </ol>
<p><b>Further Reading</b></p>	<ol style="list-style-type: none"> <li>1. Department of Health and Human Services (1979). The Belmont Report. Ethical principles and guidelines for the protection of human subjects of research. National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. Office of the Secretary. Retrieved from <a href="http://videocast.nih.gov/pdf/ohrp_belmont_report.pdf">videocast.nih.gov/pdf/ohrp_belmont_report.pdf</a></li> <li>2. Department of Health and Human Services (1997). The Nuremberg Code. DHHS. Office for Human Research Protection. Retrieved from <a href="http://history.nih.gov/research/downloads/nuremberg.pdf">history.nih.gov/research/downloads/nuremberg.pdf</a></li> </ol>
<p><b>Activity Objective:</b> Group Work</p>	<p>Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.</p>
<p><b>Activity Preparation</b></p>	<p>To be assigned.</p>

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Email: TBD  
Phone: TBD

**COURSE SYLLABUS**

**PHE 304: Fundamentals of Global Health**

**3 credits, 3 hours**

**Course Prerequisite / Corequisite: PHE 302**

**Course Description:**

Current and emerging global health priorities, including infectious diseases, effects of poverty, conflicts, natural disasters, health inequity, health systems reforms, major global initiatives for disease prevention and health promotion and interventions to improve global health.

**Required Text:**

There is no official textbook for this course, although there will be required readings each week posted on the course blackboard website.

**Use of Technology and Blackboard Information:**

Blackboard will be used to post documents and assignments. It can be accessed via [www.lehman.cuny.edu](http://www.lehman.cuny.edu). If you have any problems with your Lehman e-mail address, password, or blackboard login, contact the computer helpdesk at 718-960-1111.

## Course Learning Objectives:

At the completion of this course students will be able to:

1. Describe key public health concepts related to global health, including: demographic and epidemiological transitions, measures of health status, and the burden of disease.
2. Describe how globalization has changed the patterns of the spread of disease and the methods needed to control disease.
3. Analyze the multi-directional links between health and social and economic factors.

## Course Format:

This course includes lectures, class discussions, readings, a series of personal and group written assignments and a final exam.

## Grading Policy:

Grades will not be curved, there will be no extra credit and no grades will be dropped.

## Components of Final Grade:

10%	Class participation
15%	Critical reflection papers (5% each)
10%	Group debate
5%	Group paper outline (to include objectives, hypotheses, and policy relevance)
10%	Draft group paper
30%	Final group paper
20%	Final exam
100%	Total

## Grade Scale:

A	>= 93
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	< 60

## Class Participation:

Class participation includes engagement in discussions and answering of questions during lecture. Lateness and absence will count against this grade. Class participation accounts for 10% of the final grade.

**Assignments:**

Assignments consist of reflection papers, accounting for 15% of the final grade.

**Group debate:**

A group debate will be held, where each student is expected to come prepared and will be graded on an individual basis, accounting for 10% of the final grade.

**Group paper:**

Students will be assigned to small groups, in order to work together with other students on a term paper. The paper will be graded in stages to encourage timely completion. The overall paper will equal 45% of the final grade

**Final exam:**

A comprehensive final exam will equal 20% of the final grade.

**Course Policies**

Lateness and absences: Lateness or absence will count against your class participation grade unless there is an emergency or it is cleared with the professor in a timely fashion *before* class. If you miss a session, it is your responsibility to check with your classmates for notes and other course materials.

Late submission of assignments or exams: Late assignments/exams will generally not be accepted unless it is cleared with the professor *well before the due date*. Under special circumstances, unexcused late assignments may be accepted (at the professor's discretion) but one full letter grade will be subtracted. If there is a medical reason for lateness, please supply documentation.

Blackboard: Blackboard will be used to distribute and update assignments, readings, and other course materials. It is the student's responsibility to check it regularly.

Cell phone use: The use of cell phones and other similar devices are not permitted during class.

Computers: For classes held in a computer lab, the following additional rules apply:

- Monitors must be turned off during lectures
- No drinking or eating of any kind in the lab
- No printing of any materials without permission from the instructor or the lab manager

Incompletes: A grade of incomplete will **only** be considered if you are clearly making a good faith effort to complete the course (i.e., attending regularly, participating in discussions) and have a good reason for not completing the work.

Academic dishonesty: Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing (including "cutting and pasting" or paraphrasing information from the internet without proper citation), fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or papers written for other courses, or tampering with the academic work of other students. Students may be asked to submit their notes and references to prove that their work is their

own. For further clarification, please read CUNY's policy on academic integrity at <http://www.lehman.edu/provost/documents/academic-integrity.pdf>. Violators will be reported to the head of the Department and to the Dean of Student Affairs.

Syllabus Modification: The instructor may modify the syllabus and study plan.

**Accommodation for Students with Disabilities:**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, tel #: 718-960-8441.

**The Academic Center for Excellence (ACE) and the Science Learning Center (SLC):**

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**Schedule:**

-Readings and assignments are to be done *before* the class in which they are listed.

-Schedule, readings, and assignments are subject to change.

Session	Date	Topic	Readings	Assignments
1		Introduction; Social determinants of health		
2		International cooperation in global health: A historical overview		
3		International health agencies, activities & other actors		Reflection paper1
4		Political economy of health and development		
5		Globalization and health		Reflection paper2
6		Gender & health		
7		Nutrition and global health		Reflection paper3
8		The role of NGOs in global health		--
9		Water & sanitation		Group debate
10		Disease control priorities in low income countries		Draft Group paper
11		Disease control priorities in low income countries		
12		Maternal and child health		Final Group paper
13		Health systems reforms		
14		Semester Review		Term Projects due
15		<b>Final Exam</b>		--

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Email: TBD  
Phone: TBD

**COURSE SYLLABUS**

PHE 305: Community-based Participatory Research Methods

**3 credits**

**Courses Prerequisite:** PHE 302 and PHE 303

**Course Description:**

Principles, methods and processes of community-based participatory research (CBPR) for public health professionals. A collaborative approach to research that equitably involves all partners – community members, organizational representatives, and researchers - in the research process.

**Required Text:**

Minkler, M., & Wallerstein, N. (2008). *Community-based participatory research for health: from process to outcomes* (2nd ed.). San Francisco, CA: Jossey-Bass.

The required text will be on reserve at the library. Additional readings (e.g., articles) will be provided via blackboard as needed.

**Use of Technology and Blackboard Information:**

Blackboard will be used to post documents and assignments. It can be accessed via [www.lehman.cuny.edu](http://www.lehman.cuny.edu). If you have any problems with your Lehman e-mail address, password, or blackboard login, contact the computer helpdesk at 718-960-1111.



**Course Learning Objectives:**

Upon completion of this course, students will be able to:

- Identify the major principles of CBPR and illustrate their relevance.
- Describe important events that have shaped the development and evolution of CBPR.
- Analyze key CBPR methodological considerations in partnering with communities, planning for research, data gathering, and dissemination of results.
- Demonstrate the importance of cultural competency and identify challenges in working with diverse populations.
- Critically examine ethical dimensions of CBPR.
- Evaluate advantages and limitations of CBPR as a method for approaching study and action to address public health and social problems and health disparities.

**Course Format:**

This course includes lectures, class discussions, readings, assignments, a final paper/presentation, a midterm, and a final exam.

**Grading Policy:**

Grades will not be curved, there will be no extra credit and no grades will be dropped.

**Components of Final Grade:**

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10%	Class participation
20%	Assignments
20%	Final Paper & Presentation
25%	Midterm exam
25%	Final exam

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100%	Total
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**Grade Scale:**

A	>= 93
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62

**Class Participation:**

Class participation includes engagement in discussions and answering of questions during lecture. Lateness and absence will count against this grade. Class participation accounts for 10% of the final grade.

**Assignments:**

Assignments consist of in-class and take-home work. They focus on a series of written assignments that will ultimately comprise your CBPR research project proposal. All sources must be properly cited using in-text citation (name and date in the body of the text) followed by a list of sources in a “references” section at the end (APA format).

*Assignment 1:* Outline the goal of your proposal. This will contribute to your proposal aims section of your final paper.

*Assignment 2:* Outline your community assessment and research planning process for your research proposal project. This assignment will likely contribute to the background and significance sections of your proposal.

*Assignment 3:* Outline the research methodology and data gathering process for your research proposal. This assignment will contribute to your Research Design and Methods section of your project paper.

*Assignment 4:* Outline your process for data interpretation, how you will share what you have learned and what action you are planning based on your findings and process. This assignment will contribute to proposal project section entitled “Data Interpretation, Dissemination and Action Planning”.

All assignments must be uploaded to blackboard *before* the start of class on the due date to receive credit. Written assignments must be saved as an MSWord document (.DOC or .DOCX), having 1” margins, 1.5” spacing, 12 point fonts, and be saved as *LastName\_FirstName\_AssignmentName* (e.g. Smith\_Joe\_Assignment1.doc).

Assignments comprise 20% of the final grade.

**Final Paper and Presentation:**

The final project will combine the three written assignments and should reflect revisions based on further reading and feedback provided by the instructor. The final project paper should be between 5 and 10 1.5 spaced pages with a 12-point font. The project is an outline for a

CBPR project proposal and should include the following sections:

- Proposal Aims
- Background and Significance
- Research Design and Methods
- Data Interpretation, Dissemination, and Action

The final paper must be uploaded to blackboard *before* the start of class on the due date to receive credit and must be saved as an MSWord document (.DOC or .DOCX), having 1" margins, 1.5" spacing, 12 point fonts, and be saved as *LastName\_FirstName\_FinalPaper* (e.g. Smith\_Joe\_FinalPaper.doc).

The Final Paper comprises 20% of the final grade.

Students will create and present their proposal to the class using PowerPoint. This presentation should be no longer than 10 minutes and summarize each section listed above.

The final paper and presentation are worth 20% of the final grade.

#### **Midterm exam:**

The midterm exam will cover sessions the first half of the course, which includes all readings, assignments, and lectures. It is worth 25% of the final grade.

#### **Final exam:**

The final exam will cover the second half of the course (readings, assignments, and lectures). It is worth 25% of the final grade.

#### **Course Policies**

Lateness and absences: Lateness or absence will count against your class participation grade unless there is an emergency or it is cleared with the professor in a timely fashion *before* class. If you miss a session, it is your responsibility to check with your classmates for notes and other course materials.

Late submission of assignments or exams: Late assignments/exams will generally not be accepted unless it is cleared with the professor *well before the due date*. Under special circumstances, unexcused late assignments may be accepted (at the professor's discretion) but one full letter grade will be subtracted. If there is a medical reason for lateness, please supply documentation.

Blackboard: Blackboard will be used to distribute and update assignments, readings, and other course materials. It is the student's responsibility to check it regularly.

Cell phone use: The use of cell phones and other similar devices are not permitted during class.

Computers: For classes held in a computer lab, the following additional rules apply:

- Monitors must be turned off during lectures
- No drinking or eating of any kind in the lab
- No printing of any materials without permission from the instructor or the lab manager

Incompletes: A grade of incomplete will **only** be considered if you are clearly making a good faith effort to complete the course (i.e., attending regularly, participating in discussions) and have a good reason for not completing the work.

Dropping: The last day to drop the course with the grade of "W" is **April 12** (no refund).

Academic dishonesty: Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing (including “cutting and pasting” or paraphrasing information from the internet without proper citation), fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or papers written for other courses, or tampering with the academic work of other students. Students may be asked to submit their notes and references to prove that their work is their own. For further clarification, please read CUNY's policy on academic integrity at <http://www.lehman.edu/provost/documents/academic-integrity.pdf>. Violators will be reported to the head of the Department and to the Dean of Student Affairs.

Syllabus Modification: The instructor may modify the syllabus and study plan.

**Accommodation for Students with Disabilities:**

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## Schedule:

-Readings and assignments are to be done *before* the class in which they are listed

-Schedule, readings, and assignments are subject to change

Session	Date	Topic	Readings	Assignments
1		Course overview, conceptual models of research and brief introduction to CBPR	Chapter 1	--
2		CBPR Historical context and social determinants of health	Chapter 2	--
3		Principles of CBPR	Chapter 3	--
4		Experimental Design in CBPR	Chapters 4 Article (TBD)	Assignment 1 Due
5		Community partnerships and Collaborations (2) / Peer critique of Assignment 1	Chapters 5 & 6	--
6		Community assessment, issue analysis, and research planning	Chapter 9 & 12	--
7		Data gathering	Chapters 10 & 11	Assignment 2 Due
8		<b>Midterm exam</b>	--	--
9		Ethical considerations in CBPR, IRB, and funding issues (1) / Peer critique of assignment 2	Chapter 14 Article (TBD)	--
10		Ethical considerations in CBPR, IRB, and funding issues (2)	Chapter 15	Assignment 3 Due
11		Diverse populations, cultural competence, and issues of power in CBPR / Peer critique of assignment 3	Article (TBD)	--
12		Interpretation, results sharing, and action planning	Chapters 16 & 17	Assignment 4 Due
13		Peer critique of draft	--	Final Paper Draft Due
14		Final Paper Presentations	--	Final Paper Due
15		<b>Final Exam</b>	--	--

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

**Faculty:**  
**Office hours:**  
**Office:**

**COURSE SYLLABUS**

**PHE 307: Emergency Preparedness at the Community Level**

**3 credits**

**Course Prerequisites:** EVN 210, PHE 302, PHE 303

**Course Description:**

Community-level preparation and public health intervention for potential risks, including natural disasters (hurricanes, earthquakes, flooding, heat), transmission and expansion of diseases and industrial contamination.

**Course Objectives:**

Upon completion of this course, students are expected to be able to:

1. Identify the roles of the various phases of disaster management and issues concerning planning and policies in those phases.
2. Describe stages of comprehensive emergency management from a planning and policy perspective
3. Describe the role of federal, state, and local governments in disaster planning and policies.
4. Interpret and apply mitigation planning and policy strategies.
5. Prepare comprehensive emergency management and related plans.
6. Analyze factors affecting short and long-term recovery and rebuilding and the role of planners and policy-makers.
7. Describe factors that give rise to disaster vulnerabilities (e.g. natural, physical, social, economic, policies, and governance).
8. Identify factors that give rise to differential vulnerabilities and levels of community resilience
9. Demonstrate capacity to assess and manage these vulnerabilities through disaster planning and policy-making.
10. Analyze and interpret data.

**Course Textbooks:**

Waugh, William L. Jr. (2000). *Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management*. Armonk, New York: M.E. Sharpe.

Burby, Raymond (1998). *Cooperating with Nature: Confronting natural hazards with land-use planning for sustainable communities*. Joseph Henry Press.

**Resources:**

The following **websites** will be useful in the development and understanding of disaster and emergency preparedness:

- [www.fema.gov](http://www.fema.gov) - for basic information on the federal emergency management system, reports, legal documents, training and planning documents, and status reports on disasters, as well as links to state and local emergency management agencies (including a link to the Florida Emergency Management Agency).
- [www.colorado.edu/hazards](http://www.colorado.edu/hazards) - for information regarding specific hazards, full texts of the Natural Hazards Center's series of working papers and quick response reports for recent disasters, and other information sources.
- [www.dhs.gov](http://www.dhs.gov) - for basic information on the Department of Homeland Security, including FEMA, and its constituent agencies and directorates.
- [www.iaem.com](http://www.iaem.com) - for information on the International Association of Emergency Managers (including IAEM Europa, IAEM Oceana, and IAEM Asia), job listings, commentary on current policy issues.
- [www.drc.udel.edu](http://www.drc.udel.edu) - for applied social science research related to disasters, full texts of some of the Disaster Research Center's publications, including reports to FEMA and other government agencies.
- [www.emforum.org](http://www.emforum.org) - Emergency Information Infrastructure Partnership (EIIP) forum. Holds Internet workshops on a broad range of emergency management issues and maintains an archive of transcripts.

**Course Format:**

- The course will be divided into four modules relating to planning and policy processes corresponding to these four traditional phases of disaster management. Throughout the semester, particular attention will be paid to how disaster planning and policy efforts can increase and promote resilience and reduce vulnerabilities within communities and across population groups.

**GRADING SCALE:**Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69
- E = 59% or less

## CLASS REQUIREMENTS

**Readings:** All reading should be done before each session to facilitate discussion. Required course assignments include the following: 1) class participation; 2) two quizzes; 3) a applied research project; and, 4) a final examination.

**Class Participation 10%** of grade. Class participation is an essential component of the requirements for successful completion of this class. Points for class participation are not simply guaranteed by attendance; participation consists of being present in class, reading all assignments prior to the beginning of class, and being an active member in class discussions and presentations. In addition, there will be some class activities, case analyses, and discussions. Class participation is important, because your presence and contributions are a vital part of a successful class. Interaction with others is as important a part of the learning experience as is the material being studied.

**Quizzes 30%** of grade. There will be two quizzes. These will cover all the material in class up to the date of the quiz. It will consist of multiple-choice and short essay questions.

**Final Examination 20%** of grade. The final examination will consist of short essay questions.

**Applied Research Project - Disaster Case Analysis 30%** of grade. Students should select a major U.S. or international disaster and prepare a written analysis (10-15 pages in length) including bibliography. Students should be prepared to provide a 5-10 minute over in class during the last class session. Using library and internet sources, the analyses should assess the state of knowledge about the disaster and provide an analysis that includes:

- a brief (1-2 page) description of the disaster and the emergency management effort;
- the nature and location of the disaster (i.e., natural or technological/man- made);
- the number of human casualties and amount of property loss.
- social and economic demographics and vulnerabilities of the area
- the government(s) having jurisdictional responsibility and involved in the disaster response and recovery effort;
- the involvement of nonprofit and for-profit actors in the response and recovery effort;
- the major planning and policy issues raised—e.g., lack of mitigation effort, inadequacy of preparedness, response failure, recovery problems; and,
- the disaster planning the community had undertaken prior to the incident.

**The assignment of points and the grading scale is as follows:**

Class Participation	10%
Quizzes	30%
Final Examination	20%
Applied Research Project	30%
<hr/>	
Total	100%



## SCHOOL POLICIES

**Academic Integrity:** Dishonesty will not be tolerated in this course. Dishonesty includes, but is not limited to, (1) plagiarism; (2) cheating; (3) having another person fulfill your assignment. To help you in understanding what plagiarism is and how to avoid it, please read the guide provided by CUNY's provost, dean, and student affairs offices:

Any cases of academic dishonesty that I discover in any assignment in this course will be dealt with strictly: A faculty report on the dishonest student will be filed with the Office of the Academic Integrity Official; the student will be failed in the assignment and possibly also in the course. Please consult CUNY's policy on academic integrity for further information: [http://www1.cuny.edu/portal\\_ur/content/2004/policies/policies.html](http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html)

### Students with Disabilities

The Office of Student Disability Services (SDS) provides a supportive environment for students with disabilities and can be helpful in arranging student accommodations, support services, and academic adjustments. Please contact the office early in the semester to schedule an appointment. If after meeting with SDS it is determined that you would benefit from in-class accommodations, the office will ask you to bring me an Academic Adjustment Memo that specifies the nature of the accommodations. I can work with you to ensure that these accommodations are met.

## COURSE SCHEDULE

### Week 1: Introduction Hazards and Disasters: Planning and Policies

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#### Module 1: Disaster Mitigation Policies and Planning

### Week 2: U.S. Disaster Policies: History and Institutions

- Waugh, 2000 - Chapter 2.
- Sylves, 2008. *Disaster Policy and Politics: Emergency Management and Homeland Security*. Washington D.C.: CQ Press, Chapters 1, 2, and 3
- Lindell et al., 2006. *Fundamentals of Emergency Management*, Chapters 1 and 2.
- Federal Emergency Management Agency. (2004b). History of the federal emergency management agency. Washington DC: FEMA. Retrieved March 14, 2011, from <http://www.fema.gov/about/history.shtm>

### Week 3: Mitigation Planning and Policy Strategies: Local, State, and Federal Level

- Schwab, James C (Ed). 2010. Hazard Mitigation: Integrating Best Practices into Planning. Planning Advisory Service Report # 560. Chicago, IL: American Planning Association (Chapters 2, 3 and 4)
- Burby, Raymond (Ed.). 1998. Cooperating with Nature (Chapter 7)
- Godschalk, David. 2003. Breaking the Disaster Cycle: Future Directions in Natural Hazard Mitigation. <http://www.training.fema.gov/emiweb/downloads/breakingdisastercycle/Session01.pdf>
- Waugh. 2000. Living with Hazards, Chapter 5

### Week 4: Measuring and Mapping Vulnerability

- Thomas, D.S.K., P.K. Stephens and J. Goldsmith. 2009. Chapter 14.-Measuring and Conveying Social Vulnerability, in B.D. Phillips, D.S.K. Thomas, A. Fothergill and L.Blinn-Pike (Eds). Social Vulnerability to Disasters. Boca Raton, FL: CRC Press

- Esnard, A-M. (2007). The Nexus of Hazard Assessment, GeoSpatial Technologies, and Holistic Community Planning Strategies (Chapter 5). In -Losing Ground: Nation on Edge Environmental Law Institute.
- Thomas, D.S.K., K. Ertugay and S. Kemec. 2007. Chapter 5 -The Role of Geographic Information Systems/Remote Sensing in Disaster Management in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). Handbook of Disaster Research. New York, NY:L Springer

## Module 2: Preparedness and Planning

### Week 5:      **Social, Economic, and Political Vulnerabilities**

- Bolin, B. 2007. Chapter 7 -Race, Class, Ethnicity and Disaster Vulnerability in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). Handbook of Disaster Research. New York, NY: Springer
- Phillips, B.D. and M. Fordham. 2009. -Introduction. Chapter 1, in B.D.
- Phillips, D.S.K. Thomas, A. Fothergill and L. Blinn-Pike (Eds). Social Vulnerability to Disasters. Boca Raton, FL: CRC Press
- Laska, S., and Morrow, B. (2007). "Social vulnerabilities and Hurricane Katrina: An Unnatural disaster in New Orleans." *Marine Technology Society Journal*, 40(4) 16-26.

#### Recommended Readings:

- Cutter, S. L. (2006). "Moral hazard, Social catastrophe: The changing face of vulnerability along the hurricane coasts." *The Annals of the American Academy of Political and Social Science*, 604(1), 102-112.
- Clark, G. E., Moser, S. C., Ratick, S. J., Dow, K., Meyer, W. B., Emani, S., et al. (1998). "Assessing the Vulnerability of Coastal Communities to Extreme Storms: The Case of Revere, MA., USA". *Mitigation and Adaptation Strategies for Global Change*, 3(1) 59-82.

### Week 6:      **Community Resilience**

- Cutter S.L., Burton C.G. and Emrich C.T. (2010). Disaster resilience indicators for benchmarking baseline conditions. *Journal of Homeland Security and Emergency Management* 7(1):1-22
- National Research Council. (2010). Building community disaster resilience through public private collaboration. Washington, DC: The National Academies Press
- Cutter, S.L.; Barnes, L.; Berry, M.; Burton, C.; Evans, E.; Tate, E.; Webb, J. (2008). A place-based model for understanding community resilience to natural disasters. *Global Environmental Change* 18(8): 598-606
- [Norris FH](#), [Stevens SP](#), [Pfefferbaum B](#), [Wyche KF](#), [Pfefferbaum RL](#). (2008). Community resilience as a metaphor, theory, set of capacities, and strategy for disaster readiness. *American Journal of Community Psychology*, 41, (1 - 2), 127 -150

### Week 7:      **Emergency Management Planning**

- Schafer, W.A.; Carroll, J.M.; Haynes, S.R. and Abrams, S. (2008). Emergency management planning as collaborative community work. *Journal of Homeland Security and Emergency Management*, 5(1) [http://www.bepress.com/cgi/viewcontent.cgi?article=1396&context=jhsem&sei-redir=1#search=""emergency+planning""](http://www.bepress.com/cgi/viewcontent.cgi?article=1396&context=jhsem&sei-redir=1#search=)
- Perry, R.W. and M.K. Lindell. (2003). Preparedness for Emergency Response: Guidelines for the Emergency Planning Process. *Disasters* 27(4):336-350

**As a sample for analysis:** A comprehensive emergency management plan of the town of West Tisbury, MA <http://www.westtisbury-ma.gov/Documents/Emer-mgmt-docs/CEMP1.pdf>

## **Week 8:           Communication and Risk Management (Policies and Plans)**

- Rodriguez, H., W. Diaz, J.M. Santos and B. E. Aguirre. 2007. Chapter 29
- –Communicating Risk and Uncertainty: Science, Technology, and Disasters at the Crossroads in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). Handbook of Disaster Research. New York, NY: Springer
- Longstaff, P.H. and Yang, Sung-Un. (2008). Communication management and trust: Their role in building resilience to surprises such as natural disasters, pandemic flu, and terrorism. *Ecology and Society* 13(1)<http://www.ibcperu.org/doc/isis/8551.pdf>
- Lindell, Mike, Carla Prater, and Ronald Perry. 2006. *Fundamentals of Emergency Management*, Chapters 4. –Risk Perception and Communication. <http://training.fema.gov/EMIWeb/edu/fem.asp>
- Moritz, M.J. (2006). Covering the News –come hell and high water: Journalists in a Disaster. Pp. 353-372 in *Learning from Catastrophe: Quick Response Research in the Wake of Hurricane Katrina*. Boulder, Colorado: Natural Hazards Center

## **Module 3: Disaster Response: Planning for Response**

### **Week 9: Emergency Planning**

- Lindell, Mike, Carla Prater, and Ronald Perry. 2006. *Fundamentals of Emergency Management*, Chapter 12. (Emergency Management Standards and Evaluation. <http://training.fema.gov/EMIWeb/edu/fem.asp>)
- Alexander, David. (2005). Towards the development of a standard in emergency planning", *Disaster Prevention and Management* 14(2):158 – 175
- Perry, R.W. and Lindell, M.K. (2003). Preparedness for emergency response: Guidelines for the emergency planning process. *Disasters* 27(4): 336 – 350.

Class visit to the local Emergency Operations Center (EOC) with a tour and guest lecturer from the EOC.

### **Week 10: Supporting Emergency Response Operations using Geospatial Technologies**

- Chen, A.Y.; Pena-Mora, F. and Ouyang, Y. (2010). A collaborative GIS framework to support equipment distribution for civil engineering disaster response operations. *Automation in Construction* ESRI. 2010. GIS in Public Safety Website. Accessed November 2010 from <http://www.esri.com/industries/public-safety/index.html>
- Hodgson, M.E.; Davis, B.A and Kotelenska, J. (2010). Remote sensing and GIS data/information in the emergency response/ recovery phase. *Geospatial Techniques in Urban Hazard and Disaster Analysis* 2(4): 327-354

### **Week 11: Collaboration and Coordination in Emergency Response Planning & Management**

- Hicklin, A.; O’Toole, J.; Meier, K.J. and Robinson, S.E. (2009) Calming the storm: Collaborative public management, hurricanes Katrina and Rita, and disaster response. In R. O’Leary, L.B. Bingham (eds.). *The collaborative public manager: New ideas for the twenty-first century* Chapter 6
- Kapucu, Naim. (2008). Collaborative emergency management: Better community organizing, better public preparedness and response. *Disasters* 3(2): 239-262.
- Waugh, W. L. & Strelb, G. (2006). Collaboration and leadership for effective Emergency Management. *Public Administration Review*, Special Issue, pp. 131-140  
[http://faculty.maxwell.syr.edu/rdenever/NatlSecurity2008\\_docs/Waugh\\_CollaborationLeadership.pdf](http://faculty.maxwell.syr.edu/rdenever/NatlSecurity2008_docs/Waugh_CollaborationLeadership.pdf)
- McEntire, D.A. . 2007. Chapter 10 –Local Emergency Management Organizations in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds).

## Module 4: Disaster Recovery and Rebuilding

### **Week 12: Recovery Time-frames and Differential Recovery Rates**

- Mitchell, C.M., A-M Esnard and A. Sapat. (2010). Hurricane Events, Population Displacement and Sheltering Provision in the United States. Working Paper: College for Design and Social Inquiry, Florida Atlantic University.
- Phillips B.D. 2009. *Disaster Recovery*, Chapter 3: Disaster Recovery Planning. Chapter 8 – Business Recovery; Chapter 9 – Infrastructure and Lifelines.

<b><u>Week 13: Long-term recovery</u></b>
<ul style="list-style-type: none"> <li>• Phillips B.D. 2009. <i>Disaster Recovery</i> (Chapter 15 – Financing Recovery)</li> <li>• Rubin, C.B. (2009). Long-term recovery from disasters-the neglected component of emergency management. <i>Journal of Homeland Security and Emergency Management</i>, 6(1): 1-19 <a href="http://www.bepress.com/cgi/viewcontent.cgi?article=1616&amp;context=jhsem&amp;sei-redir=1#search=" long-term+disaster+recovery"="">http://www.bepress.com/cgi/viewcontent.cgi?article=1616&amp;context=jhsem&amp;sei-redir=1#search="long-term+disaster+recovery"</a></li> <li>• Garnett, J.D. and Moore, M. (2009). Enhancing disaster recovery: Lessons from exemplary international disaster management practices. <i>Journal of Homeland Security and Emergency Management</i>, 7(1): 1-22 <a disaster+recovery+time-frames"="" href="http://www.bepress.com/cgi/viewcontent.cgi?article=1711&amp;context=jhsem&amp;sei-redir=1#search=">http://www.bepress.com/cgi/viewcontent.cgi?article=1711&amp;context=jhsem&amp;sei-redir=1#search="disaster+recovery+time-frames"</a></li> <li>• Dash, N., Morrow, B. H., Mainster, J., &amp; Cunningham, L. (2007). Lasting effects of hurricane Andrew on a working-class community. <i>Natural Hazards Review</i> 8(1): 13-21</li> </ul>
<b><u>Week 14: Post-Disaster Recovery Planning and Reconstruction</u></b>
<ul style="list-style-type: none"> <li>• Phillips B.D. 2009. <i>Disaster Recovery</i> chapter 10- Social Psychological Recovery; Chapter 11- Public Sector Recovery)</li> <li>• Gavin Smith. Forthcoming. <i>A Review of the United States Disaster Assistance Framework: Planning for Post-Disaster Recovery</i>. Fairfax, VA: Public Entity Risk Institute. Selected Chapters TBD</li> <li>• Olshansky, R.B. (2006). Planning after Hurricane Katrina, <i>Journal of the American Planning Association</i>, 72(2): 147-153.</li> <li>• Natural Hazards Center and Public Entity Risk Institute. (2006). <i>Holistic Disaster Recovery: Ideas for Building Local Sustainability after a Natural Disaster</i>, Chapter 8.</li> </ul>
<b><u>Week 15: Post-Disaster Housing Planning</u></b>
<ul style="list-style-type: none"> <li>• Sapat, A., C.M. Mitchell, Y. Li and A-M Esnard. Policy Learning: Katrina, Ike and Post-Disaster Housing. <i>International Journal of Mass Emergencies and Disasters</i>, Forthcoming, March 2011.</li> <li>• Phillips B.D. 2009. <i>Disaster Recovery</i> (Chapter 7—Housing). Boca Raton: CRC Press Johnson, C. (2007). Strategic planning for post-disaster temporary housing. <i>Disasters</i>, 31(4): 435-458 <a href="http://onlineibrary.wiley.com/doi/10.1111/j.1467-7717.2007.01018.x/pdf">http://onlineibrary.wiley.com/doi/10.1111/j.1467-7717.2007.01018.x/pdf</a></li> <li>• Levine, J., A-M Esnard and A. Sapat. (2007). Population displacement and housing dilemmas due to catastrophic hurricanes. <i>Journal of Planning Literature</i> 22(1):3-15.</li> </ul>
<b><u>Week 16: Final Exam and Project Presentations</u></b>

## Recommended Readings:

- Birkland, Thomas. 2006. *Lessons of Disaster: Policy Change after Catastrophic Events*. Washington, D.C.: Georgetown University Press.
- Burby, Raymond (Ed.). 1998. *Cooperating with Nature: Confronting natural hazards with land-use planning for sustainable communities*. Joseph Henry Press.
- Drabek, Thomas. 2010. *The Human Side of Disaster*. Taylor and Francis
- Florida Department of Community Affairs. 2010. *Post-Disaster Redevelopment Planning: A Guide for Florida Communities*.
- Lindell, Michael et al., 2006. *Introduction to Emergency Management* (Wiley Pathways edition) Mileti, Dennis S. 1999. *Disasters by Design: A Reassessment of Natural Hazards in the United States*.
- National Research Council. 2007. *Successful Response Starts with a Map: Improving Geospatial Support for Disaster Management*
- Phillips B.D. 2009. *Disaster Recovery*. Boca Raton: CRC Press
- Schwab, J., K. C. Topping, C. C. Eadie, R. E. Deyle, and R. A. Smith. 1998. *Planning for post-disaster recovery and reconstruction*. Washington D.C: American Planning Association.
- Schwab, James C (Ed). 2010. *Hazard Mitigation: Integrating Best Practices into Planning*. Planning Advisory Service Report # 560. Chicago, IL: American Planning Association
- Tierney, K., M. Lindell, and R. Perry. 2001. *Facing the Unexpected: Disaster Preparedness and Response in the United States*. Washington, DC: Joseph Henry Press.
- Waugh, William L. Jr. 2000. *Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management*. Armonk, New York: M.E. Sharpe.

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Email: TBD  
Phone: TBD

**COURSE SYLLABUS**

PHE 470: Public Health Field Experience

**3 credits**

**Courses Prerequisite:** Completion of 39 credits in major

**Course Description:**

Supervised field experience requiring a minimum of 120 hours of work in a public health setting.

**Course Learning Objectives:**

At the completion of this course students will be able to:

- Demonstrate the application of one or more core public health competencies or techniques through the fieldwork experience
- Analyze ethical issues in the workplace
- Demonstrate ability to meet deadlines
- Develop professional-quality education materials for lay or professional audience.

**LEHMAN COLLEGE**  
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Email: TBD  
Phone: TBD

**COURSE SYLLABUS**

PHE 472: Public Health Capstone

**3 credits**

**Courses Prerequisite:** Completion of 39 credits in major

**Course Description:**

Guided discussion and readings to integrate undergraduate content and relevant experiences to develop professionals for service in public health; culminating in a term project.

**Course Learning Objectives:**

At the completion of this course students should:

- Be capable of critically analyzing current public health issues
- Have professional skills for solving real-world public health problems
- Be able to integrate public health knowledge, theory and practice
- Be able to communicate clearly through written and oral presentation

## Appendix F: Undergraduate Program Schedule (SED form)

Table 5: Example program schedule for a student in the GISc option.

Term: Fall 1		Credits per classification							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)				
HEA 300	3	x	x	<input type="checkbox"/>					
HSD 269	3	x	x	<input type="checkbox"/>	MAT 132				
HSD 266	3	x	x	<input type="checkbox"/>					
HEA 301	3	x	x	<input type="checkbox"/>					
GEP 205	3	x	x	<input type="checkbox"/>					
<b>Term credit total:</b>	<b>15</b>	<b>15</b>	<b>15</b>						
Term: Fall 2		Credits per classification							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)				
PHE 302	3		x	x <input type="checkbox"/>	HEA 300 HSD 267 HSD 269 HSD 306				
PHE 303	3		x	x <input type="checkbox"/>	HEA 300 HSD 269 HSD 306				
HEA 400	3		x	<input type="checkbox"/>	HEA 267				
GEP 350	3		x	<input type="checkbox"/>					
<b>Term credit total:</b>	<b>12</b>		<b>12</b>						
Term: Spring 1		Credits per classification							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)				
HSD 306	3	x	x	<input type="checkbox"/>	HSD 266 and 269				
HEA 267	3	x	x	<input type="checkbox"/>	PSY 166 or SOC 166				
HSA 267	3	x	x	<input type="checkbox"/>					
ENW 3070	3	x	x	<input type="checkbox"/>					
GEP 320	3	x	x	<input type="checkbox"/>					
<b>Term credit total:</b>	<b>15</b>	<b>15</b>	<b>15</b>						
Term: Spring 2		Credits per classification							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)				
PHE 470	3		x	x <input type="checkbox"/>	Required core courses				
PHE 472	3		x	x <input type="checkbox"/>	Required core courses				
GEH 245	3			<input type="checkbox"/>					
GEH 232	3			<input type="checkbox"/>	GEH 101				
<b>Term credit total:</b>	<b>12</b>		<b>6</b>						
<b>Program Totals:</b>		<b>Credits: 54</b>		<b>Liberal Arts &amp; Sciences: 42</b>		<b>Major: 48</b>		<b>Elective &amp; Other: 6</b>	

Cr: credits    LAS: [Liberal Arts and Sciences](#)    Maj: major requirement    New: new course    Prerequisite(s): list prerequisite(s) for the noted courses



Table 6: Example program schedule for a student in the Global Health option.

Term: Fall 1		Credits per classification				Term: Spring 1		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
HEA 300	3	x	x	<input type="checkbox"/>		HSD 306	3	x	x	<input type="checkbox"/>	HSD 266 and 269
HSD 269	3	x	x	<input type="checkbox"/>	MAT 132	HEA 211	3	x	x		
HSD 266	3	x	x	<input type="checkbox"/>		HSA 267	3	x	x	<input type="checkbox"/>	
HEA 301	3	x	x	<input type="checkbox"/>		ENW 3070	3	x		<input type="checkbox"/>	
HEA 267	3	x	x	<input type="checkbox"/>	PSY 166 or SOC 166	PHE 340	3		x	<input type="checkbox"/>	HSD 240
Term credit total:		15	15	15		Term credit total:		15	12	12	
Term: Fall 2		Credits per classification				Term: Spring 2		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
PHE 302	3		x	<input type="checkbox"/>	HEA 300 HSD 267 HSD 269 HSD 306	PHE 470	3		x	<input type="checkbox"/>	Required core courses
PHE 303	3		x	<input type="checkbox"/>	HEA 300 HSD 269 HSD 306	PHE 472	3		x	<input type="checkbox"/>	Required core courses
PHE 304	3		x	<input type="checkbox"/>	PHE 302 CoReq	PHE 307	3		x	<input type="checkbox"/>	EVN 210 PHE 302 PHE 303
HEA 400	3		x	<input type="checkbox"/>	HEA 267	HEA 348	3	x	x	<input type="checkbox"/>	
Term credit total:		12		12		Term credit total:		12	3	6	
<b>Program Totals:</b>		<b>Credits: 54</b>		<b>Liberal Arts &amp; Sciences: 48</b>			<b>Major: 48</b>		<b>Elective &amp; Other: 6</b>		

Cr: credits    LAS: [Liberal Arts and Sciences](#)    Maj: major requirement    New: new course    Prerequisite(s): list prerequisite(s) for the noted courses

## Appendix G: Articulation Agreements

Table 7: Articulation agreement with Bronx Community College



### THE CITY UNIVERSITY OF NEW YORK ARTICULATION AGREEMENT

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#### A. SENDING AND RECEIVING INSTITUTIONS

Sending College: **Bronx Community College of the City University of New York**

Department: Health, Physical Education and Wellness

Program: Community/School Health Education

Degree: Associate in Science

Receiving College: **CUNY Herbert H. Lehman College/CUNY School of Public Health**

Department: Health Sciences

Program: Public Health (PENDING APPROVAL)

Degree: Bachelor of Science

#### B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

(minimum GPA of 3.0)

##### About the Program

The proposed Bachelor of Science in Public Health BSPH program at Lehman College has two areas of specialization focusing on the application of Geographical Information Science (GISc) and Global Health. The intent of the program is to prepare graduates of the BSPH program with skills and competencies needed to advance population health in urban settings and to meet current and emerging public health trends. A large segment of the current healthcare workforce will be retiring in upcoming years. In order to meet these demands, the BSPH program will train individuals in several capacities to ensure that upon graduation, students are prepared to successfully join the health workforce. At present, the health and health care sectors are the largest employers in the Bronx. As such, there is a growing need to prepare students to enter this workforce. The program will serve students in the Bronx and

##### Admissions and Applications

Application Deadlines: Spring Admissions-September 15, Fall Admissions-February 1

CUNY Transfer Application is available online at [www.cuny.edu](http://www.cuny.edu)

CUNY Application Processing Center: 212.997.CUNY

**Please note that students must have completed one college-level course in mathematics and English with a grade of “C” or better. Additionally, if more than one college was attended, the GPA for admissions will be determined through a combination calculation of all attempted coursework.**

##### Progression at Lehman

To earn a Bachelor’s Degree at Lehman College, CUNY Associate Degree graduates need to:

- complete the courses required for the major/minor
- two LEH upper-division interdisciplinary courses
- two writing intensive courses
- Elective courses if needed.

Associate in Science Degree from Bronx Community College.

Bronx Community College graduates with the Associate Degree in Community/School Health Education will receive 60 credits toward the Bachelor of Science in Public Health at CUNY School of Public Health/Lehman College. In addition, they will be deemed to have met all general education requirements at Bronx Community College.

### C. COURSE TO COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

<b>CUNY Pathways General Education Requirements</b>	
<b>Required Common Core</b>	<b>Credits</b>
A. English Composition (2 courses) B. Mathematical and Quantitative Reasoning (1 course) <b>Students are advised to complete MTH 23 because it is a prerequisite for Lehman's HSD 269 Fundamentals of Biostatistics for Health Professionals</b> C. Life and Physical Sciences (1 course) <b>BIO 11 General Biology I OR BIO 23 Anatomy and Physiology I</b>	13
<b>Flexible Common Core</b>	<b>Credits</b>
A. World Cultures and Global Issues (1 course) B. U.S. Experience in Its Diversity (1 course) C. Creative Expression (1 course) D. Individual and Society (1 course) E. Scientific World (1 course) <b>CHM 17 Fundamentals of General Chemistry OR BIO 24 Anatomy and Physiology II (4 Credits)</b> ▪ Restricted Elective: Select one course from Areas A-E.	19
<b>Subtotal</b>	<b>32</b>

<b>Specialization Requirements</b>				<b>Transfer Credit Granted</b>
[Bronx Community College] <b>Course &amp; Title</b>	<b>Credit</b>	[Lehman College] <b>Course &amp; Title</b>	<b>Credit</b>	
CPR 10 Cardiopulmonary Resuscitation OR	1	HEA 304 Cardiopulmonary Resuscitation	1	1
PEA 12 Elementary Hatha Yoga OR	1	<i>Elective Credit</i>	1	1
Physical Education <i>Select any physical education course</i>	1	<i>Elective Credit</i>	1	1
HLT 91 Critical Issues in Health	2	HEA 267 Human Behavior and Health	3	2
HLT 94 Human Nutrition	3	HSD 240 Nutrition and Health	3	3

Select 2 courses from the following: HLT 90 Health and Aging HLT 92 Drugs, Society & Human Behavior HLT 93 Human Sexuality	6	HEA 310 Health and Aging HEA 309 Alcohol, Tobacco, and Other Drugs HEA 307 Human Sexuality HEA 308 Parenting and Child Health	6	6
PSY 11 Psychology	3	PSY 166 General Psychology	3	3
SOC 11 Sociology	3	SOC 166 Fundamentals of Sociology	3	3
RESTRICTED ELECTIVE COMM 20 Public Speaking AND PSY 41 Psychology of Infancy and Childhood OR Modern Language ( <i>Select two from the same language</i> )	0-6	COM 203 Public Speaking PSY 217 Child Psychology  <i>Foreign Language Equivalency</i>	0-6	0-6
FREE ELECTIVES	2-11	<i>Elective Credit</i>	2-11	2-11
			<b>Subtotal</b>	<b>28</b>

			<b>TOTAL</b>	<b>60</b>
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#### D. Senior College Upper Division Courses Remaining For Baccalaureate Degree

INTEGRATION GENERAL EDUCATION REQUIREMENTS	Credits
Students choose two courses: LEH 352 Studies in Literature: Selected topics in literature. LEH 353 Studies in the Arts: Selected topics in the arts. LEH 354 Historical Studies: Selected topics in historical studies. LEH 355 Studies in Philosophy, Theory & Abstract Thinking: Selected topics in philosophy, theory and abstract thinking.	6
<b>B.S. IN PUBLIC HEALTH</b>	

<p><b>Core Courses (30 Credits)</b></p> <ul style="list-style-type: none"> <li>▪ HEA 300 Introduction to Public Health</li> <li>▪ HSD 269 Fundamentals of Biostatistics for Health Professionals (<i>The prerequisite for this course is the equivalent of BCC's MTH 23. Students who do not complete MTH 23 will have to complete MAT 132 Introduction to Statistics</i>)</li> <li>▪ HSD 306 Epidemiology</li> <li>▪ HEA 267 Human Behavior and Health (<i>equivalent to BCC's HLT 91 Critical Issues in Health</i>)</li> <li>▪ HEA 301 Introduction to Environmental Health Science</li> <li>▪ HSA 267 Management of Health Organizations</li> <li>▪ HSD 266 The US Health Care Delivery System</li> <li>▪ PHE 302 Social Determinants of Health</li> <li>▪ PHE 303 Approaches to Public Health Research</li> <li>▪ HEA 400 Program Planning and Evaluation</li> </ul> <p><b>Specialization Courses (15 Credits)</b></p> <p>Geographic Information Science</p> <ul style="list-style-type: none"> <li>▪ GEP 205 Principles of Geographic Information Science</li> <li>▪ GEP 310 Geography of Urban Health</li> <li>▪ GEP 320 Population Geography</li> </ul> <p>Specialization Electives (Choose 6 credits from)</p>	<ul style="list-style-type: none"> <li>▪ GEH 240 Urban Geology</li> <li>▪ GEH 245 Introduction to Quantitative Methods of Geography</li> <li>▪ GEH 232 Medical Geography</li> <li>▪ GEH 490 Honors in Geography</li> <li>▪ GEP 204 Basic Mapping: Applications and Analysis</li> <li>▪ GEP 310 Geography of Urban Health</li> <li>▪ GEP 321 Introduction to Remote Sensing</li> <li>▪ GEP 360 Geovisualization and Analytical Cartography</li> </ul> <p>Global Health</p> <ul style="list-style-type: none"> <li>▪ PHE 340 Global Nutrition and Disease</li> <li>▪ PHE 304 Fundamentals of Global Health</li> <li>▪ PHE 307 Emergency Preparedness at the Global, National and Community Levels</li> </ul> <p>Specialization Electives (Choose 6 credits from)</p> <ul style="list-style-type: none"> <li>▪ HEA 302: Women and Health</li> <li>▪ HEA 211: Perspectives on AIDS</li> <li>▪ HSA 350: Contemporary Health Issues</li> <li>▪ HEA 348: Latino Health</li> <li>▪ PHE 305: Community-based Participatory Research Methods</li> <li>▪ GEH 232: Medical Geography</li> </ul> <p><b>Capstone Experience (6 credits)</b></p> <ul style="list-style-type: none"> <li>▪ PHE 470 Applied/Field Experience</li> <li>▪ PHE 472 Capstone Seminar</li> </ul>	<p><b>48-51</b></p>
<p><b>FREE ELECTIVES</b></p> <p>It is suggested that students select these courses under advisement. Students may utilize these course credits to fulfill Liberal Arts requirements, take additional courses in their major, pursue a minor, or complete courses of interest to them.</p>		<p><b>3-6</b></p>
<p><b>WRITING INTENSIVE</b></p> <p>BCC students are required to complete <b>two writing intensive courses</b>. Individual sections of LEH courses may be designated as writing intensive and these sections would count toward both requirements.</p>		
<p><b>TOTAL</b></p>		<p><b>60</b></p>

## **E. Articulation Agreement Follow-Up Procedures**

### **1. Procedures for reviewing, up-dating, modifying or terminating agreement:**

Bronx Community College Community/School Health Curriculum Coordinator and the CUNY School of Public Health/Lehman College Program Coordinator will review the agreement every four years to ensure that students are properly informed and to address any updates.

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

After transfer into the CUNY School of Public Health/Lehman College Public Health major, the performance of Bronx Community College students will be tracked using the CUNY Institutional Research Data Base.

Additionally, these students will be surveyed after graduation from Lehman to determine educational and occupational experience and success.

### **3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:**

Notice of articulation will be placed in the respective catalogues, recruiting brochures, websites, and on the CUNY TIPPS website.

Respective transfer advisers will be informed and provided with copies of this agreement.

The CUNY School of Public Health/Lehman College will coordinate efforts with Lehman's Admissions Office to make certain that materials are sent with recruitment officers for BCC's Transfer Day event

## **F. Additional Information**

Dr. Claudia Schrader, Bronx Community Interim  
Vice President for Academic Affairs

Dr. Anny Morrobel-Sosa, Provost and Senior Vice  
President for Academic Affairs

Dr. Janet Heller, Bronx Community College  
Chairperson for the Department of Health, Physical  
Education and Wellness

Dr. Gul Tiryaki Sonmez, Lehman College Department of  
Health Sciences Chairperson

Table 8: Articulation agreement with Hostos Community College (expected).



**Appendix H: Faculty Teaching Assignments (SED forms)**

Table 9: Current Faculty, Full-Time

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Marilyn Aguirre-Molina, M.S., Ed.D., Professor	PHE 302: Social Determinants of Health (new); PHE 305: Community Based Participatory Research Methods (new); PHE 470: Applied/Field Experience (new); PHE 471 Capstone Seminar (new)	Teachers College, Columbia University, EdD	Founding Executive Director of CUNY Institute of Health Equity; edited and authored several books on Latino Health; served as Senior Program Officer at the Robert Wood Johnson Foundation
Luisa Borrell, D.D.S., Ph.D., Professor	HSD 269: Fundamentals of Biostatistics; HSD 306: Epidemiology; PHE 303: Approaches to Public Health Research (new); PHE 304: Data Analysis and Translation for Application (new); PHE 471: Capstone Seminar (new)	University of Michigan, PhD	Served as Chair of Health Sciences Department, directed Columbia University's masters and doctoral program in epidemiology, authored more than 80 peer-reviewed articles

<p>Glen Johnson, M.S., M.A, Ph.D., Associate Professor</p>	<p>HSD 269: Fundamentals of Biostatistics; PHE 470: Applied/Field Experience (new); PHE 471 Capstone Seminar (new); PHE 307: Emergency Preparedness at the Community Level (new); GEH 245: Introduction to Quantitative Methods of Geography; GEP 360: Geovisualization and Analytic Cartography; PHE 472: GIS Capstone Seminar</p>	<p>Pennsylvania State University, PhD</p>	<p>Biostatistician for the New York State Department of Health and the Pennsylvania Department of Environmental Resources; Assistant Professor at the University at Albany School of Public Health; authored more than 35 peer-reviewed articles, chapters and a book</p>
<p>Andrew Maroko, M.Phil., Ph.D., Assistant Professor</p>	<p>GEH 240: Urban Geography; GEH 232: Medical Geography ; GEP 204: Basic Mapping: Applications and Analysis; GEP 310: Geography of Urban Health; GEP 321: Introduction to Remote Sensing; GEH 490: Honors in Geography; PHE 472: GIS Capstone Seminar</p>	<p>Graduate Center, CUNY, PhD</p>	<p>Serves as the Associate Director of the Urban GISc Lab at Lehman College, authored more than 20 peer- reviewed articles</p>
<p>Emma Tsui, M.PH., Ph.D., Assistant Professor</p>	<p>PHE 302: Social Determinants of Health (new); PHE 305: Community Based Participatory Research Methods (new); PHE 470: Applied/Field Experience (new); PHE 471 Capstone Seminar (new)</p>	<p>Johns Hopkins University, PhD</p>	<p>Serves as Campus Director for the Lehman College MPH Program, authored six peer- reviewed articles</p>

Table 10: Current Faculty, Part-Time

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Alma Idehen, M.S., Adjunct Lecturer	HEA 300: Introduction to Public Health	M.S.	
Claude Joseph, M.P.A, Adjunct Lecturer	HSD 269: Fundamentals of Biostatistics	M.P.A.	
Maria Baquero, M.P.H, Adjunct Lecturer	HSD 269: Fundamentals of Biostatistics	M.P.H.	
Steven Dewolf, M.A., Adjunct Lecturer	HSD 306: Epidemiology	M.A.	
Laurell Watson M.P.A., Adjunct Lecturer	HEA 267: Human Behavior and Health HSA 267: Management of Health Organizations HSD 266: The U.S. Health Care Delivery System	M.P.A.	
Constance Garcia, M.A., Adjunct Lecturer	HSA 267: Management of Health Organizations	M.A.	

Lawrence Eitel, M.P.A., Adjunct Lecturer	HSA 267: Management of Health Organizations HSD 266: The U.S. Health Care Delivery System	M.P.A.	
Hannah Shields, M.A., Adjunct Lecturer	HSD 266: The U.S. Health Care Delivery System	M.A.	
Noel Ruiz, M.P.A., Adjunct Lecturer	HSD 266: The U.S. Health Care Delivery System	M.P.A.	
Jesse Gonzalez, M.A, MCHES, Adjunct Lecturer	HEA 400: Program Planning and Evaluation	M.A, MCHES	

**Appendix I: Faculty to Be Hired (SED form)**

Table 11: Full-time faculty to be hired.

Title/Rank of Position	# of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent of Time to Program	Expected Course Assignments	Expected Hiring Date (mm/dd/yyyy)
Assistant/Associate Professor (Program Director)	1	PhD or DPH, public health (community health, epidemiology, environmental health)	F/T	100%	Core courses and electives, depending on need and the faculty member's areas of expertise	Fall 2016

**Appendix J: Five Year Financial Projections for Program**

Table 12: Five year cumulative costs.: Details

<b>DIRECT OPERATING EXPENSES</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Include additional expenses incurred by other programs when satisfying needs of new program. Faculty need should be commensurate with "net section needs" based on enrollment (see "Enroll & Seat Need Projections" tab)					
Current Full Time Faculty Overload (include Summer)					
New Full Time Faculty Base Salary (list separately). Assoc Prof @\$88,418 Efft 9/1/16.	70,348	88,418	88,418	88,418	88,418
New Full Time Faculty Overload (include Summer)					
New Faculty Re-assigned Time (list separately)					
Full Time Employee Fringe Benefits (43%)	29,265	36,782	36,782	36,782	36,782
<b>Total (Links to Full-Time Faculty on Program Exp Worksheet)</b>	<b>99,613</b>	<b>125,200</b>	<b>125,200</b>	<b>125,200</b>	<b>125,200</b>
Part Time Faculty Actual Salaries (adjuncts); \$3,200 for 5 courses in year 1, every year after 15 courses.	16,000	48,000	48,000	48,000	48,000
Part Time Faculty Actual Fringe Benefits (24.3%)	3,888	11,664	11,664	11,664	11,664
<b>Total (Links to Part-Time Faculty Program Exp Worksheet)</b>	<b>19,888</b>	<b>59,664</b>	<b>59,664</b>	<b>59,664</b>	<b>59,664</b>
Full Time Staff Base Salary (list separately)					
Full Time Staff Fringe Benefits (41.6%)	-	-	-	-	-
<b>Total (Links to Full-Time Staff on Program Exp Worksheet)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>

<b>PART-TIME STAFF</b> (do not include library staff in this section)					
Part Time Staff Base Salary (list separately)	15,000	15,000	15,000	15,000	15,000
Faculty Replacement Costs (replacement of full-time faculty - e.g. on release time - with part-time faculty)					
Graduate Assistants					
Student Hourly					
Part Time Employee Fringe Benefits (13%)	1,950	1,950	1,950	1,950	1,950
<b>Total</b> (Links to Part-Time Staff on Program Exp Worksheet)	<b>\$ 16,950</b>	<b>\$ 16,950</b>	<b>\$ 16,950</b>	<b>\$ 16,950</b>	<b>\$ 16,950</b>
<b>LIBRARY</b>					
Library Resources					
Library Staff Full Time (List Separately)					
Full Time Staff Fringe Benefits (41.6%)	0	0	0	0	0
Library Staff Part Time (List Separately)					
Part Time Employee Fringe Benefits (24.3%)	0	0	0	0	0
<b>TOTAL</b> (Links to Library on Program Exp Worksheet)	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>EQUIPMENT</b>					
Computer Hardware	10,000	-	-	-	-
Office Furniture	20,000	-	-	-	-
Other (Specify)					
<b>Total</b> (Links to Equipment on Program Exp Worksheet)	<b>\$ 30,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>LABORATORIES</b>					
Laboratory Equipment					
Other (list separately)					
<b>TOTAL</b> (Links to Laboratories on Program Exp Worksheet)	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>SUPPLIES AND EXPENSES (OTPS)</b>					
Consultants and Honoraria					
Office Supplies	6,000	6,000	6,000	6,000	6,000
Faculty Start-up Funds	25,000	-	-	-	-
Faculty Development					
Travel and Conferences	5,000	5,000	5,000	5,000	5,000
Membership Fees					
Advertising and Promotion					
Accreditation					
Computer Software					
Computer License Fees					
Computer Repair and Maintenance					
Equipment Repair and Maintenance					
<b>New Total Supplies and OTPS Expenses</b> (Links to Supplies on Program Exp Worksheet)	<b>36,000</b>	<b>11,000</b>	<b>11,000</b>	<b>11,000</b>	<b>11,000</b>
<b>CAPITAL EXPENDITURES</b>					
Facility Renovations					
Classroom Equipment					
Other (list separately)					
<b>TOTAL</b> (Links to Capital Expenditures on Program Exp Worksheet)	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Other</b> (list separately)					
<b>TOTAL</b> (Links to Other on Program Exp Worksheet)	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>



Table 13: Five-Year Cumulative Revenues: Details

<b>EXISTING FULL-TIME STUDENTS</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
Tuition & Fees:					
# of EXISTING FULL-TIME, In-State Students (linked from "Enroll & Seat Need Projections")	0	0	0	0	0
Tuition Income (calculates 2% increase per year after Fall 2015)	\$0	\$0	\$0	\$0	\$0
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
<b>Total In-State Tuition &amp; Fees</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Tuition & Fees:					
# of EXISTING FULL-TIME, Out-of-State Students (linked from "Enroll & Seat Need Projections")	0	0	0	0	0
Annual Avg # of Credits per FT student (24-30)					
Tuition Income (Specify Rate per credit. Calculates 2% annual increase after Fall 2015)	\$0	\$0	\$0	\$0	\$0
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
<b>Total Out-of-State Tuition &amp; Fees</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL EXISTING FULL-TIME TUITION REVENUE</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<b>EXISTING PART-TIME STUDENTS</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
Tuition & Fees:					
# of EXISTING PART-TIME, In-State Students (linked from "Enroll & Seat Need Projections")	0	0	0	0	0
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)					
Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)	\$0	\$0	\$0	\$0	\$0
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
<b>Total In-State Tuition &amp; Fees</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Tuition & Fees:					
# of EXISTING PART-TIME Out of State Students (linked from "Enrollment and Seat Need Projections")	0	0	0	0	0
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)					
Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)	\$0	\$0	\$0	\$0	\$0
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
<b>Total Out-of-State Tuition &amp; Fees</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL EXISTING PART TIME REVENUE</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<b>TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>NEW FULL-TIME STUDENTS</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
Tuition & Fees:					
# of NEW FULL-TIME, In-State Students (linked from "Enroll & Seat Need Projections")	30	60	60	60	60
Tuition Income (Does not assume a tuition increase after F2015)	\$6,330	\$6,330	\$6,330	\$6,330	\$6,330
<b>Total Tuition</b>	<b>\$189,900</b>	<b>\$379,800</b>	<b>\$379,800</b>	<b>\$379,800</b>	<b>\$379,800</b>
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
<b>Total In-State Tuition &amp; Fees</b>	<b>\$189,900</b>	<b>\$379,800</b>	<b>\$379,800</b>	<b>\$379,800</b>	<b>\$379,800</b>
Tuition & Fees:					
# of NEW FULL-TIME, Out-of -State Students (linked from "Enroll & Seat Need Projections")	0	0	0	0	0
Annual Avg # of Credits per FT student (24-30)					
Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)	\$0	\$0	\$0	\$0	\$0
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
<b>Total Out-of-State Tuition &amp; Fees</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL NEW FULL-TIME TUITION REVENUE</b>	<b>\$189,900</b>	<b>\$379,800</b>	<b>\$379,800</b>	<b>\$379,800</b>	<b>\$379,800</b>

<b>NEW PART-TIME STUDENTS</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
Tuition & Fees:					
# of NEW PART-TIME, In-State Students (linked from "Enroll & Seat Need Projections")	0	0	0	0	0
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)					
Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)	\$0	\$0	\$0	\$0	\$0
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
<b>Total In-State Tuition &amp; Fees</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Tuition & Fees:					
# of NEW PART-TIME, Out-of-State Students	0	0	0	0	0
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$0	\$0	\$0	\$0	\$0
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
<b>Total Out-of-State Tuition &amp; Fees</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL NEW PART-TIME REVENUE</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<b>TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)</b>	<b>\$189,900</b>	<b>\$379,800</b>	<b>\$379,800</b>	<b>\$379,800</b>	<b>\$379,800</b>
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<b>OTHER REVENUE</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
Other Revenue From Existing Sources (specify and explain)-LINKS TO REVENUE SPREADSHEET ROW 13)	\$0	\$0	\$0	\$0	\$0
Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)	\$0	\$0	\$0	\$0	\$0



## Application for Registration of a New Program<sup>1</sup>

Program registration is based on standards in the [Regulations](#) of the Commissioner of Education. Section [52.1](#) defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs.



This application should NOT be used for the following types of program proposals:

- Programs Preparing Teachers, Educational Leaders, and Other School Personnel;
- Programs Preparing Licensed [Professionals](#);
- Revisions to Existing Registered Programs; or
- Programs Leading to a credit-bearing Certificate or Advanced Certificate.

The application materials for those types of proposals can be found at:  
<http://www.highered.nysed.gov/ocue/aipr/register.html>

Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

### Directions for submission of proposal:

1. Create a **single** PDF document that includes the following completed forms:
  - Application for Registration of a New Program
  - Master Plan Amendment Supplement and Abstract (if applicable)
  - External Review of Certain Degree Programs and Response (if applicable)
  - Application to Add the Distance Education Format to a New or Registered Programs (if applicable)
  - CEO (or Designee) Approval Form
2. Create a separate PDF document for any required syllabi (see Task 3 for syllabi requirements.)
3. Attach the PDF documents to an e-mail.
4. Send e-mail to [OCURevAdmin@mail.nysed.gov](mailto:OCURevAdmin@mail.nysed.gov)

When submitting to the mailbox, include the following elements in the subject line of the e-mail:  
Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, New Program, Master of Science, English Literature

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<sup>1</sup> CUNY and SUNY institutions: contact System Administration for proposal submission process.

**Task 1: Institution and Program Information****Institution Information**

<b>Institution Name:</b> Institution Code (6 digits): <i>The name and code of the institution should reflect the information found on the <a href="#">Inventory of Registered Programs</a></i>	City University of New York (CUNY) Lehman College  332000
<b>Institution Address:</b>	250 Bedford Park Boulevard West
<b>City:</b>	Bronx
<b>State/Country:</b>	NY
<b>Zip:</b>	10468
<b><a href="#">Regents Regions:</a></b>	9. NYC
Specify campus(s) of the institution where program is offered, if other than the main campus:  <i>The name and code of the location(s) should reflect the information found on the <a href="#">Inventory of Registered Programs</a></i>	Lehman College
Specify any other additional campus(s) where the program is offered besides the ones selected above:	
If any courses will be offered off campus, indicate the location and number of courses and credits:	
If the program will be registered jointly with another institution, please provide the partner institution's name:	

<b>Program Information for New Programs</b>	
Program Title:	Bachelor of Public Health
<a href="#">Degree Award:</a>	Bachelor of Science
<a href="#">HEGIS code:</a>	1214.00
Number of Credits*:	54

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

Option/Concentration Name: Geographic Information Science	Credits: 15
Option/Concentration Name: Global Health	Credits: 15
Option/Concentration Name:	Credits:
Option/Concentration Name:	Credits:

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

Program Title:	
<a href="#">Degree Award:</a>	
<a href="#">HEGIS code:</a>	

<b>Section III. Contact Information</b>	
Name of contact person	
Title of contact person:	
Telephone	
Fax:	
Email:	



## Task 2 - Proposed Program Information

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

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

### a. Program format

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

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

## b. Diploma Programs

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

## c. Program Description and Purpose

### 1) Provide a brief description of the program as it will appear in the institution's catalog.

*Answer:* The Bachelor of Science in Public Health (BSPH) intends to prepare 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

### 2) List the educational and (if appropriate) career objectives of the program.

*Answer:* The BSPH will prepare students for either 1) entry-level jobs in the public health field, or 2) acceptance into an accredited MPH program.

### 3) How does the program relate to the institution's mission and/or master plan?

*Answer:* The proposed BSPH aligns with the mission of Lehman College by primarily serving students who live in the Bronx and surrounding region to provide undergraduate studies in the liberal arts and sciences within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

### 4) What is the documented need for this program?

*Answer:*

*Needs of Students:*

Despite the projected shortage of properly trained public health workers, and the fact that healthcare is the largest employer in the Bronx, Lehman undergraduate students do not currently have a choice to major in public health. As the only public liberal arts college in the Bronx, Lehman can provide affordable access to a BSPH. Meanwhile, students appear to increasingly recognize the value of such a degree, as attested to by the steadily increasing choice of a health science minor in public health.

Since most health data are spatially-related, there is an increasing need for public health students to have at least basic training in Geographic Information Science (GISc), including the creation of clear, informative maps and the ability to analyze spatially-related data. While the continued growth of GISc <sup>Error! Reference source not found.</sup> may be attributed in part to its many applications, public health professionals have embraced GISc as an essential tool. Therefore, knowledge and skills in GISc provide students with a clear competitive edge in the job marketplace, justifying the proposed GISc option. Lehman BSPH students who choose this option will benefit from full-time faculty in both the Department of Health Science and the Department of Earth, Environmental and Geospatial Sciences, who are nationally recognized for their applications of GISc for research and solutions in public health.

Recognition of global health issues has risen dramatically in recent years in response to emerging situations like disasters and conflicts requiring international relief, local health effects of global climate change and the threat of spreading infectious diseases like Ebola (to name but a few). Prioritization of global health issues is attested to by efforts devoted by national agencies like the US Department of Health and Human Services and international organizations like the World Health Organization <sup>Error! Reference source not found.</sup> and the United Nations. Many jobs created by these demands require training in public health with a focus on global health, as proposed for the Lehman BSPH.

A search of internet-based job postings reveals many jobs in the New York City region and beyond that require a 4-year Bachelor's degree in public health or a closely related field. Although many positions in global health would be in places like Washington DC, there are also many global health-related postings for bachelor-level positions located in New York City.

More "traditional" employers of public health workers include government agencies at all levels; however, the healthcare industry is increasingly incorporating public health principles in response to changing state and federal

legislation. Examples include the emphasis on preventive medicine, required community health needs assessments, etc.

#### *Needs of College:*

The existing MPH program at Lehman College will greatly benefit from a Lehman BSPH, which is expected to become the single greatest source of properly qualified MPH applicants. Lehman would be a natural place to continue graduate studies for the majority of students who live in the Bronx and vicinity, particularly since Lehman's MPH is tailored towards students with full-time jobs. This is in line with policy of the CUNY School of Public Health, which prioritizes increasing enrollment in the consortial campus' MPH programs. It is also a major priority of Chancellor Milliken, President Fernández and Dean Latimer to increase overall graduate enrollment.

A BSPH at Lehman College will enhance cross-disciplinary undergraduate training opportunities in the School of Health Sciences, Human Services and Nursing; where students will have opportunities to collaborate on projects with students in nursing, social work, speech language and others. This, in turn, is expected to increase beneficial college-wide initiatives like students interning in local communities, creation of a student public health club, the production of health fairs, a strengthened alumni association and subsequent job networks.

#### *Needs of the University:*

With its first CEPH accreditation in 2011, the CUNY School of Public Health is relatively new. It was created in response to the growing societal demands for a properly trained public health workforce, with urban health being central to its mission. Member campuses include the Graduate Center, which offers a Doctor of Public Health in various specialties, and three senior colleges (Lehman, Hunter and Brooklyn), which have established MPH degrees. A goal of this school is to create an educational continuum from community colleges through the senior colleges and the Graduate Center, which requires establishing public health options for undergraduates. This is in large part why Brooklyn College is developing a public health concentration within their Bachelor of Science in Health and Nutrition, and Lehman College is developing the BSPH major, both of which would complement Hunter's existing BS in Community Health.

The CUNY School of Public Health is currently preparing a self-study for the upcoming CEPH reaccreditation application in 2016. One significant goal of this process is to "harmonize" public health programs across the consortial campuses, and a BSPH at Lehman College is a key factor in achieving this goal.

#### *Needs of the Community:*

It is well known that the Bronx and upper Manhattan have some of the highest disease rates in the nation. Within New York State, Bronx County consistently ranks the absolute lowest with respect to both health factors and health outcomes, according to the County Rankings and Roadmaps project supported by the Robert Wood Johnson Foundation. However, many of these diseases are preventable, such as childhood asthma and adult obesity-related conditions.

Since most Lehman undergraduates live in the Bronx, where they intend to stay and work, a BSPH at Lehman is critical to help address the long-term overwhelming health needs of many Bronx communities. Along with basic public health competencies, graduates of this program will also provide technical skills that come with training in research methods and program planning and evaluation, etc.

#### *Needs related to Economy:*

Although public health is a much broader field, it is closely linked to health care and social assistance, which is a job sector the U.S. Bureau of Labor Statistics projects to grow at an annual rate of 2.6 percent, adding five million jobs between 2012 and 2022. This accounts for nearly one-third of the total projected national increase in jobs. Regionally, the New York State Department of Labor indicates that public health and related health care fields are among the fastest growing employment sectors in the New York City region.

Much of the increasing demand for healthcare is due to an aging "baby boom" generation and therefore many of these people are naturally retiring out of the workforce. However, the Bronx has a disproportionate amount of preventable disease among younger populations, thus impeding their productive ability while also increasing

demands for social services, all of which has a negative economic impact. Hospitals, health care provider networks and many non-profit community organizations in the Bronx strive to apply principles of public health to reduce this disproportionate disease burden, but these institutions require a properly trained public health workforce. Graduates of the Lehman BSPH will be specifically trained to meet this need.

*Needs related to the Nation:*

The US Health Resources and Services Administration, along with the Centers for Disease Control and Prevention, have been tasked in recent years with going beyond their traditional public health roles. A properly trained public health workforce is needed at the national level more than ever to help prevent, prepare for and respond to both natural disasters and terroristic events. Furthermore, the nation needs to be prepared for health impacts of globalization, such as preventing epidemics of deadly viruses like Ebola while controlling endemic viruses such as West Nile. As stated earlier, approximately 250,000 new public health workers will be needed nationally by the year 2020, while only 20% of the current workforce has formal training in public health.

**5) Describe the role of faculty in the program's design.**

*Answer:* This BSPH program has been developed by faculty of the Lehman College Department of Health Sciences. It was conceived of and developed by those faculty in the Public Health program, which currently offers a Master of Public Health as part of a greater CUNY School of Public Health (SPH). Faculty from all other programs in the Lehman Department of Health Sciences then reviewed and contributed, with a particular aim of preventing any potential conflicts with existing undergraduate programs. After approval within Lehman College, the proposal was then reviewed by the CUNY SPH curriculum committee and full faculty from the consortial campuses of Lehman, Hunter and Brooklyn Colleges.

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

*Answer:* An articulation agreement with Bronx Community College has been established.

**7) What are the anticipated Year 1 through Year 5 enrollments?**

*Answer:*

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Beginning as Sophomores	10	11	12	13	14
Beginning as upper-class	20	23	26	29	32
Sub-totals new students	30	34	38	42	46
Total majors	30	64	102	144	160*

\* reflects graduation of first year cohort.

**d. Admissions**

**1) List all program admission requirements (or note if identical to the institution's admission requirements).**

*Answer:* Regular admission requirements for Lehman College apply. In order to declare a public health major, a minimum GPA of 3.0 is recommended (from Lehman or elsewhere).

**2) Describe the process for evaluating exceptions to these requirements.**

*Answer:* A minimum GPA of 3.0 is listed as "recommended" instead of required so that promising students whose GPA is less than 3.0 will not be automatically rejected.

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

*Answer:* Given that approximately 80% of undergraduate students enrolled at Lehman College are Hispanic or Black/non Hispanic<sup>Error! Reference source not found.</sup> and that approximately 75% of the Lehman health science majors are female, it is almost certain that women and minority students will constitute the "majority" of public health majors

at Lehman College. Likewise, both Hostos Community College and Bronx Community College have high enrollments of minority students, and these schools are the main source of transfer students to Lehman.

#### **e. Academic Support Services**

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

*Answer.* Aside from the Leonard Lief library, additional academic services at Lehman College include two tutoring centers. The Academic Center for Excellence provides appointment-based and drop-in tutoring in the humanities, social sciences and writing, as well as general writing skills. The Science Learning Center provides drop-in tutoring for natural and computer science courses. More information is found at <http://www.lehman.edu/issp>. Students opting for the GISc option will also have access to a state of the art GIS lab with tutors, which is established in the Department of Earth, Environmental and geospatial Sciences.

#### **f. Credit for Experience**

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

*Answer.* Six required credits in the BSPH are devoted to a fieldwork course (proposed PHE 470) and a capstone course (proposed PHE 472).

**g. Program Assessment and Improvement**

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

*Answer:* Program enrollment will be monitored annually to determine if the minimum expectation is being met for sustaining the program, while also monitoring for the need to expand faculty and other resources if enrollment exceeds expectation. Student surveys will also be administered at the end of each academic year to solicit feedback for continual improvement.

**h. Transfer to Baccalaureate Programs**

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

*Not Applicable:* X

### Task 3 - Sample Program Schedule

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

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

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 3](#)

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

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

*Answer:*

c). As required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.

*Answer:*

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

*Answer:*

#### **Required Core Courses**

**HEA 300:** Introduction to Public Health. (3 credits, 3 hours) Science of community health. Prevention and control of disease, vital statistics, and current health problems.

**HSD 269:** Fundamentals of Biostatistics for Health Professionals. (3 credits, 3 hours) An introduction to biostatistics as used in health research. Emphasis on the application and interpretation of statistics in the context of health services, health education, and nutrition studies. PREREQ: MAT 132 or its equivalent, or demonstrated competence in database manipulation, spreadsheet calculations, and word processing.

**HSD 306:** Epidemiology. (3 credits, 3 hours) 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. PREREQ: HSD 266 and 269.

**HEA 267:** Human Behavior and Health. (3 credits, 3 hours) Psychological, social, and cultural determinants of health behavior, implications for educators in school and community settings, and conditions and phenomena that affect acceptance of health information. PREREQ: PSY 166, SOC 166, or Departmental permission.

**HEA 301:** Environmental Health. (3 credits, 3 hours) Description and analysis of causative agents of the major pollutants and their effects on man and society. PREREQ: Two courses in the natural sciences.

**HSA 267:** Management of Health Organizations. (3 credits, 3 hours) Fundamental concepts of management theory. Examination of the structure of health organizations and administrative processes, such as planning,

problem solving and decision making, and quality, and productivity improvement. Emphasis on the major issues and problem areas confronting health administrators.

**HSD 266:** The U.S. Healthcare Delivery System. (3 credits, 3 hours) Examination of the major issues in the organization and delivery of health and nutrition services. An overview of healthcare institutions, financing, management, and human resources.

**HEA 400:** Program Planning and Evaluation (3 credits, 3 hours) Identification and analysis of the processes of planning and evaluating health education and promotion programs. Examination of programs in schools, community health agencies, clinical facilities, and worksite/industrial settings. PREREQ: HEA 267 plus 2 HEA courses at the 300 level.

**HSD 240:** Nutrition and Health. (3 credits, 3 hours) Fundamental principles of normal nutrition, with an emphasis on health maintenance and disease prevention. Discussion of nutritional concerns through the life cycle and nutrition programs in health services. PREREQ: Distribution course in the natural sciences. No credit will be given for \*DFN 140 if it is taken after HSD 240.

**EXS 264:** Physical Fitness and Exercise (3 credits, 3 hours) Nature and scope of the health-related aspects of physical fitness, emphasizing assessment, self-management skills, and the importance of a healthy lifestyle, as applied to individual and group fitness settings.

**EXS 265:** Behavioral Aspects of Physical Activity (3 credits, 3 hours) Conceptual and theoretical frameworks for understanding the behavioral component of physical activity and exercise, and for developing intervention strategies for enhancing physical activity and exercise behavior.

**COMHE 304:** Introduction to Health Communication Theory and Practice (3 credits, 3 hours) [At Hunter] An introduction to the field of health communication with a particular emphasis on theoretical constructs, case studies and U.S. and international practical models and applications; highlights the multidisciplinary and multifaceted nature of health communication and its contribution to the achievement of behavioral, social and organizational objectives as one of the keys to public health interventions. PREREQ: Permission of the instructor

**ESC 475:** *Community Change Model: Creating New Communities.* (3credits, 4 hours: 2 hours, lecture; 2 hours, lab) Examination, design, and implementation of the Community Change Model as a means to engage youth and adults in analyzing and addressing community problems and concern. Community surveys, interviews, and focus groups will be conducted. PREREQ: Permission of the instructor.

**POL 343:** International and Regional Organizations (3 credits, 3 hours) The United Nations' system and other global and regional organizations.

**POL 339:** Human Rights. (3 credits, 3 hours) Theories and practices of human rights and their historical development in the context of globalization. Impact of human rights on local and global social movements. Significance of human rights activism at home and abroad. PREREQ: Satisfactory completion of 45 college credits.

**ENW 3070:** Health and Science Writing. (3credits, 3 hours) Work-related writing in the social, natural, and health sciences, including nursing. Projects stress writing issues specific to the healthcare and scientific communities. (Spring) PREREQ: Departmental permission.

**ENW 300:** Business Writing. (3 credits, 3 hours) Work-related writing for B.B.A. and B.S. in Accounting majors. Focus on rhetorical issues and strategies for persuasion in business memoranda, documents, and presentations. Students prepare shorter writings, as well as a substantial formal report that incorporates data analysis and support for its conclusions and recommendations. PREREQ: ENG 121; Departmental permission.

**ENW 304:** Non-Profit Grant Writing. (3 credits, 3 hours) Conception, research, and composition of grants and other types of professional proposals for public sector, nonprofit, and non-governmental organizations and endeavors. Development of the skills in essay writing, news copy, and feature copy used to produce the



components of effective grant proposals. PREQUE: Departmental permission

**ENW 333:** *Marketing and PR Writing*. (3 credits, 3 hours) Mastering the appropriate formats needed to write in marketing and public relations fields. Formats studied include reports, news releases, talking points, and the various advertising and direct-marketing media generated by for-profit and non-profit organizations. PREQUE: Departmental permission.

**ENW 335:** Technical Writing. (3 credits, 3 hours). Generating texts that explain complex technological, scientific, economic, and other matters to experts and lay people clearly and with authority. Projects include how-to manuals, guides, FAQs, and reports. PREREQ: Departmental permission.

**AAS 226:** Community Organization. (3 credits, 3 hours). The structure of the inner city. Analysis of community needs and resources- health, housing, recreation, and neighborhood projects in urban areas. The organization of community action projects within a theoretical framework for understanding and applying models of community control.

**HIN 269:** Analysis and Action for Community Health. (3 credits, 3 hours) Health needs of families in the context of their communities. Introduction to epidemiological method and the principles of epidemiological investigation as tools for analyzing health needs. Issues of prevention, environmental health, special risk families, planned change, the concept of health teams, and the roles of health workers in the community are addressed. PREREQ: 30 college credits.

**ANT 341:** Medical Anthropology. (3 credits, 3 hours) Relationship of culture to disease: cross-cultural attitudes toward illness and the ailing, curative practices, and problems in the introduction of Western medical practices into peasant communities. The effects of culture on the state of health of the population.

### **Geographic Information Science**

**GEP 205:** Principles of Geographic Information Science. (3 credits, 4 hours: 2 lecture; 2 lab)  
The use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences. Also included is the use of computer mapping and spatial analysis technologies for studying the physical and human components of the earth's environment.

**GEP 320:** Population Geography. (3 credits, 3 hours - Hybrid)  
The world's population in the context of geography and demography. The theoretical framework, defined by the fields of population geography and demography, will be studied and explored qualitatively and quantitatively and will be applied to public health issues. Data sources and acquisition, population metrics (growth, change distribution, and composition), population and food supply, mortality, fertility, and migration. Lab work will provide students with hands-on experience using GISc to explore demographic concepts.

**GEP 310:** Geography of Urban Health. (3 credits, 4 hours: 2 lecture; 2 lab) The course is a geographical examination of urban health. Topics include the historical perspective of health, place, and society; mapping and measuring health and health impacts; the social and spatial patterning of health; the geography of health inequalities and disparities; health and social/spatial mobility; and the effects of urban segregation, overcrowding, and poverty on disease. Geographic Information Science will be used in the laboratory exercises to illustrate the theoretical concepts and to produce worked examples of health geography.

**GEH 240:** Urban Geography. (3 credits, 3 hours) Addresses are the contribution of geographical concepts and methods to an understanding of contemporary and future urban problems. Emphasis placed on the ghetto and the urbanized region in post-industrial societies.

**GEH 245:** Introduction to Quantitative Methods of Geography. (3 credits, 3 hours) Emerging fields of geospatial statistics, applying quantitative techniques to real-world geographic problems. Concepts and application of exploratory spatial data analysis (ESDA), traditional statistics and geospatial statistics within various software packages, including GeoDa, ArcGIS, [R], and Excel.

**GEH 232:** Medical Geography. (3 credits, 3 hours)

This is an introduction to medical geography via a study of the way in which environments affect health and disease. Included is the study of the effect of the distribution of health facilities on community health and access to health services. PREREQ: GEH 101, or instructor's permission.

**GEH 490:** Honors in Geography. (4 credits, 3 hours) Individual research, including reading and—in some areas—laboratory or field investigations, to be carried out under the individual guidance of a staff member. The results must be embodied in an honors essay or other suitable presentation. PREREQ: Departmental permission.

**GEP 204:** Basic Mapping: Applications and Analysis. (3 credits, 4 hours: 2 lecture; 2 lab) The course offers an introduction to the world of maps—how to use, interpret, and analyze maps. History of cartography, map projections, scales, measurements, contour interpretations, thematic maps, charts and graphs, remote sensing, aerial photos, and geographic information systems.

**GEP 321:** Introduction to Remote Sensing. (3 credits, 3 hours) Fundamentals of remote sensing: energy interactions between the sun, atmosphere, and features on the earth surface. Course content: structure of raster data, cell size, and both passive and active remote sensing; and spatial, spectral, radiometric and temporal resolution characteristics of different multi-spectral remotely sensed data using specialized image analysis software.

**GEP 350:** Special Projects in Geographic Information Systems. (3 credits, 3 hours) The course focuses on special topics in the use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences. The advanced use of computer mapping and spatial analysis for studying the physical and human components of the earth's environment.

**GEP 360:** Geovisualization and Analytic Cartography. (3 credits, 3 hours) Creating maps using advanced Geographic Information Science (GISc) techniques. Focus on understanding cartographic conventions and principles of good cartographic design and analysis of complex spatial data through geovisualization methods. PREREQ: GEP 204, or GEP 205, or Departmental permission.

### **Global Health**

**HEA 302:** *Women and Health* (3 credits, 3 hours) Physiological, psychological, political, and social determinants of the health and healthcare of women. PREREQ: Two courses in the behavioral sciences.

**HEA 211:** Perspectives on AIDS (3 credits, 3 hours) Examination of HIV/AIDS in the United States and the world, including biomedical aspects of HIV/AIDS, history of the epidemic, epidemiology, prevention, treatment, and policy issues.

**HSA 350:** Contemporary Health Issues (3 credits, 3 hours; *maximum 6 credits*). Recent topics of interest pertinent to the management and delivery of healthcare. Emphasis will be given to administrative, political, legislative, and legal dimensions of current health issues. PREREQ: HSD 266 and HSA 267.

**HEA 348:** Latino Health. (3 credits, 3 hours) An interdisciplinary perspective on the health of Latinos in the United States. Topics include health disparities, immigrant paradox, chronic disease, and current research on protective factors.

#### **e). Syllabi:**

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

The expected components of a syllabus are listed in [Department Expectations: Curriculum](#) of the Guidance Document.

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

**Instructions for submitting syllabi:**

All required syllabi must be included in a single, separate PDF document.

## Table 1a: Undergraduate Program Schedule

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

Example program schedule for a student in the GISc option.

Term: Fall 1		Credits per classification				Term: Spring 1		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
HEA 300	3	x	x	<input type="checkbox"/>		HSD 306	3	x	x	<input type="checkbox"/>	HSD 266 and 269
HSD 269	3	x	x	<input type="checkbox"/>	MAT 132	HEA 267	3	x	x	<input type="checkbox"/>	PSY 166 or SOC 166
HSD 266	3	x	x	<input type="checkbox"/>		HSA 267	3	x	x	<input type="checkbox"/>	
HEA 301	3	x	x	<input type="checkbox"/>		ENW 3070	3	x	x	<input type="checkbox"/>	
GEP 205	3	x	x	<input type="checkbox"/>		GEP 320	3	x	x	<input type="checkbox"/>	
Term credit total:		15	15	15		Term credit total:		15	15	15	
Term: Fall 2		Credits per classification				Term: Spring 2		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
PHE 302	3		x	x <input type="checkbox"/>	HEA 300 HSD 267 HSD 269 HSD 306	PHE 470	3		x	x <input type="checkbox"/>	Required core courses
PHE 303	3		x	x <input type="checkbox"/>	HEA 300 HSD 269 HSD 306	PHE 472	3		x	x <input type="checkbox"/>	Required core courses
HEA 400	3		x	<input type="checkbox"/>	HEA 267	GEH 245	3			<input type="checkbox"/>	
GEP 350	3		x	<input type="checkbox"/>		GEH 232	3			<input type="checkbox"/>	GEH 101
Term credit total:		12	12			Term credit total:		12	6		
<b>Program Totals:</b>		Credits: 54		Liberal Arts & Sciences: 42		Major: 48		Elective & Other: 6			

Cr: credits    LAS: [Liberal Arts and Sciences](#)    Maj: major requirement    New: new course    Prerequisite(s): list prerequisite(s) for the noted courses

Example program schedule for a student in the Global Health option.

Term: Fall 1		Credits per classification				Term: Spring 1		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
HEA 300	3	x	x	<input type="checkbox"/>		HSD 306	3	x	x	<input type="checkbox"/>	HSD 266 and 269
HSD 269	3	x	x	<input type="checkbox"/>	MAT 132	HEA 211	3	x	x		
HSD 266	3	x	x	<input type="checkbox"/>		HSA 267	3	x	x	<input type="checkbox"/>	
HEA 301	3	x	x	<input type="checkbox"/>		ENW 3070	3	x		<input type="checkbox"/>	
HEA 267	3	x	x	<input type="checkbox"/>	PSY 166 or SOC 166	PHE 340	3		x	x <input type="checkbox"/>	HSD 240
Term credit total:		15	15	15		Term credit total:		15	12	12	
Term: Fall 2		Credits per classification				Term: Spring 2		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
PHE 302	3		x	x <input type="checkbox"/>	HEA 300 HSD 267 HSD 269 HSD 306	PHE 470	3		x	x <input type="checkbox"/>	Required core courses
PHE 303	3		x	x <input type="checkbox"/>	HEA 300 HSD 269 HSD 306	PHE 472	3		x	x <input type="checkbox"/>	Required core courses

PHE 304	3		x	<input type="checkbox"/>	PHE 302 CoReq	PHE 307	3		x	x <input type="checkbox"/>	EVN 210 PHE 302 PHE 303
HEA 400	3		x	<input type="checkbox"/>	HEA 267	HEA 348	3	x	x	<input type="checkbox"/>	
Term credit total:						Term credit total:					
12						12					
12						12					
3						3					
12						12					
3						3					
6						6					

<b>Program Totals:</b>	<b>Credits: 54</b>	<b>Liberal Arts &amp; Sciences: 48</b>	<b>Major: 48</b>	<b>Elective &amp; Other: 6</b>
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Cr: credits    LAS: [Liberal Arts and Sciences](#)    Maj: major requirement    New: new course    Prerequisite(s): list prerequisite(s) for the noted courses

### Table 1b: Graduate Program Schedule

- Indicate **academic calendar** type:  Semester     Quarter     Trimester     Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

<b>Term:</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
<b>Term:</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
<b>Term:</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			
<b>Term:</b>				<b>Term:</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New</b>	<b>Prerequisite(s)</b>
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			

Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
		<input type="checkbox"/>				<input type="checkbox"/>	
Term credit total:				Term credit total:			

<b>Program Totals:</b>	<b>Credits:</b>	Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:  <b>New:</b> indicate if new course <b>Prerequisite(s):</b> list prerequisite(s) for the noted course

## Task 4. Faculty

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

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

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

**b) What is the institution's definition of "full-time" faculty?** Include the number of credits expected to be taught by full-time faculty per academic term.

*Answer: 21*



**Table 2: Current Faculty, Full-Time**

- Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. \*Include and identify the Program Director.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Marilyn Aguirre-Molina, M.S., Ed.D., Professor	PHE 302: Social Determinants of Health (new); PHE 305: Community Based Participatory Research Methods (new); PHE 470: Applied/Field Experience (new); PHE 471 Capstone Seminar (new)	Teachers College, Columbia University, EdD	Founding Executive Director of CUNY Institute of Health Equity; edited and authored several books on Latino Health; served as Senior Program Officer at the Robert Wood Johnson Foundation
Luisa Borrell, D.D.S., Ph.D., Professor	HSD 269: Fundamentals of Biostatistics; HSD 306: Epidemiology; PHE 303: Approaches to Public Health Research (new); PHE 304: Data Analysis and Translation for Application (new); PHE 471: Capstone Seminar (new)	University of Michigan, PhD	Served as Chair of Health Sciences Department, directed Columbia University's masters and doctoral program in epidemiology, authored more than 80 peer-reviewed articles

Glen Johnson, M.S., M.A, Ph.D., Associate Professor	HSD 269: Fundamentals of Biostatistics; PHE 470: Applied/Field Experience (new); PHE 471 Capstone Seminar (new); PHE 307: Emergency Preparedness at the Community Level (new); GEH 245: Introduction to Quantitative Methods of Geography; GEP 360: Geovisualization and Analytic Cartography; PHE 472: GIS Capstone Seminar	Pennsylvania State University, PhD	Biostatistician for the New York State Department of Health and the Pennsylvania Department of Environmental Resources; Assistant Professor at the University at Albany School of Public Health; authored more than 35 peer-reviewed articles, chapters and a book
Andrew Maroko, M.Phil., Ph.D., Assistant Professor	GEH 240: Urban Geography; GEH 232: Medical Geography ; GEP 204: Basic Mapping: Applications and Analysis; GEP 310: Geography of Urban Health; GEP 321: Introduction to Remote Sensing; GEH 490: Honors in Geography; PHE 472: GIS Capstone Seminar	Graduate Center, CUNY, PhD	Serves as the Associate Director of the Urban GISc Lab at Lehman College, authored more than 20 peer-reviewed articles
Emma Tsui, M.PH., Ph.D., Assistant Professor	PHE 302: Social Determinants of Health (new); PHE 305: Community Based Participatory Research Methods (new); PHE 470: Applied/Field Experience (new); PHE 471 Capstone Seminar (new)	Johns Hopkins University, PhD	Serves as Campus Director for the Lehman College MPH Program, authored six peer-reviewed articles

**Table 3: Current Faculty, Part-Time**

Provide information on faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
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Alma Idehen, M.S., Adjunct Lecturer	HEA 300: Introduction to Public Health	M.S.	
Claude Joseph, M.P.A, Adjunct Lecturer	HSD 269: Fundamentals of Biostatistics	M.P.A.	
Maria Baquero, M.P.H, Adjunct Lecturer	HSD 269: Fundamentals of Biostatistics	M.P.H.	
Steven Dewolf, M.A., Adjunct Lecturer	HSD 306: Epidemiology	M.A.	
Laurell Watson M.P.A., Adjunct Lecturer	HEA 267: Human Behavior and Health HSA 267: Management of Health Organizations HSD 266: The U.S. Health Care Delivery System	M.P.A.	
Constance Garcia, M.A., Adjunct Lecturer	HSA 267: Management of Health Organizations	M.A.	
Lawrence Eitel, M.P.A., Adjunct Lecturer	HSA 267: Management of Health Organizations HSD 266: The U.S. Health Care Delivery System	M.P.A.	
Hannah Shields, M.A., Adjunct Lecturer	HSD 266: The U.S. Health Care Delivery System	M.A.	
Noel Ruiz, M.P.A., Adjunct Lecturer	HSD 266: The U.S. Health Care Delivery System	M.P.A.	
Jesse Gonzalez, M.A, MCHES, Adjunct Lecturer	HEA 400: Program Planning and Evaluation	M.A, MCHES	

**Table 4: Faculty to be Hired**

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

**Full-time Faculty**

Title/Rank of Position	# of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent of Time to Program	Expected Course Assignments	Expected Hiring Date (mm/dd/yyyy)
Assistant/Associate Professor (Program Director)	1	PhD or DPH, public health (community health, epidemiology, environmental health)	F/T	100%	Core courses and electives, depending on need and the faculty member's areas of expertise	Fall 2016

**Part-time Faculty  
None**

## Task 5. Financial Resources and Instructional Facilities

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

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

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

*Answer:* Existing classrooms and e-services at Lehman College will apply to the BSPH program. For those opting for the GISc option, the GISc Lab in Gillet Hall will be available for classes and student use during open lab hours. This lab contains 24 Dell workstations networked to a server, where all necessary software is pre-installed and updated as needed by a full-time lab manager who is devoted to the GISc lab. Non GISc classes requiring a computer lab will be conducted in Carmen Hall where Lehman's IT center is based.

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

*Not Applicable:* X

### Table 5: New Resources

List the costs of the **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

New Expenditures	Year 1	Year 2	Year 3
Personnel			
Library			
Equipment			
Laboratories			
Supplies & Expenses (Other Than Personal Service)			
Capital Expenditures			
Other			
<b>Total all</b>			

## Task 6. Library Resources

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

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

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

*Answer:* The Leonard Lief Library at Lehman College is a full service library as expected at a senior CUNY college. See <http://www.lehman.cuny.edu/library/> for details.

The library's mission statement:

*"Books and technology, print and electronic documents, databases, Special Collections, and multimedia are the various formats of the 21st century academic library. Providing both physical and virtual space, websites and Group Study Rooms are some of the challenges in operating a Library round-the-clock, in a 24/7 digital environment.*

*We are proud of our light-filled building, and committed to outstanding user services. Ultimately, the strongest feature of our Library is our faculty and staff, who always seek ways to serve you better."*

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

*Answer:*

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

**Faculty:**  
**Office hours:**  
**Office:**

**COURSE SYLLABUS**

**PHE 302: Social Determinants of Health**

**3 credits**

**Course Prerequisites:** HEA 300, HSD 267, HSD 269, HDS 306

**Course Description**

The purpose of this course is to provide an introduction to the social factors/determinants that influence health. Theoretical and methodological approaches to the study of social determinants will be discussed from a social ecological perspective. Social determinants will include race, class, education, family, neighborhood, media, global influences, immigration, and gender.

**Course Objectives**

At the completion of this course students will be able to:

1. Discuss the various theoretical approaches to the study of social determinants of health
2. Describe the methodological approaches to the study of social determinants of health
3. Recognize the important role social determinants play in the health of individuals and society
4. Describe and critique the literature on several social determinants of health and their relationship to health outcomes
5. Critically evaluate evidence for social determinants of health and identify gaps in the current knowledge base

**Assigned Readings**

Principles and Basic Concepts of Equity and Health. Division of Health and Human Development, PAHOWHO, 1999

<http://www.paho.org/english/hdp/hdd/pahowho.pdf>

Other assigned readings are provided on Blackboard.

**Course Structure:**

**Class Attendance and Participation**

Class attendance is an important part of the learning process. Students are expected to attend all class sessions and do all required reading prior to the class to which it is assigned. There is a substantial amount of reading required in this course and you may need to read some of the articles more than once.. Because class attendance and participation are such a key part of class

you are expected to attend each class. Students are expected to arrive on time. Students are also expected to create a respectful environment that is conducive to learning. To help create this environment, cell phones and pagers must be turned off or set to vibrate. Text messaging is not allowed and students found to be texting during class will be asked to turn off their phones. Laptop computers and other electronic devices (i.e., iPhones, iPads, iPods, etc.) are not allowed.

Critical reading and reflection are integral components of higher level thinking and learning. This course will provide an opportunity to develop and practice these skills. Therefore, in order to have good discussion and really delve into the topics each week, students need to come to class prepared to discuss the readings in detail. These topics will likely create lively and interesting discussions and students may at times disagree with one another. Students are expected to respect other's opinions and work to create an environment where everyone feels comfortable sharing his or her ideas.

### Meeting Deadlines

All assignments are due at the beginning of class. Assignments will receive 5% off for each 24 hours they are late. Students must turn in all written assignments to pass the course.

### Other Expectations

Students can expect the instructor to facilitate student learning through classroom activities, lectures, constructive feedback on class assignments, and appointments with students. Students can expect to get out of class on time as long as students arrive to class on time and are ready to begin working at the scheduled start time. The instructor will be open to constructive feedback about the course. Students can expect timely responses to emails, usually within 24 hours, however, in the rare instance where you do not receive a response within 24 hours, please do not email again until at least 48 hours have passed. Do not wait until the night before to email me about a question for an assignment, I do not guarantee that I will be able to get back to you with enough time for you to complete the assignment.

### Course Feedback

During this course I will be asking you to give me feedback on your learning in informal as well as formal ways, including anonymous surveys. You will also have opportunities in class to provide feedback. It's very important for me to know your reaction to what we're doing in class, so I encourage you to respond to these surveys and other feedback opportunities, ensuring that together we can create an environment effective for teaching and learning.

## **GRADING SCALE**

### Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69

## **COURSE REQUIREMENTS**



**Written Assignments:** In addition to turning assignments in at the beginning of class, all students must upload their assignments to Blackboard. All written assignments must be completed to pass the course.

**Class Participation – 10%** of grade. Students are expected to have read all assigned materials prior to coming to class and should be prepared to participate in class discussions of those readings. Because of the interactional nature of the class, quality and quantity of informed participation and contribution will be evaluated.

Each student will also be responsible for preparing 2 questions or commentary on each weeks' readings. The questions/commentary should not be a Yes/No answer, but rather pose a question that would lead to a discussion. Questions/commentaries should cover areas such as issues/questions that were brought up by the readings, comparisons or contradictions in readings, links between readings across different topic areas, and/or controversial issues.

The questions should be posted to the Discussion Board on Blackboard by the preceding Sunday at 5 pm. Students are welcome to comment on the discussion board postings at any time.

**Weekly Individual/Dyad Presentation – 10%** of grade. One to two students will work together each week to find an additional one to two readings for the class session. Students will select topics on the first day of class, with input from the Instructor. Topics may include specific health issues or sub-groups related to the focus of that day's class. This assignment gives students the opportunity to work independently to find relevant information, present information to the class, and lead the discussion.

**Reaction Papers – 30%** of grade. Students will write a two page reaction paper (1 inch margins, 12 point Times New Roman font, double spaced) on the readings and class material for a total of three classes. Students can submit up to four reaction papers with the top three scores counting toward the final grade. In addition to content, reaction papers will be graded for grammar, clarity, and organization as well as the use of and reference to class material. (10% of final grade for each reaction paper, total 30% of final grade).

**Research Paper - 30%** of grade. A final research paper (approximately 12-15 pages double-spaced pages, not including references) is required of each student and is due no later than May 9th at 5pm. Topics for research papers may vary widely but must be linked to the study of social determinants of health and must be approved in advance by the instructor I suggest you set up a time to meet with me or come to office hours to discuss your topic before beginning. Be sure to upload a final copy of the paper to Blackboard by May 9th at 5pm.

**Research Paper Presentation – 20%** of grade. Each student will present their research papers to the class in a formal 10 minute PowerPoint presentation with 5 minutes for questions scheduled during the last two of weeks of class.

**The assignment of points and the grading scale is as follows:**

Class Participation	10%
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Individual/dyad presentation	10%
Reaction Papers (3 at 10% each)	30%
Research Paper	30%
Research Paper Presentation	20%

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Total	100%
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## SCHOOL POLICIES

### Academic Integrity:

Dishonesty will not be tolerated in this course. Dishonesty includes, but is not limited to, (1) plagiarism; (2) cheating; (3) having another person fulfill your assignment. To help you in understanding what plagiarism is and how to avoid it, please read the guide provided by CUNY's provost, dean, and student affairs offices:

**[web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf](http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf)**

Any cases of academic dishonesty that I discover in any assignment in this course will be dealt with strictly: **A faculty report on the dishonest student will be filed with the Office of the Academic Integrity Official; the student will be failed in the assignment and possibly also in the course.** Please consult CUNY's policy on academic integrity for further information:

[http://www1.cuny.edu/portal\\_ur/content/2004/policies/policies.html](http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html)

### Students with Disabilities:

The Office of Student Disability Services (SDS) provides a supportive environment for students with disabilities and can be helpful in arranging student accommodations, support services, and academic adjustments. Please contact the office early in the semester to schedule an appointment. If after meeting with SDS it is determined that you would benefit from in-class accommodations, the office will ask you to bring me an Academic Adjustment Memo that specifies the nature of the accommodations. I can work with you to ensure that these accommodations are met.

## Course Schedule

Date	Topic	Readings
<b>Week 1</b>	Introductions/Course Syllabus	Review syllabus, assignments, course expectations
<b>Week 2</b>	Theoretical Approaches	<ol style="list-style-type: none"> <li>1. Braveman P, Egerter S, Williams DR, 2011. The Social Determinants of Health: Coming of Age, The Annual Review of Public Health.</li> <li>2. Krieger N (2003). Theories for social epidemiology in the 21st century: An ecosocial perspective. In Health and Social Justice: Politics, Ideology, and Inequity in the Distribution of Disease. A Public Health Reader. Hofrichter R. Ed. 428-450.</li> </ol>
<b>Week 3</b>	Social Epidemiology	<ol style="list-style-type: none"> <li>1. Krieger N (2001). A glossary for social epidemiology. J of Epidemiology &amp; Community Health. 55: 693-700.</li> <li>2. Berkman L and Kawachi I, 2000. A Historical Framework for Social Epidemiology. In Social Epidemiology, Berkman and Kawachi, Eds. Oxford University Press.</li> <li>3. Marmot M. 2000. Multilevel Approaches to Understanding Social Determinants. In Social Epidemiology, Berkman and Kawachi, Eds. Oxford University Press.</li> </ol>
<b>Week 4</b>	Race and Racism as Social Determinants	<ol style="list-style-type: none"> <li>1. Krieger N, 2008. Does Racism harm health? Did child abuse exist before 1962? On explicit question, critical science, and current controversies: an ecosocial perspective. American Journal of Public Health, 98 (9 suppl): S20-5.</li> <li>2. Orsi J, Margellos-Anast J, Whitman S, 2010. Black-White Health Disparities in the United States and Chicago: A 15 year progress analysis, American Journal of Public Health, 100(2):349-356.</li> <li>3. Krieger, N. Discrimination and Health. (2000) In Social Epidemiology. Berkman LF, Kawachi I. editors. New York: Oxford University Press. Chapter 3 pp. 36-75.</li> <li>4. Williams DR, Neighbors HW, Jackson JS. Racial/ethnic discrimination and health: findings from community studies. Am J Public Health. 2003 93(2):200-8</li> <li>5. Thomas SB, The Color Line: Race Matters in the Elimination of Health Disparities (2013) In Race, Ethnicity, and Health: A Public Health Reader. LaVeist TA, Isaac LA. Editors. San Fransisco: Jossey-Bass. 35-40</li> </ol>

Date	Topic	Readings
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<b>Week 5</b>	Social Class and Poverty	<ol style="list-style-type: none"> <li>1. Aber, et al. The effects of poverty on child health and development. <i>Annual Review of Public Health</i> 1997 18:463-83.</li> <li>2. Adler NE, Ostrove JM Socioeconomic status and health: what we know and what we don't. <i>Ann N Y Acad Sci.</i> 1999;896:3-15.</li> <li>3. LaVeist TA. Disentangling race and socioeconomic status: A key to understanding health inequalities. <i>J Urban Health.</i> 2005 Jun; 82 (2 Suppl 3).</li> <li>4. Subramanian SV, Belli P, Kawachi I. The macroeconomic determinants of health. <i>Annu Rev Public Health</i>, 2002; 23: 287-302.</li> </ol>
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<b>Week 6</b>	Education	<ol style="list-style-type: none"> <li>1. Chapter 1: Lareau, A. (2011). <i>Unequal Childhoods: Class, Race, and Family Life, Second Edition with an Update a Decade Later.</i> Berkeley and Los Angeles, CA: University of California Press.</li> <li>2. Zarcadoolas C, Pleasant A, Greer, DS. Understanding health literacy: an expanded model. <i>Health Promotion International</i> 2005; 20(2): 195-203.</li> <li>5. Blane D. The life course, the social gradient, and health. (2006) .In <i>Social Epidemiology</i>, Berkman and Kawachi, Eds. Oxford University Press.</li> </ol>
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Suggestion: Have at Least One Reaction Paper Completed by Today

<b>Week 7</b>	Family Influences	<ol style="list-style-type: none"> <li>1. Hertzmann C (1996). The Biological Embedding of Early Experience and its Effects on Health in Adulthood. <i>Annals New York Academy of Sciences.</i> 85-95.</li> <li>2. Poulton R et al. (2002). Association between children's experience of socioeconomic disadvantage and adult health: a life-course study. <i>The Lancet.</i>360: Nov. 23, 2002, 1640-1645.</li> <li>3. Masten AS, Shaffer A (2006). How Families Matter in Child Development: Reflections from Research on Risk and Resilience. In <i>Families Count: Effects on Child and Adolescent Development.</i> Eds. Clarke-Stewart A, Dunn J.</li> </ol>
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Date	Topic	Readings
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pgs 5-25.

4. Bornstein M, Cheah CSL. The Place of “Culture and Parenting” in the Ecological Contextual Perspective on Developmental Science. In Parenting Beliefs, Behaviors, and Parent-Child Relations: A CrossCultural Perspective Rubin KH & Chung OB Eds. 2006. Psychology Press

**Week 8** Neighborhood Influences

1. Pickett KE, Pearl M. 2001. Multilevel analyses of neighbourhood socioeconomic context and health outcomes: a critical review. *J Epidemiology and Community Health* 55: 111-122.
2. Browning CR, Cagney KA, (2002). Neighborhood structural disadvantage, collective efficacy, and self-rated physical health in an urban setting. *Journal of Health and Social Behavior* 43:383-99.
3. Cummins S, Curtis S, Diez Roux AV, Macintyre S, 2007. Understanding and representing ‘place’ in health research: a relational approach, *Social Science and Medicine*, 65(9): 1825-38.
4. Duncan GJ, Raudenbush SW. 2001. Neighborhoods and Adolescent Development: How Can we Determine the Links? In *Does it take a Village?: Community effects on children, adolescents, and families.*105-136.

**Week 9** Media Influences

1. Wartella E, Robb M. Historical and recurring concerns about Children’s use of mass media. (2008) In *The Handbook of Children, Media, and Development.*Calvert SL, Wilson BJ Editors. Blackwell. 7-26.
2. Montgomer KC, Chester J. 2009. Interactive Food and Beverage Marketing: Targeting Adolescents in the Digital Age. *Journal of Adolescent Health*, 45: S18-S29
3. Pechmann C, Levine L. Loughlin S, Leslie F. 2005. Impulsive and Self-Conscious: Adolescents’ Vulnerability to Advertising and Promotion. *Journal of Public Policy and Marketing*, 24(2): 202-221.
4. Stroud NJ. Media Use and Political Predispositions:

Date	Topic	Readings
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Revisiting the Concept of Selective Exposure. (2008).  
 Political Behavior, 30:341-366.

**\*Suggestion**

Have at Least Two Reaction Papers Completed by Today

<b>Week</b> 10	Global Influences	<ol style="list-style-type: none"> <li>1. Navarro V, Shi L. The political context of social inequalities and health. Soc Sci Med. 2001 Feb; 52 (3): 481-91.</li> <li>2. Labonte R, Schrecker T, Gupta AS. (2005). Health for Some: Death Disease and Disparity in a Globalizing Era.. Toronto: Centre for Social Justice.</li> <li>3. Lee K. (2003). An Introduction to Global Health. Globalization and health: An Introduction. New York: Palgrave MacMillan. Pp. 1-29.</li> <li>4. McMichael AJ, Beaglehole R. The changing global context of public health. 2000. The Lancet 356(5): 495-499</li> </ol>
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<b>Week</b> 11	Immigration, Culture, and Acculturation	<ol style="list-style-type: none"> <li>1. Lara, M. et al. Acculturation and Latino health in the United States: A Review of the Literature and its Sociopolitical Context. (2013) In Race, Ethnicity, and Health: A Public Health Reader. LaVeist TA, Isaac LA. Editors. San Francisco: Jossey-Bass. 215-252</li> <li>2. Berry JW. Acculturation: A Conceptual Overview (2006). In Acculturation and Parent-Child Relationships: Measurement and Development. Bornstein MH &amp; Cote LR Eds. New Jersey: Laurence Erlbaum Associates Inc. p. 13-32.</li> </ol>
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<b>Week</b> 12	Gender and Sexual Orientation	<ol style="list-style-type: none"> <li>1. Gorman, K.; Read, J. 2006. Gender Disparities in Adult Health: An Examination of Three Measures of Morbidity Journal of Health and Social Behavior, 47 (2): 95-110.</li> <li>2. Meyer, H. 2003. Prejudice, social stress, and mental health in</li> </ol>
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Date	Topic	Readings
		<p>lesbian, gay, and bisexual populations: Conceptual issues and research evidence. <i>Psychological Bulletin</i> 129(5) 674-697.</p> <p>3. Rieker PP, Bird CE, 2005. Rethinking Gender Differences in Health: why we need to integrate social and biological perspectives, <i>Journals of Gerontology, Series B</i>, 60B: 40-47.</p> <p>4. Hatzenbuehler ML, Keyes KM, McLaughlin KA, 2011. The protective effects of social/contextual factors on psychiatric morbidity in LGB populations. <i>International Journal of Epidemiology</i>.</p>
Week 13	Student Presentations	
Week 14	Student Presentations	
Week 15	Presentations and Wrap Up	

## COURSE SYLLABUS

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

**Faculty:**

**Office hours:**

**Office:**

## COURSE SYLLABUS

### **PHE 303: Approaches to Public Health Research**

**3 credits**

**Course Prerequisites:** HEA 300, HSD 269, 306

#### **Course Description**

Students are introduced to research and research methods, and how they are applied to address public health problems. It is centered on what research is, basic approaches/paradigms, the difference between quantitative and qualitative approaches, and the application of said research.

Public health professionals require skills to identify and delineate problems that face communities in which they work, and the ways to solve them. Often, this requires them to conduct small- scale investigations of their own, either as managers working on specific health projects, or as consultants hired to provide technical assistance. To help you to develop the skills to effectively perform this function, this course provides support for you to work through the process of considering in depth, a specific health problem, and formulating a scientifically valid and locally relevant investigation around it.

#### **Course Objectives**

At the conclusion of this course, students will be prepared to:

- Conduct preliminary assessment of population health needs
- Develop project objectives that are “SMART” (specific, measurable, achievable, realistic, and time-frame)
- Develop project hypotheses and implementation design (including how to develop conceptual and theoretical frameworks)
- Collect and analyze data (quantitative and qualitative),
- Develop monitoring and evaluation plans (including how to develop project logic models and logical frameworks),
- Develop and justify project budgets,
- Institute procedures for ethical conduct in project implementation.

It is expected that at the end of the course, you will have acquired skills in describing the rationale, objectives, and methods of investigation, implementation, and evaluation of projects in community health. Project design and implementation is usually a group effort. For this reason, you will work both independently and in groups.



## Required Text

There is no required textbook for this course. The instructor has selected essential reading lists for each week. All required reading materials will be available to you at no cost. Web links and/or electronic copies of the required readings will be posted on Blackboard.

## Course Readings

- Bertrand JT (2005). Evaluating health communication programs. *Drum Beat*, Issue 302. June.
- Bertrand JT, Escudero G (2004). Compendium of indicators for evaluating reproductive health programs. Chapel Hill, NC: Carolina Population Center, MEASURE Evaluation Project. Pp. 1-14.
- Centers for Disease Control and Prevention (2005). Introduction to program evaluation for public health programs: A self-study guide [www.cdc.gov/getsmart/program-planner/Introduction.pdf](http://www.cdc.gov/getsmart/program-planner/Introduction.pdf) and <http://www.cdc.gov/eval/index.htm>
- Earp JA, Ennett ST (1991). Conceptual models for health education research and practice. *Health Educ Res*, 6:163-171.
- Fisher AA, Foreit JR, Laing J et al. (2002). *Designing HIV/AIDS intervention studies: an operations research handbook*. New York: Population Council.
- Habicht JP, Victora CG, Vaughn JP (1999). Evaluation designs for adequacy, plausibility and probability of public health programme performance and impact. *Int J Epidemiol*, 28:10-18.
- Hodges BC, Videto DM (2005). *Assessment and planning in health programs*. Sudbury, MA: Jones and Bartlett Publishers Inc.
- Issel, M.L. (2008). *Health program planning and evaluation: a practical, systematic approach for community health*. New York: Jones & Bartlett Publishers.
- Mary D (1998). *Handbook for excellence in focus group research*. Washington, DC: Academy for Educational Development.
- Rossi PH, Lipsey MW, Freeman HE (2004). *Evaluation: a systematic approach*. Thousand Oaks, CA: Sage Publications Inc.
- Saunders RP, Evans MH, Praphul J (2005). Developing a process-evaluation plan for assessing health promotion program implementation: a how-to guide. *Health Promotion Practice*, 6:134-147.
- Smedley BD, Syme SL (eds.) (2000). *Promoting health: strategies from social and behavioral research*. Washington, D.C.: National Academies Press.
- Shain RN, Piper JM, et al. (1999). A randomized controlled trial of a behavioral intervention to prevent sexually transmitted disease among minority women. *New England Journal of Medicine*, 340:93-100.
- Thielman NM, Chu HY, Ostermann J et al. (2006). Cost-effectiveness of free HIV voluntary counseling and testing through a community-based AIDS Service Organization in Northern Tanzania. *Am J Pub Health*, 96:114-125.
- Trochim WMK (2008). Social research methods - Evaluation research. Retrieved from <http://www.socialresearchmethods.net/kb/evaluation.php>.
- Viadro CI (1997). Designing a process evaluation for a comprehensive breast cancer screening intervention: challenges and opportunities. *Evaluation and Program Planning*, 20:237-249.
- Weir SS, Morroni C, Coetzee N, Spencer J, Boerma JT. (2002). A pilot study of a rapid assessment method to identify places for AIDS prevention in Cape Town, South Africa. *Sex Transm Infect*, 78 (Suppl 1):i106-i113.

- Westat JF (2002). The 2002 User-Friendly Handbook for Project Evaluation. Division of Research, Evaluation and Communication, National Science Foundation. Retrieved from <http://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf>.
- W.K. Kellogg Foundation (1998). Evaluation handbook. Retrieved from [http://ww2.wkcf.org/DesktopModules/WKF.00\\_DmaSupport/ViewDoc.aspx?fld=PDFFile&CID=281&ListID=28&ItemID=2810770&LanguageID=0](http://ww2.wkcf.org/DesktopModules/WKF.00_DmaSupport/ViewDoc.aspx?fld=PDFFile&CID=281&ListID=28&ItemID=2810770&LanguageID=0).
- Wholey JS, Hatry HP, Newcomer KE. (2004). Handbook of Practical Program Evaluation. 2<sup>nd</sup> Edition. San Francisco, CA: John Wiley and Sons.

## GRADING SCALE

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69
- F = 59% or less

## COURSE ASSIGNMENTS

There is no end of course examination.

Each assignment will be submitted in word document format to Blackboard. Assignments are to be submitted before 11:59pm on the due date. To avoid confusion and to ensure that your assignments will be graded, please save your assignment with your last name, first name and the assignment name (e.g., “*Moore\_Mike\_LetterofIntent.doc*”) and for group assignment, with your group name as the file name (e.g., *group1\_letterofintent.doc*).

It is your responsibility to ensure that the instructor receives your assignments by the due date. Problems with email or BB will not be accepted as sufficient reason for late or non-submission of required assignments.

### Individual Project:

For your individual assignments, you will identify a given public health problem based upon which you will undertake a series of graded exercises that will lead to the development of a mini-proposal for conducting a baseline assessment, designing and implementing an intervention. You will develop structured program specific aims and hypotheses, an intervention design, an implementation plan, and an evaluation plan. Continuous assessment will be based on completion and submission of the various sections of the project design, implementation and evaluation plan. Grades will be awarded, based on the scientific merit, overall quality, and completeness of submitted work. (Up to 10 single spaced pages)

### Group Project:

For your group assignments, you will identify a given public health problem based upon which you will undertake a series of graded exercises that will lead to the development of a full proposal for conducting a baseline assessment and an intervention. You will develop structured proposal including program specific aims and hypotheses, an intervention design, an implementation plan, and an evaluation plan. Continuous assessment will be based on completion and submission of the various sections of the proposal as well as a group

presentation. Grades will be awarded, based on the scientific merit, overall quality, and completeness of submitted work.

Group Evaluation:

Twice during the semester you will submit an evaluation of your group experience.

Assignment	Type	Points %	Due date
Course entry assignment	Individual	5	
Letter of intent	Group	5	
Letter of intent	Individual	5	
Draft: title, background, specific aims and hypotheses	Group	5	
Draft: title, background, specific aims and hypotheses	Individual	5	
Power-Point presentation (15 minutes): Title, introduction, specific aims, hypotheses, background & significance, design & methods, implementation, limitations, conclusion	Group	5	
Group Member Evaluation	Individual		5
Draft: title, introduction, specific aims, hypotheses, background & significance, design & methods, implementation, limitations, conclusion	Group	10	
Draft: title, specific aims, hypotheses, background & significance, design & methods	Individual	10	

Assignment Scores/Grading:

Assignments Due Date and Points

Group Member Evaluation		5
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Final paper: Complete proposal – title, introduction, specific aims, hypotheses, background, design and methods, implementation, monitoring and evaluation, conclusions, appendices (budget, human subjects, any surveys, focus group guides, etc.), references	Group	20	
Final paper: Short proposal - Title, introduction, specific aims, hypotheses, background, design and methods, implementation, monitoring and evaluation, references	Individual	20	
<b>Total</b>		<b>100</b>	

## SCHOOL POLICIES

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[http://www1.cuny.edu/portal\\_content/2004/policies/policies.html](http://www1.cuny.edu/portal_content/2004/policies/policies.html)

### Students with Disabilities:

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## Course Schedule

Week 1	Introduction & Course Overview
<b>Lecture Objective:</b> Introduction & Course	The week's materials will provide an overview of the course, clarify course rules and expectations, and introduce you to the principles and issues in public health intervention research and evaluation.
<b>Required Readings</b>	<p>1. Trochim WMK (2008). Social Research Methods: Knowledge Base. Retrieved from <a href="http://www.socialresearchmethods.net">www.socialresearchmethods.net</a>.</p> <p style="padding-left: 40px;"><b>Read:</b>  <a href="#">Foundations</a>  <a href="#">Philosophy of Research</a>  <a href="#">Ethics in Research</a>  <a href="#">Conceptualizing</a>  <a href="#">Evaluation Research</a></p> <p>2. Cecil G Sheps Center for Health Services Research (2009). Program planning and monitoring self-instructional manuals. Retrieved from <a href="http://www.shepscenter.unc.edu/data/peoples/index.html">http://www.shepscenter.unc.edu/data/peoples/index.html</a>.</p> <p>3. For review in class from D2L            Letter of Intent Guidelines            Draft Letter of Intent with Comments            Group Proposal Outline            Individual Proposal Outline            Course Syllabus Foundation            RFP            NIH RFP</p>
<b>Recommended Readings</b>	<p>1. Craig P, Dieppe P McIntyre S et al (2004). Developing and evaluating complex interventions: the new Medical Research Council guidance. <i>BMJ</i> 2008;337:a1655.</p> <p>2. Saunders RP, Evans MH, Praphul J (2005). Developing a process-evaluation plan for assessing health promotion program implementation: A how-to guide. <i>Health Promotion Practice</i>, 6:134-147.</p>

<b>Activity Objective:</b> RFPs and Proposal Logistics	Understand Requests for Proposals (RFPs) and proposal formatting in general, and the course assignment RFP, specifically. In small groups, students will review a set of RFPs and associated proposal logistics (i.e., formatting, timing, etc.) and consider in small groups, a set of discussion questions. Finally, students will be given the RFP for the class projects, with time to ask questions of the instructor and TA.
<b>Activity</b>	Access and review posted web links of RFPs (request for proposals), RFAs
<b>Week 2</b>	<b>Needs Assessment and Priority Settings in Public Health</b>
<b>Lecture Objective:</b> Needs Assessment and Priority Settings in Public Health	This week’s lecture will introduce you to a fundamental element of project planning: assessing population health needs and ensuring that project initiation, planning and implementation reflect the needs and aspirations of beneficiaries. You will be introduced to a variety of approaches for conducting population health needs assessment in high and low-income countries. Advantages and limitations of these various approaches will be addressed.
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Hill Z, Manu A, Tawiah-Agyemang C (2008). How did formative research inform the development of a home-based neonatal care intervention in rural Ghana? <i>J Perinatol.</i>, Suppl 2:S38-45.</li> <li>2. Wright J, Walley J (1998). Assessing health needs in developing countries. <i>British Medical Journal</i> 316:7147; 1819-23.</li> <li>3. University of Kansas (2010). The Community Tool Box. Part B. Community Assessment, Agenda Setting, and Choice of Broad Strategies (Sections 1 - 5). Retrieved from <a href="http://ctb.ku.edu/en/tablecontents/chapter_1003.htm">http://ctb.ku.edu/en/tablecontents/chapter_1003.htm</a>.</li> </ol>

<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. McBride KR, Goldsworthy RC, Fortenberry JD (2009). Formative design and evaluation of patient-delivered partner therapy informational materials and packaging. <i>Sex Transm Infect.</i>, 85:2; 150-5.</li> <li>2. Weir SS, Morroni C, Coetzee N, Spencer J, Boerma JT (2002). A pilot study of a rapid assessment method to identify places for AIDS prevention in Cape Town, South Africa. <i>Sex Transm Infect</i>, 78 (Suppl 1):i106-i113.</li> <li>3. Department for International Development (2003). <i>Tools for development: a handbook for those engaged in development activity</i>. London: Department for International Development (DfID). Version 15. Retrieved from <a href="http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf">http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf</a> Chapter 2 – Stakeholder analysis; Chapter 3 - Problem and situation analysis.</li> <li>4. Peace Corps (2007). <i>Participatory analysis for community action (PACA) training manual</i>. Washington DC: Peace Corps, Office of Overseas Programming and Training Support, Information Collection and Exchange. Retrieved from <a href="http://multimedia.peacecorps.gov/multimedia/pdf/library/PACA-2007.pdf">http://multimedia.peacecorps.gov/multimedia/pdf/library/PACA-2007.pdf</a></li> </ol>
<b>Activity Group Work</b>	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
<b>Activity Preparation</b>	To be assigned.
<b>Week 4</b>	<b>Defining Project Goals, Objectives, Indicators &amp; Hypotheses</b>
<b>Lecture Objective:</b> Defining Project Goals, Objectives, Indicators & Hypotheses	This week’s lecture will discuss the importance of ensuring that project planning is based on well-defined aims, objectives, and hypotheses. You will be presented with practical examples and guidelines for crafting project objectives that are specific, measurable, achievable, realistic and time-framed (SMART). The link between project objectives and evaluation indicators will be addressed.

<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. March of Dimes (2004). “SMART” objectives. Retrieved from <a href="http://www.marchofdimes.com/chapterassets/files/SMART_objectives.pdf">www.marchofdimes.com/chapterassets/files/SMART_objectives.pdf</a>.</li> <li>2. Morrison M (2009). How to write SMART objectives and SMARTer objectives. Retrieved from <a href="http://www.rapidbi.com/created/WriteSMARTobjectives.html">http://www.rapidbi.com/created/WriteSMARTobjectives.html</a>. <i>Review the additional sources cited on this web site.</i></li> </ol>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Bertrand JT, Escudero G (2004). Compendium of indicators for evaluating reproductive health programs. Chapel Hill, NC: Carolina Population Center, MEASURE Evaluation Project. Pp. 1-14. Retrieved from: <a href="http://www.cpc.unc.edu/measure/publications/ms-02-06">http://www.cpc.unc.edu/measure/publications/ms-02-06</a>. <i>This is a 210 page document that details indicators for evaluation measurement in various areas of public health. You are not required to read and memorize these. Review and identify examples that may be relevant to your proposed project.</i></li> <li>2. Scott S (2003). Developing measurable objectives. Retrieved from <a href="http://www.ngcproject.org/documents/Developing_Measurable_Objectives.pdf">http://www.ngcproject.org/documents/Developing_Measurable_Objectives.pdf</a></li> </ol>
<b>Activity Objective:</b> Writing Specific	Learn how to write SMART specific aims and when a specific aim calls for a hypothesis.
<b>Activity Preparation</b>	To be assigned.
<b>Week 5</b>	<b>Project Conceptual Model</b>
<b>Lecture Objective:</b> Project Conceptual Model	The conceptual framework represents a picture of how an effort or initiative is supposed to work. It is an explicit visual statement about the activities that will bring about change and the results one would expect to see for the community and its people as a result of the project’s implementation. This week’s lecture will discuss the importance and methods of constructing and interpreting project conceptual models.



<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Earp JA, Ennett ST (1991). Conceptual models for health education research and practice. Health Educ Res, 6:163-171.</li> <li>2. World Health Organization (2007). A conceptual framework for action on the social determinants of health. Commission on Social Determinants of Health. Geneva: World Health Organization. Retrieved from <a href="http://www.who.int/social_determinants/resources/csdh_framework_action_05_07.pdf">http://www.who.int/social_determinants/resources/csdh_framework_action_05_07.pdf</a>.</li> </ol>
<b>Activity Objective:</b> Group Work	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
<b>Activity Preparation</b>	To be assigned.
<b>Week 6</b>	<b>Design and Method – Quantitative</b>
<b>Lecture Objective:</b> Design and Method	Building on discussions related to health needs assessment and thinking ahead about evaluation methods and indicators, this week’s lecture will discuss the various designs and methods that are available for structuring the orientation of population based health projects. Discussion and examples will be presented in
<b>Required Readings</b>	<p>Trochim WMK (2008). Social research methods: Knowledge base.</p> <ol style="list-style-type: none"> <li>1. Sampling: <a href="http://www.socialresearchmethods.net/kb/sampling.php">http://www.socialresearchmethods.net/kb/sampling.php</a></li> <li>2. Measurement: <a href="http://www.socialresearchmethods.net/kb/measure.php">http://www.socialresearchmethods.net/kb/measure.php</a></li> <li>3. Design: <a href="http://www.socialresearchmethods.net/kb/design.php">http://www.socialresearchmethods.net/kb/design.php</a></li> </ol>
<b>Recommended Readings</b>	<p>Here are some sample size calculation software applications:</p> <ul style="list-style-type: none"> <li>• Epi-Info Statcalc: <a href="http://www.cdc.gov/epiinfo/">http://www.cdc.gov/epiinfo/</a></li> <li>• RoaSoft sample Size calculator: <a href="http://www.raosoft.com/samplesize.html">http://www.raosoft.com/samplesize.html</a></li> <li>• Creative Research Systems: <a href="http://www.surveysystem.com/sscalc.htm">http://www.surveysystem.com/sscalc.htm</a></li> <li>• Macorr sample size calculator: <a href="http://www.macorr.com/ss_calculator.htm">http://www.macorr.com/ss_calculator.htm</a></li> <li>• Decision Support Systems: <a href="http://www.dssresearch.com/toolkit/sscalc/size.asp">http://www.dssresearch.com/toolkit/sscalc/size.asp</a></li> </ul>

<b>Activity Objective:</b> Conceptual Maps	Refine your group and individual conceptual maps. Building on your group and individual proposal background sections, we will work through the kinks in your graphical representation of your concepts, the conceptual map, both in groups and individually. The instructor will be available for questions.
<b>Activity Preparation</b>	Prepare a power-point slide containing your group's draft conceptual map. This does not need to be complete or fully thought out. Please bring a memory stick or be prepared to access your conceptual map on the projector via another method (e.g., D2L, email) to share with the class for critique. You should also come prepared with a hand drawn or power-point version of your individual conceptual map.
<b>Week 7</b>	<b>Project Theoretical Model and Intervention Mapping</b>
<b>Lecture Objective:</b> Project Theoretical Model and Intervention Mapping	Theory helps program planners to understand how individuals, groups, and organizations behave and change. It helps in articulating assumptions and hypotheses concerning our strategies, and targets of intervention. This knowledge can be used to enhance the effectiveness of interventions. This week's lecture will discuss the importance of theory in project planning, implementation, and evaluation. It will discuss specific theoretical constructs, provide examples of application to project planning, and provide a guide for theory selection and integration in project planning.
<b>Required Readings</b>	1. National Cancer Institute (2005). Theory at a glance: a guide for health promotion practice. US Bethesda, MD: Department of Health and Human Services, National Institutes of Health. Retrieved from <a href="http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf">www.cancer.gov/cancertopics/cancerlibrary/theory.pdf</a> .

<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Kim YH (2005). Adolescents' smoking behavior and its relationships with psychological constructs based on trans-theoretical model: A cross-sectional survey. <i>International Journal of Nursing Studies</i>; 43:4;439-446.</li> <li>2. Lytle LA, Perry CL (2001). Applying research and theory in program planning: an example from a nutrition education intervention. <i>Health Promotion Practice</i>, Jan 2001; 2: 68-80.</li> <li>3. Davies SL, Harrington K, Franklin FA, Shewchuk RM, Feese ML, Windle M. (2005). Hi5+: systematic development of a family intervention to increase fruit and vegetable intake. <i>Health Promot Pract.</i> 6:2; 190-201.</li> <li>4. Harrington KF, Franklin FA, Davies SL, Shewchuk RM, Binns MB (2005) Implementation of a family intervention to increase fruit and vegetable intake: the Hi5+ experience. <i>Health Promot Pract.</i> 6:2; 180-9.</li> <li>5. Townsend M et al (2003). Using a theory-driven approach to design a professional development workshop. <i>Journal of Nutrition Education and Behavior</i> 35: 312-318.</li> </ol>
<b>Activity Objective:</b> Group Work	<p>For in-class activity, each group will be assigned one or more of the above listed articles to review and present in the class.</p> <p>Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.</p>
<b>Activity Preparation</b>	To be assigned.
<b>Week 8</b>	<b>Design and Method – Quantitative (Questionnaire Design)</b>
<b>Lecture Objective:</b> Design and Method – Quantitative	This week’s lecture will discuss strategies for designing effective questionnaires for use in primary data collection.

<p><b>Required Readings</b></p>	<ol style="list-style-type: none"> <li>1. McColl E, Jacoby A, Thomas L (2001). Design of questionnaires: a review of best practice applicable to surveys of health services staff and patients. <i>Health Technology Assessment</i> 5:31. Retrieved from <a href="http://www.hta.ac.uk/pdfexecs/summ531.pdf">http://www.hta.ac.uk/pdfexecs/summ531.pdf</a>.</li> <li>2. Krosnick JA, Holbrook AL, Berent MK et al (2002). The impact of "No Opinion" response options on data quality: Non-attitude reduction or an invitation to satisfice? <i>Public Opinion Quarterly</i>, 66, 371–403.</li> <li>3. Saris WE, Krosnick JA, Schaeffer EM. (2010). Comparing questions with Agree/Disagree response options to questions with item-specific response options. <i>Survey Research Methods</i> 4:1; 61-79.</li> <li>4. Sanchez ME (1992). Effects of questionnaire design on the quality of survey data. <i>Public opinion quarterly</i> 56:206-217.</li> </ol>
<p><b>Recommended Readings</b></p>	<ol style="list-style-type: none"> <li>1. Bradburn N, Sudman S, Wansink B (2004) <i>Asking Questions: the definitive Guide to questionnaire design – for market research, political polls, and social and health questionnaires</i>. San Francisco: Jossey Bass.</li> <li>2. Schuman H, Presser S. (1981). <i>Questions and answers in attitude surveys</i>. New York: Academic Press.</li> <li>3. Mitchell AA, Cottler LB, Shapiro S (1986) Effect of questionnaire design on recall of drug exposure in pregnancy. <i>American Journal of Epidemiology</i> Vol. 123, No. 4: 670-676.</li> <li>4. Jenkins CR, Dillman DA (1995) Towards a theory of self-administered questionnaire design: In: Lyberg L, Biemer P, Collins E et al (eds) <i>Survey Measurement and Process Quality</i>. New York: Wiley-</li> </ol>
<p><b>Activity Objective:</b> Theory and the Conceptual Map</p>	<p>Refine your group and individual conceptual maps. Building on your group and individual conceptual maps, we will work through overlaying theory onto the conceptual map both in groups and individually. The instructor and TA will be available for questions.</p>

<b>Activity Preparation</b>	Prepare a power-point slide containing your group’s draft conceptual map. You should also come prepared with a hand drawn or power-point version of your individual conceptual map. Select the theory(ies) that you will use in your group and individual projects. If you have been unable to make a final selection, be prepared to discuss theory selection with the instructor, class, and TA.
<b>Week 9 Design and Method - Mixed Method Approach</b>	
<b>Lecture Objective:</b> Design and Method – Mixed Method Approach	This week’s lecture will introduce you to the benefits of triangulation in public health research by presenting the case for application of mixed methods approaches. Examples of research questions that merit the application of mixed methods approaches will be presented and issues in practical application of mixed methods in public health research will be discussed.
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Creswell JW, Fetters WD, Ivankova NV (2004). Designing a mixed methods study in primary care. <i>Annals of Family Medicine</i> 2:7-12.</li> <li>2. O’Cathain A, Murphy E, Nicholl J (2007). Why, and how, mixed methods research is undertaken in health services research in England: a mixed methods study. <i>BMC Health Serv Res.</i> 14; 7:85.</li> <li>3. Gibbs L, Kealy M, Willis K et al. (2007). What have sampling and data collection got to do with good qualitative research? <i>Aust N Z J Public Health</i>; 31(6):540-4.</li> <li>4. Green J, Willis K, Hughes E et al. (2007) Generating best evidence from qualitative research: the role of data analysis. <i>Aust N Z J Public Health</i>; 31(6):545-50.</li> <li>5. Devers KJ (1999). How will we know "good" qualitative research when</li> </ol>

<p><b>Recommended Readings</b></p>	<ol style="list-style-type: none"> <li>Lewin S, Glenton C, Oxman AD (2009). Use of qualitative methods alongside randomised controlled trials of complex healthcare interventions: methodological study. <i>BMJ</i> 339:b3496.</li> <li>Barg FK, Huss-Ashmore R, Wittink MN et al. (2006). A mixed-methods approach to understanding loneliness and depression in older adults. <i>J. Gerontol. B. Psychol. Sci. Soc. Sci.</i>, 61(6): S329-S339.</li> <li>Johnson B, Onwuegbuzie AJ (2004). Mixed methods research: a research paradigm whose time has come. <i>Educational Researcher</i> 33:7; 14-26.</li> <li>Stange KC, Crabtree BF, Miller WL (2006). Publishing multi-method research. <i>Ann. Fam. Med</i>; 4:4; 292–294.</li> </ol>
<p><b>Activity Objective:</b> Group Work</p>	<p>Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.</p>
<p><b>Activity Preparation</b></p>	<p>To be assigned.</p>
<p><b>Week 10 Project Monitoring and Evaluation</b></p>	
<p><b>Lecture Objective:</b> Project Monitoring and Evaluation</p>	<p>This week’s lecture will discuss various evaluation designs and methods, and their application to project planning, implementation, and evaluation in public health interventions. Various evaluation models will be presented along with their respective strengths and limitations.</p>
<p><b>Required Readings</b></p>	<ol style="list-style-type: none"> <li>Green J, McClintock C (1985). Triangulation in evaluation: design and analysis issues. <i>Evaluation Review</i> 9:5; 523-545.</li> <li>Habicht JP, Victora CG, Vaughn JP (1999) Evaluation designs for adequacy, plausibility and probability of public health programme performance and impact. <i>Int J Epidemiol</i>, 28:10-18.</li> <li>Saunders RP, Evans MH, Praphul J (2005) Developing a process-evaluation plan for assessing health promotion program implementation: a how-to guide. <i>Health Promotion Practice</i>, 6:134-147.</li> </ol>

<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Bill &amp; Melinda Gates Foundation (2010). A guide to actionable measurement. Retrieved from <a href="http://www.gatesfoundation.org/learning/Documents/guide-to-actionable-measurement.pdf">http://www.gatesfoundation.org/learning/Documents/guide-to-actionable-measurement.pdf</a></li> <li>2. Westat JF (2002). The 2002 User-friendly handbook for project evaluation. Division of Research, Evaluation and Communication, National Science Foundation. Retrieved from <a href="http://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf">http://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf</a>.</li> <li>3. Patirakia EI Papathanassoglou EDE, Tafasb C et al. (2006). A randomized controlled trial of an educational intervention on Hellenic nursing staff's knowledge and attitudes on cancer pain management. European Journal of Oncology Nursing 10:337-352.</li> </ol>
<b>Activity Objective:</b> Group Work	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
<b>Activity Preparation</b>	To be assigned.

Week 11	Project Monitoring and Evaluation
<b>Lecture Objective:</b> Project Monitoring and Evaluation	This week's lecture will provide skills in how to use project logic models in conducting project planning and evaluation activities. Examples of logic models used by various national and international health and development agencies will be reviewed.
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>Centers for Disease Control and Prevention CDC Evaluation Working Group: Logic Model Resources. Retrieved from <a href="http://www.cdc.gov/nccdphp/dnpao/hwi/programdesign/logic_model.htm">http://www.cdc.gov/nccdphp/dnpao/hwi/programdesign/logic_model.htm</a>.</li> <li>Department for International Development (2003). Tools for development: a handbook for those engaged in development activity. London: Department for International Development (DfID). Version 15. Retrieved from <a href="http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf">http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf</a> Chapter 5 Logical Framework.</li> <li>European Commission (2004). Aids delivery methods. Volume 1: The project cycle management guideline. Part 2. The Logical Framework Approach. Pp.57-94.</li> </ol>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>W.K. Kellogg Foundation (1998). Evaluation handbook. Retrieved from <a href="http://www.ojp.usdoj.gov/BJA/evaluation/links/WK-Kellogg-Foundation.pdf">http://www.ojp.usdoj.gov/BJA/evaluation/links/WK-Kellogg-Foundation.pdf</a>.</li> </ol>
<b>Activity Objective:</b> Group Presentations	Receive feedback from instructor, TA, and classmate on your emerging proposal plans.
<b>Activity Preparation</b>	Prepare power-Point presentation to last 15 minutes including: title, introduction, specific aims, hypotheses, background & significance, conceptual model, design & methods, implementation, limitations, conclusion. Wisely select how to best present this information in 15 minutes.
Week 12	Budget and Budget Justification
<b>Lecture Objective:</b> Budget and Budget Justification	This week's lecture will discuss various types of budgets. Guidelines and examples of how to develop and justify project budgets will be provided.



<p><b>Required Readings</b></p>	<ol style="list-style-type: none"> <li>1. Foundation Center (2010). Proposal budgeting basics. Retrieved from <a href="http://foundationcenter.org/getstarted/tutorials/prop_budgt/">http://foundationcenter.org/getstarted/tutorials/prop_budgt/</a>.</li> <li>2. University of Arizona Sponsored Projects Services (2012). Proposal Information Quick Reference. Retrieved from <a href="http://www.sps.arizona.edu/proposal/quick-reference.htm">http://www.sps.arizona.edu/proposal/quick-reference.htm</a>.</li> <li>3. University of Arizona Sponsored Projects Services (2012). Handbook for Principal Investigators: Format of the Proposed Budget. Retrieved from <a href="http://www.sps.arizona.edu/handbook/proposed_budget.htm">http://www.sps.arizona.edu/handbook/proposed_budget.htm</a>. Please review the sample budgets available here: <a href="http://www.sps.arizona.edu/handbook/samplebudget_1year.htm">http://www.sps.arizona.edu/handbook/samplebudget_1year.htm</a> <a href="http://www.sps.arizona.edu/handbook/samplebudget_multiyears.htm">http://www.sps.arizona.edu/handbook/samplebudget_multiyears.htm</a></li> </ol>
<p><b>Activity Objective:</b> The Logic Model</p>	<p>Groups will present their conceptual maps via a Powerpoint slide and reading the draft conceptual map narrative. We will work through refining the group’s conceptual map narrative and completing your group logic models in class. The Instructor and TA will be available for questions.</p>
<p><b>Activity Preparation</b></p>	<p>Prepare a power-point slide containing your group’s draft conceptual map. Draft the narrative that describes your group’s conceptual map. Prepare a table that contains the major activities for each of your group’s specific Aims. Select, as a group, the logic model shell/outline that your group will use. You should also come prepared with the same three materials for your individual proposal.</p>
<p><b>Week 13</b></p>	<p><b>Project Sustainability</b></p>
<p><b>Lecture Objective:</b> Project Sustainability</p>	<p>One of the most abiding challenges in public health project design and implementation is how best to ensure project sustainability beyond donor funding. This week’s lecture will discuss approaches for increasing the sustainability of projects.</p>

<p><b>Required Readings</b></p>	<ol style="list-style-type: none"> <li>1. Kilbourne AM, Neumann MS, Pincus HA et al. (2007). Implementing evidence-based interventions in health care: application of the replicating effective programs framework. <i>Implementation Science</i>; 2:1; 42. Retrieved from <a href="http://www.implementationscience.com/content/pdf/1748-5908-2-42.pdf">http://www.implementationscience.com/content/pdf/1748-5908-2-42.pdf</a></li> <li>2. Marschalek I (2008). The concept of participatory local sustainability projects in seven Chinese villages. <i>Journal of Environmental Management</i>. 87:2; 226-35.</li> </ol>
<p><b>Activity Objective:</b> The Budget</p>	<p>Prepare your group’s proposal budget in class through a guided activity. Instructor and TA will be available to answer questions for the group or individual projects.</p>
<p><b>Activity Preparation</b></p>	<p>Prepare an Excel spreadsheet draft budget for the group proposal. You should also come prepared with your group’s logic model power-point slide as it will assist you in preparing your budget as we work through a guided exercise in class.</p>
<p><b>Week 14</b></p>	<p><b>Ethical Considerations in Project Design, Implementation &amp;</b></p>
<p><b>Lecture Objective:</b> Ethical Considerations in Project Design, Implementation &amp; Evaluation</p>	<p>This week’s lecture will provide guidelines on how to examine and identify project related risks to participants. It will introduce you to various local, national, and international policies and guidelines related to ethical involvement of participants in public health research. Strategies to ensure implementation of appropriate ethical safeguards for involvement of participants in public health research will be presented.</p>

<p><b>Required Readings</b></p>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Review Belmont Report Educational Video <a href="http://www.youtube.com/watch?v=W7sfIA1dIGQ">http://www.youtube.com/watch?v=W7sfIA1dIGQ</a></li> <li>2. University of Arizona Office for the Responsible Conduct of Research (2012). Requirements as a UA Investigator: Investigator Manual. Retrieved from: <a href="http://orcr.vpr.arizona.edu/irb/Researchers">http://orcr.vpr.arizona.edu/irb/Researchers</a>.</li> <li>3. Department of Health and Human Services (2010). Institutional Review Board Guidebook. Chapter IV: considerations of research design. Office for Human Research Protection. Retrieved from: <a href="http://www.hhs.gov/ohrp/archive/irb/irb_guidebook.htm">http://www.hhs.gov/ohrp/archive/irb/irb_guidebook.htm</a></li> <li>4. Thomas SB, Quinn SC (1991). The Tuskegee Syphilis Study, 1932 to 1972: implications for HIV education and AIDS risk education programs in the black community. American Journal of Public Health 81:11; 1498-1505. Retrieved from <a href="http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1405662&amp;blobtype=p df">http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1405662&amp;blobtype=p df</a>.</li> </ol>
<p><b>Further Reading</b></p>	<ol style="list-style-type: none"> <li>1. Department of Health and Human Services (1979). The Belmont Report. Ethical principles and guidelines for the protection of human subjects of research. National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. Office of the Secretary. Retrieved from <a href="http://videocast.nih.gov/pdf/ohrp_belmont_report.pdf">videocast.nih.gov/pdf/ohrp_belmont_report.pdf</a></li> <li>2. Department of Health and Human Services (1997). The Nuremberg Code. DHHS. Office for Human Research Protection. Retrieved from <a href="http://history.nih.gov/research/downloads/nuremberg.pdf">history.nih.gov/research/downloads/nuremberg.pdf</a></li> </ol>
<p><b>Activity Objective:</b> Group Work</p>	<p>Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.</p>
<p><b>Activity Preparation</b></p>	<p>To be assigned.</p>

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Email: TBD  
Phone: TBD

**COURSE SYLLABUS**

**PHE 304: Fundamentals of Global Health**

**3 credits, 3 hours**  
**Course Prerequisite: PHE 302**

**Course Description:**

This course introduces the student to current and emerging global health priorities, including emerging infectious diseases, effects of poverty, conflicts and emergencies, natural disasters, health inequity, health systems reforms, and major global initiatives for disease prevention and health promotion. Students will then learn about interventions to improve global health by exploring a number of high-profile topics, including the HIV/AIDS epidemic, maternal and child health, access to pharmaceuticals, human resources and policy at multiple levels.

**Required Text:**

There is no official textbook for this course, although there will be required readings each week posted on the course blackboard website.

**Use of Technology and Blackboard Information:**

Blackboard will be used to post documents and assignments. It can be accessed via [www.lehman.cuny.edu](http://www.lehman.cuny.edu). If you have any problems with your Lehman e-mail address, password, or blackboard login, contact the computer helpdesk at 718-960-1111.

**Course Learning Objectives:**

Upon completion of this course, students are expected to:

1. Describe key public health concepts related to global health, including: demographic and epidemiological transitions, measures of health status, and the burden of disease.
2. Describe how globalization has changed the patterns of the spread of disease and the methods needed to control disease.
3. Discuss the multi-directional links between health and social and economic factors.

4. Discuss how social and cultural factors can affect a society's vulnerability to morbidity and mortality and its approaches to prevention and control.
5. Identify health conditions that have a major impact on morbidity and mortality and key biological concepts needed to understand their public health importance.
6. Identify critical issues in the organization and delivery of public health and health care services and methods to address these issues.
7. Discuss the determinants of health and risk factors for conditions of major importance to global health.
8. Discuss the burden of disease in various regions of the world and the variations in incidence and prevalence both within and across countries.
9. Discuss the potential for science and technology to contribute to improvement in health.
10. Identify key organizations and institutions, their roles in global health, and the manner in which they can cooperate to address key global health issues.
11. Apply principles of cost-effectiveness, benefits and harms, and sustainability of a new intervention designed to improve global health.
12. Apply understandings of the impact of culture on health to address issues of cultural diversity.
13. Analyze the epidemiological features of a disease that provide opportunities for successful interventions or present barriers to success.
14. Analyze the socioeconomic features of a disease that provide opportunities for successful interventions or present barrier to success.

**Course Format:**

This course includes lectures, class discussions, readings, a series of personal and group written assignments and a final exam.

**Grading Policy:**

Grades will not be curved, there will be no extra credit and no grades will be dropped.

**Components of Final Grade:**

10%	Class participation
15%	Critical reflection papers (5% each)
10%	Group debate
5%	Group paper outline (to include objectives, hypotheses, and policy relevance)
10%	Draft group paper
30%	Final group paper
20%	Final exam
100%	Total

**Grade Scale:**

A	>= 93
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	< 60

**Class Participation:**

Class participation includes engagement in discussions and answering of questions during lecture. Lateness and absence will count against this grade. Class participation accounts for 10% of the final grade.

**Assignments:**

Assignments consist of reflection papers, accounting for 15% of the final grade.

**Group debate:**

A group debate will be held, where each student is expected to come prepared and will be graded on an individual basis, accounting for 10% of the final grade.

**Group paper:**

Students will be assigned to small groups, in order to work together with other students on a term paper. The paper will be graded in stages to encourage timely completion. The overall paper will equal 45% of the final grade

**Final exam:**

A comprehensive final exam will equal 20% of the final grade.

**Course Policies**

Lateness and absences: Lateness or absence will count against your class participation grade unless there is an emergency or it is cleared with the professor in a timely fashion *before* class. If you miss a session, it is your responsibility to check with your classmates for notes and other course materials.

Late submission of assignments or exams: Late assignments/exams will generally not be accepted unless it is cleared with the professor *well before the due date*. Under special circumstances, unexcused late assignments may be accepted (at the professor's discretion) but one full letter grade will be subtracted. If there is a medical reason for lateness, please supply documentation.

Blackboard: Blackboard will be used to distribute and update assignments, readings, and other course materials. It is the student's responsibility to check it regularly.

Cell phone use: The use of cell phones and other similar devices are not permitted during class.

Computers: For classes held in a computer lab, the following additional rules apply:

- Monitors must be turned off during lectures
- No drinking or eating of any kind in the lab
- No printing of any materials without permission from the instructor or the lab manager

Incompletes: A grade of incomplete will **only** be considered if you are clearly making a good faith effort to complete the course (i.e., attending regularly, participating in discussions) and have a good reason for not completing the work.

Academic dishonesty: Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing (including “cutting and pasting” or paraphrasing information from the internet without proper citation), fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or papers written for other courses, or tampering with the academic work of other students. Students may be asked to submit their notes and references to prove that their work is their own. For further clarification, please read CUNY's policy on academic integrity at <http://www.lehman.edu/provost/documents/academic-integrity.pdf>. Violators will be reported to the head of the Department and to the Dean of Student Affairs.

Syllabus Modification: The instructor may modify the syllabus and study plan.

**Accommodation for Students with Disabilities:**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, tel #: 718-960-8441.

**The Academic Center for Excellence (ACE) and the Science Learning Center (SLC):**

Lehman College has two tutoring centers on campus. The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences and writing, as well as general writing skills. The SLC provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

**Schedule:**

-Readings and assignments are to be done *before* the class in which they are listed.

-Schedule, readings, and assignments are subject to change.

<b>Session</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
1		Introduction; Social determinants of health		
2		International cooperation in global health: A historical overview		
3		International health agencies, activities & other actors		Reflection paper1
4		Political economy of health and development		
5		Globalization and health		Reflection paper2
6		Gender & health		
7		Nutrition and global health		Reflection paper3
8		The role of NGOs in global health		--
9		Water & sanitation		Group debate
10		Disease control priorities in low income countries		Draft Group paper
11		Disease control priorities in low income countries		
12		Maternal and child health		Final Group paper
13		Health systems reforms		
14		Semester Review		Term Projects due
15		<b>Final Exam</b>		--



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**COURSE SYLLABUS**

PHE 305: Community-based Participatory Research Methods

**3 credits**

**Courses Prerequisite:** PHE 302 and PHE 308

**Course Description:**

Community-based participatory research (CBPR) is a collaborative approach to research that equitably involves all partners – community members, organizational representatives, and researchers - in the research process. CBPR also aims to involve community members in the research process to improve a community's own capacity to engage in research, and facilitate social change. The course covers the principles, methods and processes of CBPR for public health professionals.

**Required Text:**

Minkler, M., & Wallerstein, N. (2008). *Community-based participatory research for health: from process to outcomes* (2nd ed.). San Francisco, CA: Jossey-Bass.

The required text will be on reserve at the library. Additional readings (e.g., articles) will be provided via blackboard as needed.

**Use of Technology and Blackboard Information:**

Blackboard will be used to post documents and assignments. It can be accessed via [www.lehman.cuny.edu](http://www.lehman.cuny.edu). If you have any problems with your Lehman e-mail address, password, or blackboard login, contact the computer helpdesk at 718-960-1111.

**Course Learning Objectives:**

Upon completion of this course, students will be able to:

- Describe the major principles of CBPR and illustrate their relevance.
- Identify and describe important events that have shaped the development and evolution of CBPR.
- Discuss key CBPR methodological considerations in partnering with communities, planning for research, data gathering, and dissemination of results.
- Discuss the importance of cultural competency and identify challenges in working with diverse populations.
- Identify and critically examine ethical dimensions of CBPR.
- Identify advantages and limitations of CBPR as a method for approaching study and action to address public health and social problems and health disparities.

**Course Format:**

This course includes lectures, class discussions, readings, assignments, a final paper/presentation, a midterm, and a final exam.

**Grading Policy:**

Grades will not be curved, there will be no extra credit and no grades will be dropped.

**Components of Final Grade:**

10%	Class participation
20%	Assignments
20%	Final Paper & Presentation
25%	Midterm exam
25%	Final exam
100%	Total

**Grade Scale:**

A	>= 93
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	< 60

**Class Participation:**

Class participation includes engagement in discussions and answering of questions during lecture. Lateness and absence will count against this grade. Class participation accounts for 10% of the final grade.

**Assignments:**

Assignments consist of in-class and take-home work. They focus on a series of written assignments that will ultimately comprise your CBPR research project proposal. All sources must be properly cited using in-text citation (name and date in the body of the text) followed by a list of sources in a “references” section at the end (APA format).

*Assignment 1:* Outline the goal of your proposal. This will contribute to your proposal aims section of your final paper.

*Assignment 2:* Outline your community assessment and research planning process for your research proposal project. This assignment will likely contribute to the background and significance sections of your proposal.

*Assignment 3:* Outline the research methodology and data gathering process for your research proposal. This assignment will contribute to your Research Design and Methods section of your project paper.

*Assignment 4:* Outline your process for data interpretation, how you will share what you have learned and what action you are planning based on your findings and process. This assignment will contribute to proposal project section entitled “Data Interpretation, Dissemination and Action Planning”.

All assignments must be uploaded to blackboard *before* the start of class on the due date to receive credit. Written assignments must be saved as an MSWord document (.DOC or .DOCX), having 1” margins, 1.5” spacing, 12 point fonts, and be saved as *LastName\_FirstName\_AssignmentName* (e.g. Smith\_Joe\_Assignment1.doc).

Assignments comprise 20% of the final grade.

**Final Paper and Presentation:**

The final project will combine the three written assignments and should reflect revisions based on further reading and feedback provided by the instructor. The final project paper should be between 5 and 10 1.5 spaced pages with a 12-point font. The project is an outline for a CBPR project proposal and should include the following sections:

- Proposal Aims
- Background and Significance
- Research Design and Methods
- Data Interpretation, Dissemination, and Action

The final paper must be uploaded to blackboard *before* the start of class on the due date to receive credit and must be saved as an MSWord document (.DOC or .DOCX), having 1” margins, 1.5” spacing, 12 point fonts, and be saved as *LastName\_FirstName\_FinalPaper* (e.g. Smith\_Joe\_FinalPaper.doc).

The Final Paper comprises 20% of the final grade.

Students will create and present their proposal to the class using PowerPoint. This presentation should be no longer than 10 minutes and summarize each section listed above.

The final paper and presentation are worth 20% of the final grade.

**Midterm exam:**

The midterm exam will cover sessions the first half of the course, which includes all readings, assignments, and lectures. It is worth 25% of the final grade.

**Final exam:**

The final exam will cover the second half of the course (readings, assignments, and lectures). It is worth 25% of the final grade.

**Course Policies**

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Incompletes: A grade of incomplete will **only** be considered if you are clearly making a good faith effort to complete the course (i.e., attending regularly, participating in discussions) and have a good reason for not completing the work.

Dropping: The last day to drop the course with the grade of "W" is **April 12** (no refund).

Academic dishonesty: Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing (including "cutting and pasting" or paraphrasing information from the internet without proper citation), fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or papers written for other courses, or tampering with the academic work of other students. Students may be asked to submit their notes and references to prove that their work is their own. For further clarification, please read CUNY's policy on academic integrity at <http://www.lehman.edu/provost/documents/academic-integrity.pdf>. Violators will be reported to the head of the Department and to the Dean of Student Affairs.

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**Schedule:**

- Readings and assignments are to be done *before* the class in which they are listed
- Schedule, readings, and assignments are subject to change

Session	Date	Topic	Readings	Assignments
1		Course overview, conceptual models of research and brief introduction to CBPR	Chapter 1	--
2		CBPR Historical context and social determinants of health	Chapter 2	--
3		Principles of CBPR	Chapter 3	--
4		Experimental Design in CBPR	Chapters 4 Article (TBD)	Assignment 1 Due
5		Community partnerships and Collaborations (2) / Peer critique of Assignment 1	Chapters 5 & 6	--
6		Community assessment, issue analysis, and research planning	Chapter 9 & 12	--
7		Data gathering	Chapters 10 & 11	Assignment 2 Due
8		<b>Midterm exam</b>	--	--
9		Ethical considerations in CBPR, IRB, and funding issues (1) / Peer critique of assignment 2	Chapter 14 Article (TBD)	--
10		Ethical considerations in CBPR, IRB, and funding issues (2)	Chapter 15	Assignment 3 Due
11		Diverse populations, cultural competence, and issues of power in CBPR / Peer critique of assignment 3	Article (TBD)	--
12		Interpretation, results sharing, and action planning	Chapters 16 & 17	Assignment 4 Due
13		Peer critique of draft	--	Final Paper Draft Due
14		Final Paper Presentations	--	Final Paper Due
15		<b>Final Exam</b>	--	--

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

**Faculty:**  
**Office hours:**  
**Office:**

**COURSE SYLLABUS**

**PHE 307: Emergency Preparedness at the Community Level**

**3 credits**

**Course Prerequisites:** EVN 210, PHE 302, PHE 303

**Course Description:**

Human health is directly affected by natural disasters (hurricanes, earthquakes, flooding, heat), as well as transmission and expansion of diseases spread by air, water, and food quality, as well as industry precipitated contaminants. The course examines potential risks that exist within local communities and identifies public health intervention and prevention strategies. There will be class trips.

**Course Objectives:**

This course proposes to provide students with the following:

1. I d e n t i f y the roles of the various phases of disaster management and issues concerning planning and policies in those phases.
2. D e s c r i b e stages of comprehensive emergency management from a planning and policy perspective
3. D e s c r i b e the role of federal, state, and local governments in disaster planning and policies.
4. I n t e r p r e t a t i o n and application of mitigation planning and policy strategies.
5. P r e p a r a t i o n of comprehensive emergency management and related plans
6. Analysis of factors affecting short and long-term recovery and rebuilding and the role of planners and policy-makers.
7. D e s c r i p t i o n of the factors that give rise to disaster vulnerabilities (e.g. natural, physical, social, economic, policies, and governance).
8. I d e n t i f y of the factors that give rise to differential vulnerabilities and levels of community resilience
9. Demonstrate capacity to assess and manage these vulnerabilities through disaster planning and policy-making.
10. Interpretation and analysis of Data, methods, tools, and geospatial techniques (including GIS) that can enhance vulnerability assessments and knowledge building.
11. D e m o n s t r a t e skill to utilize mapping in mitigation planning and

response operations

### **Course Textbooks:**

Waugh, William L. Jr. (2000). *Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management*. Armonk, New York: M.E. Sharpe.

Burby, Raymond (1998). *Cooperating with Nature: Confronting natural hazards with land-use planning for sustainable communities*. Joseph Henry Press.

### **Resources:**

The following **websites** will be useful in the development and understanding of disaster and emergency preparedness:

- [www.fema.gov](http://www.fema.gov) - for basic information on the federal emergency management system, reports, legal documents, training and planning documents, and status reports on disasters, as well as links to state and local emergency management agencies (including a link to the Florida Emergency Management Agency).
- [www.colorado.edu/hazards](http://www.colorado.edu/hazards) - for information regarding specific hazards, full texts of the Natural Hazards Center's series of working papers and quick response reports for recent disasters, and other information sources.
- [www.dhs.gov](http://www.dhs.gov) - for basic information on the Department of Homeland Security, including FEMA, and its constituent agencies and directorates.
- [www.iaem.com](http://www.iaem.com) - for information on the International Association of Emergency Managers (including IAEM Europa, IAEM Oceana, and IAEM Asia), job listings, commentary on current policy issues.
- [www.drc.udel.edu](http://www.drc.udel.edu) - for applied social science research related to disasters, full texts of some of the Disaster Research Center's publications, including reports to FEMA and other government agencies.
- [www.emforum.org](http://www.emforum.org) - Emergency Information Infrastructure Partnership (EIIP) forum. Holds Internet workshops on a broad range of emergency management issues and maintains an archive of transcripts.

### **Course Format:**

- The course will be divided into four modules relating to planning and policy processes corresponding to these four traditional phases of disaster management. Throughout the semester, particular attention will be paid to how disaster planning and policy efforts can increase and promote resilience and reduce vulnerabilities within communities and across population groups.

## GRADING SCALE:

### Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69
- E = 59% or less

## CLASS REQUIREMENTS

**Readings:** All reading should be done before each session to facilitate discussion. Required course assignments include the following: 1) class participation; 2) two quizzes; 3) a applied research project; and, 4) a final examination.

**Class Participation 10%** of grade. Class participation is an essential component of the requirements for successful completion of this class. Points for class participation are not simply guaranteed by attendance; participation consists of being present in class, reading all assignments prior to the beginning of class, and being an active member in class discussions and presentations. In addition, there will be some class activities, case analyses, and discussions. Class participation is important, because your presence and contributions are a vital part of a successful class. Interaction with others is as important a part of the learning experience as is the material being studied.

**Quizzes 30%** of grade. There will be two quizzes. These will cover all the material in class up to the date of the quiz. It will consist of multiple-choice and short essay questions.

**Final Examination 20%** of grade. The final examination will consist of short essay questions.

**Applied Research Project - Disaster Case Analysis 30%** of grade. Students should select a major U.S. or international disaster and prepare a written analysis (10-15 pages in length) including bibliography. Students should be prepared to provide a 5-10 minute over in class during the last class session. Using library and internet sources, the analyses should assess the state of knowledge about the disaster and provide an analysis that includes:

- a brief (1-2 page) description of the disaster and the emergency management effort;
- the nature and location of the disaster (i.e., natural or technological/man-made);
- the number of human casualties and amount of property loss.
- social and economic demographics and vulnerabilities of the area
- the government(s) having jurisdictional responsibility and involved in the disaster response and recovery effort;



- the involvement of nonprofit and for-profit actors in the response and recovery effort;
- the major planning and policy issues raised—e.g., lack of mitigation effort, inadequacy of preparedness, response failure, recovery problems; and,
- the disaster planning the community had undertaken prior to the incident.

**The assignment of points and the grading scale is as follows:**

Class Participation	10%
Quizzes	30%
Final Examination	20%
Applied Research Project	30%
<hr/>	
Total	100%

**SCHOOL POLICIES**

**Academic Integrity:** Dishonesty will not be tolerated in this course. Dishonesty includes, but is not limited to, (1) plagiarism; (2) cheating; (3) having another person fulfill your assignment. To help you in understanding what plagiarism is and how to avoid it, please read the guide provided by CUNY’s provost, dean, and student affairs offices:

Any cases of academic dishonesty that I discover in any assignment in this course will be dealt with strictly: A faculty report on the dishonest student will be filed with the Office of the Academic Integrity Official; the student will be failed in the assignment and possibly also in the course. Please consult CUNY's policy on academic integrity for further information: [http://www1.cuny.edu/portal\\_ur/content/2004/policies/policies.html](http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html)

**Students with Disabilities**

The Office of Student Disability Services (SDS) provides a supportive environment for students with disabilities and can be helpful in arranging student accommodations, support services, and academic adjustments. Please contact the office early in the semester to schedule an appointment. If after meeting with SDS it is determined that you would benefit from in-class accommodations, the office will ask you to bring me an Academic Adjustment Memo that specifies the nature of the accommodations. I can work with you to ensure that these accommodations are met.

## COURSE SCHEDULE

### **Week 1: Introduction Hazards and Disasters: Planning and Policies**

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#### Module 1: Disaster Mitigation Policies and Planning

#### **Week 2: U.S. Disaster Policies: History and Institutions**

- Waugh, 2000 - Chapter 2.
- Sylves, 2008. *Disaster Policy and Politics: Emergency Management and Homeland Security*. Washington D.C.: CQ Press, Chapters 1, 2, and 3
- Lindell et al., 2006. *Fundamentals of Emergency Management*, Chapters 1 and 2.
- Federal Emergency Management Agency. (2004b). History of the federal emergency management agency. Washington DC: FEMA. Retrieved March 14, 2011, from <http://www.fema.gov/about/history.shtm>

#### **Week 3: Mitigation Planning and Policy Strategies: Local, State, and Federal Level**

- Schwab, James C (Ed). 2010. Hazard Mitigation: Integrating Best Practices into Planning. Planning Advisory Service Report # 560. Chicago, IL: American Planning Association (Chapters 2, 3 and 4)
- Burby, Raymond (Ed.). 1998. Cooperating with Nature (Chapter 7)
- Godschalk, David. 2003. Breaking the Disaster Cycle: Future Directions in Natural Hazard Mitigation.  
<http://www.training.fema.gov/emiweb/downloads/breakingdisastercycle/Session01.pdf>
- Waugh. 2000. Living with Hazards, Chapter 5

#### **Week 4: Measuring and Mapping Vulnerability**

- Thomas, D.S.K., P.K. Stephens and J. Goldsmith. 2009. Chapter 14.-Measuring and Conveying Social Vulnerability, in B.D. Phillips, D.S.K. Thomas, A. Fothergill and L.Blinn-Pike (Eds). *Social Vulnerability to Disasters*. Boca Raton, FL: CRC Press
- Esnard, A-M. (2007). The Nexus of Hazard Assessment, GeoSpatial Technologies, and Holistic Community Planning Strategies (Chapter 5). In *-Losing Ground: Nation on Edge* Environmental Law Institute.
- Thomas, D.S.K., K. Ertugay and S. Kemec. 2007. Chapter 5 -The Role of Geographic Information Systems/Remote Sensing in Disaster Management in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). *Handbook of Disaster Research*. New York, NY:L Springer

## Module 2: Preparedness and Planning

### Week 5:      **Social, Economic, and Political Vulnerabilities**

- Bolin, B. 2007. Chapter 7 –Race, Class, Ethnicity and Disaster Vulnerability || in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). Handbook of Disaster Research. New York, NY: Springer
- Phillips, B.D. and M. Fordham. 2009. –Introduction.|| Chapter 1, in B.D.
- Phillips, D.S.K. Thomas, A. Fothergill and L. Blinn-Pike (Eds). Social Vulnerability to Disasters. Boca Raton, FL: CRC Press
- Laska, S., and Morrow, B. (2007). "Social vulnerabilities and Hurricane Katrina: An Unnatural disaster in New Orleans." *Marine Technology Society Journal*, 40(4) 16-26.

#### Recommended Readings:

- Cutter, S. L. (2006). "Moral hazard, Social catastrophe: The changing face of vulnerability along the hurricane coasts." *The Annals of the American Academy of Political and Social Science*, 604(1), 102-112.
- Clark, G. E., Moser, S. C., Ratick, S. J., Dow, K., Meyer, W. B., Emani, S., et al. (1998). "Assessing the Vulnerability of Coastal Communities to Extreme Storms: The Case of Revere, MA., USA". *Mitigation and Adaptation Strategies for Global Change*, 3(1) 59-82.

### Week 6:      **Community Resilience**

- Cutter S.L., Burton C.G. and Emrich C.T. (2010). Disaster resilience indicators for benchmarking baseline conditions. *Journal of Homeland Security and Emergency Management*7(1):1-22
- National Research Council. (2010). Building community disaster resilience through public private collaboration. Washington, DC: The National Academies Press
- Cutter, S.L.; Barnes, L.; Berry, M.; Burton, C.; Evans, E.; Tate, E.; Webb, J. (2008). A place-based model for understanding community resilience to natural disasters. *Global Environmental Change* 18(8): 598-606
- [Norris FH](#), [Stevens SP](#), [Pfefferbaum B](#), [Wyche KF](#), [Pfefferbaum RL](#). (2008). Community resilience as a metaphor, theory, set of capacities, and strategy for disaster readiness. *American Journal of Community Psychology*, 41, (1 – 2), 127 –150

### **Week 7:      Emergency Management Planning**

- Schafer, W.A.; Carroll, J.M.; Haynes, S.R. and Abrams, S. (2008). Emergency management planning as collaborative community work. Journal of Homeland Security and Emergency Management, 5(1)  
[http://www.bepress.com/cgi/viewcontent.cgi?article=1396&context=jhsem&sei-redir=1#search=""emergency+planning""](http://www.bepress.com/cgi/viewcontent.cgi?article=1396&context=jhsem&sei-redir=1#search=)
- Perry, R.W. and M.K. Lindell. (2003). Preparedness for Emergency Response: Guidelines for the Emergency Planning Process. Disasters 27(4):336-350

**As a sample for analysis:** A comprehensive emergency management plan of the town of West Tisbury, MA <http://www.westtisbury-ma.gov/Documents/Emer-mgmt- docs/CEMPI.pdf>

### **Week 8:      Communication and Risk Management (Policies and Plans)**

- Rodriguez, H., W. Diaz, J.M. Santos and B. E. Aguirre. 2007. Chapter 29
- -Communicating Risk and Uncertainty: Science, Technology, and Disasters at the Crossroads in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). Handbook of Disaster Research. New York, NY: Springer
- Longstaff, P.H. and Yang, Sung-Un. (2008). Communication management and trust: Their role in building resilience to surprises such as natural disasters, pandemic flu, and terrorism. Ecology and Society 13(1)  
<http://www.ibcperu.org/doc/isis/8551.pdf>
- Lindell, Mike, Carla Prater, and Ronald Perry. 2006. *Fundamentals of Emergency Management*, Chapters 4. -Risk Perception and Communication. <http://training.fema.gov/EMIWeb/edu/fem.asp>
- Moritz, M.J. (2006). Covering the News -come hell and high water: Journalists in a Disaster. Pp. 353-372 in Learning from Catastrophe: Quick Response Research in the Wake of Hurricane Katrina. Boulder, Colorado: Natural Hazards Center

### **Module 3: Disaster Response: Planning for Response**

#### **Week 9: Emergency Planning**

- Lindell, Mike, Carla Prater, and Ronald Perry. 2006. *Fundamentals of Emergency Management*, Chapter 12. (Emergency Management Standards and Evaluation. <http://training.fema.gov/EMIWeb/edu/fem.asp>
- Alexander, David. (2005). Towards the development of a standard in emergency planning", Disaster Prevention and Management 14(2):158 – 175
- Perry, R.W. and Lindell, M.K. (2003). Preparedness for emergency response: Guidelines for the emergency planning process. Disasters 27(4): 336 – 350.

Class visit to the local Emergency Operations Center (EOC) with a tour and guest lecturer

from the EOC.

### **Week 10: Supporting Emergency Response Operations using Geospatial Technologies**

- Chen, A.Y; Pena-Mora, F. and Ouyang, Y. (2010). A collaborative GIS framework to support equipment distribution for civil engineering disaster response operations. Automation in Construction ESRI. 2010. GIS in Public Safety Website. Accessed November 2010 from <http://www.esri.com/industries/public-safety/index.html>
- Hodgson, M.E.; Davis, B.A and Kotelenska, J. (2010). Remote sensing and GIS data/information in the emergency response/ recovery phase. Geospatial Techniques in Urban Hazard and Disaster Analysis 2(4): 327-354

### **Week 11: Collaboration and Coordination in Emergency Response Planning & Management**

- Hicklin, A.; O'Toole, J.; Meier, K.J. and Robinson, S.E. (2009) Calming the storm: Collaborative public management, hurricanes Katrina and Rita, and disaster response. In R. O'Leary, L.B. Bingham (eds.). *The collaborative public manager: New ideas for the twenty-first century* Chapter 6
- Kapucu, Naim. (2008). Collaborative emergency management: Better community organizing, better public preparedness and response. Disasters 3(2): 239-262.
- Waugh, W. L. & Strelb, G. (2006). Collaboration and leadership for effective Emergency Management. Public Administration Review, Special Issue, pp. 131-140

[http://faculty.maxwell.syr.edu/rdenever/NatlSecurity2008\\_docs/Waugh\\_CollaborationLeadership.pdf](http://faculty.maxwell.syr.edu/rdenever/NatlSecurity2008_docs/Waugh_CollaborationLeadership.pdf)

- McEntire, D.A. . 2007. Chapter 10 -Local Emergency Management Organizations in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). *Handbook of Disaster Research*. New York, NY: Springer

### **Module 4: Disaster Recovery and Rebuilding**

#### **Week 12: Recovery Time-frames and Differential Recovery Rates**

- Mitchell, C.M., A-M Esnard and A. Sapat. (2010). Hurricane Events, Population Displacement and Sheltering Provision in the United States. Working Paper: College for Design and Social Inquiry, Florida Atlantic University.
- Phillips B.D. 2009. *Disaster Recovery*, Chapter 3: Disaster Recovery Planning. Chapter 8 – Business Recovery; Chapter 9 – Infrastructure and Lifelines.

<b><u>Week 13:</u> Long-term recovery</b>
---

<ul style="list-style-type: none"> <li>Phillips B.D. 2009. <i>Disaster Recovery</i> (Chapter 15 – Financing Recovery)</li> </ul>
<ul style="list-style-type: none"> <li>Rubin, C.B. (2009). Long-term recovery from disasters-the neglected component of emergency management. <u>Journal of Homeland Security and Emergency Management</u>, 6(1): 1-19 <a href="http://www.bepress.com/cgi/viewcontent.cgi?article=1616&amp;context=jhsem&amp;sei-redir=1#search=" long-term+disaster+recovery"="">http://www.bepress.com/cgi/viewcontent.cgi?article=1616&amp;context=jhsem&amp;sei-redir=1#search="long-term+disaster+recovery"</a></li> </ul>
<ul style="list-style-type: none"> <li>Garnett, J.D. and Moore, M. (2009). Enhancing disaster recovery: Lessons from exemplary international disaster management practices. <u>Journal of Homeland Security and Emergency Management</u>, 7(1): 1-22 <a disaster+recovery+time-frames"="" href="http://www.bepress.com/cgi/viewcontent.cgi?article=1711&amp;context=jhsem&amp;sei-redir=1#search=">http://www.bepress.com/cgi/viewcontent.cgi?article=1711&amp;context=jhsem&amp;sei-redir=1#search="disaster+recovery+time-frames"</a></li> </ul>
<ul style="list-style-type: none"> <li>Dash, N., Morrow, B. H., Mainster, J., &amp; Cunningham, L. (2007). Lasting effects of hurricane Andrew on a working-class community. <u>Natural Hazards Review</u> 8(1): 13-21</li> </ul>
<p><b><u>Week 14: Post-Disaster Recovery Planning and Reconstruction</u></b></p>
<ul style="list-style-type: none"> <li>Phillips B.D. 2009. <i>Disaster Recovery</i> chapter 10- Social Psychological Recovery; Chapter 11- Public Sector Recovery)</li> </ul>
<ul style="list-style-type: none"> <li>Gavin Smith. Forthcoming. <i>A Review of the United States Disaster Assistance Framework: Planning for Post-Disaster Recovery</i>. Fairfax, VA: Public Entity Risk Institute. Selected Chapters TBD</li> </ul>
<ul style="list-style-type: none"> <li>Olshansky, R.B. (2006). Planning after Hurricane Katrina, <u>Journal of the American Planning Association</u>, 72(2): 147-153.</li> </ul>
<ul style="list-style-type: none"> <li>Natural Hazards Center and Public Entity Risk Institute. (2006). <i>Holistic Disaster Recovery: Ideas for Building Local Sustainability after a Natural Disaster</i>, Chapter 8.</li> </ul>
<p><b><u>Week 15: Post-Disaster Housing Planning</u></b></p>
<ul style="list-style-type: none"> <li>Sapat, A., C.M. Mitchell, Y. Li and A-M Esnard. Policy Learning: Katrina, Ike and Post-Disaster Housing. <u>International Journal of Mass Emergencies and Disasters</u>, Forthcoming, March 2011.</li> </ul>
<ul style="list-style-type: none"> <li>Phillips B.D. 2009. <i>Disaster Recovery</i> (Chapter 7—Housing).Boca Raton: CRC Press Johnson, C. (2007). Strategic planning for post-disaster temporary housing. <u>Disasters</u>, 31(4): 435-458 <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1467-7717.2007.01018.x/pdf">http://onlinelibrary.wiley.com/doi/10.1111/j.1467-7717.2007.01018.x/pdf</a></li> </ul>
<ul style="list-style-type: none"> <li>Levine, J., A-M Esnard and A. Sapat. (2007). Population displacement and housing dilemmas due to catastrophic hurricanes. <u>Journal of Planning Literature</u> 22(1):3-15.</li> </ul>
<p><b><u>Week 16: Final Exam and Project Presentations</u></b></p>

## Recommended Readings:

- Birkland, Thomas. 2006. *Lessons of Disaster: Policy Change after Catastrophic Events*. Washington, D.C.: Georgetown University Press.
- Burby, Raymond (Ed.). 1998. *Cooperating with Nature: Confronting natural hazards with land-use planning for sustainable communities*. Joseph Henry Press.
- Drabek, Thomas. 2010. *The Human Side of Disaster*. Taylor and Francis
- Florida Department of Community Affairs. 2010. *Post-Disaster Redevelopment Planning: A Guide for Florida Communities*.
- Lindell, Michael et al., 2006. *Introduction to Emergency Management* (Wiley Pathways edition)
- Mileti, Dennis S. 1999. *Disasters by Design: A Reassessment of Natural Hazards in the United States*. National Research Council. 2007. *Successful Response Starts with a Map: Improving Geospatial Support for Disaster Management*
- Phillips B.D. 2009. *Disaster Recovery*. Boca Raton: CRC Press
- Schwab, J., K. C. Topping, C. C. Eadie, R. E. Deyle, and R. A. Smith. 1998. *Planning for post-disaster recovery and reconstruction*. Washington D.C: American Planning Association.
- Schwab, James C (Ed). 2010. *Hazard Mitigation: Integrating Best Practices into Planning*. Planning Advisory Service Report # 560. Chicago, IL: American Planning Association
- Tierney, K., M. Lindell, and R. Perry. 2001. *Facing the Unexpected: Disaster Preparedness and Response in the United States*. Washington, DC: Joseph Henry Press.
- Waugh, William L. Jr. 2000. *Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management*. Armonk, New York: M.E. Sharpe.

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

**Faculty:**  
**Office hours:**  
**Office:**

**COURSE SYLLABUS**

**PHE 340 International Nutrition**

**3 credits**

**Course Prerequisites:** HSD 240

**Course Description**

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.

**Course Objectives:**

At the completion of this course students will be able to:

- Identify factors contributing to malnutrition and explain the effects of both under-nutrition and over-nutrition on growth and disease.
- Describe the effect of nutrition on pregnancy outcomes; breastfeeding and early childhood feeding practices and their impact on children's growth and health.
- Describe nutrition transition and how changing dietary patterns influences it.
- Explain the inter-relationships between food systems and the prevalence of major chronic diseases affecting the global population
- Explain the role of national and international intervention programs that address global nutritional problems.

**Required textbook: Public Health Nutrition: Principles and Practice in Community and Global Health**  
by Natalie Stein, Jones and Bartlett, 2015

[http://www.amazon.com/Public-Health-Nutrition-Principles-Community/dp/1449692044/ref=pd\\_sim\\_b\\_3?ie=UTF8&refRID=19RMZGFHXP2MFZNA41NS](http://www.amazon.com/Public-Health-Nutrition-Principles-Community/dp/1449692044/ref=pd_sim_b_3?ie=UTF8&refRID=19RMZGFHXP2MFZNA41NS)

**Grade Distribution:**



Attendance and participation	10%
Midterm:	25%
Final Exam:	40%
Group project:	25%

**Tentative Grading Scale:**

Grade	Percentage	Grade	Percentage	Grade	Percentage
A	≥93	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	<60
B	83-86	C-	70-72		

**Tentative Course schedule:**

Date	Topic
<b>Week 1</b>	Brief overview of nutrition and health
<b>Week 2</b>	Malnutrition: Protein energy malnutrition and undernutrition
<b>Week 3</b>	Micronutrient deficiencies: vitamin A, Iodine,
<b>Week 4</b>	Micronutrient deficiencies: Iron, Zinc
<b>Week 5</b>	Nutritional requirements during pregnancy and current practices/challenges in developing countries
<b>Week 6</b>	Infant and childhood feeding: breastfeeding and complementary feeding practices
<b>Week 7</b>	MID TERM
<b>Week 8</b>	The burden of infections on nutritional status
<b>Week 9</b>	Globalization, nutrition transition and obesity
<b>Week 10</b>	Global Food Insecurity
<b>Week 11</b>	Nutrition-related interventions: effects and challenges with regards to community-based and international interventions
<b>Week 12</b>	<b>Chronic disease and nutrition: Cardiovascular Disease</b>
<b>Week 13</b>	<b>Chronic disease and nutrition: Cancer</b>
<b>Week 14</b>	<b>National and international responses to improve global nutrition</b>
<b>Week 15</b>	Final exam

**Group project:**

You will work in groups of three for this project. As nutrition assessment ambassadors for a country assigned to you, identify a nutrition-related health problem prevalent in the country. You will identify the socio-cultural/ farming/ economic factors contributing to this health problem, symptoms and health-outcomes associated with it, as well as briefly summarize the role of public health interventions.

**Use of Blackboard:**

We will be using a Blackboard site for much of the class activities. It can be accessed through the Lehman website at [www.lehman.cuny.edu](http://www.lehman.cuny.edu). If you have any problems accessing the site please call the computer helpdesk at 718-960-1111.

**Accommodating Disabilities:**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Email: TBD  
Phone: TBD

**COURSE SYLLABUS**

PHE 470: Public Health Field Experience

**3 credits**

**Courses Prerequisite:** Departmental permission.

**Course Description:**

Supervised field experience requiring a minimum of 120 hours of work in a public health setting.

**Course Learning Objectives:**

- Demonstrate the application of one or more core public health competencies or techniques through the fieldwork experience
- Analyze ethical issues in the workplace
- Demonstrate ability to meet deadlines

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Email: TBD  
Phone: TBD

**COURSE SYLLABUS**

PHE 472: Public Health Capstone

**3 credits**

**Courses Prerequisite:** Departmental permission.

**Course Description:**

Guided discussion and readings to integrate undergraduate content and relevant experiences to develop professionals for service in public health.

**Course Learning Objectives:**

- Analyze current public health issues
- Refine one's skills

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

**DEPARTMENT OF LANGUAGES & LITERATURES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Languages & Literatures
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	Mixtec Language
Course Prefix & Number	MIX 111
Course Title	Elementary Mixtec I
Description	Elements of grammar, reading of simple texts, and practice in speaking. Note: For students with no prior knowledge of Mixtec.
Pre/ Co Requisites	
Credits	3
Hours	4
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 great majority of immigrants from Mexico to New York and the tri-state area come from the Mixteca region which includes Puebla, Guerrero and Oaxaca. Many of these immigrants speak Mixtec as their primary language. If approved, Lehman College would become the first and only center of higher learning in the area to offer this course.

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

- Converse (i.e., speak with acceptable pronunciation and understandable spoken Mixtec demonstrating mastery of basic vocabulary and grammatical concepts).
- Write in simple Mixtec demonstrating mastery of elementary vocabulary and grammatical structures.
- Read and understand simple Mixtec texts.
- Demonstrate an understanding of appropriate speech and conduct within Mixtec speaking cultures, as well as an understanding of cultural differences and similarities between the Mixteca regions and the U.S.
- Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
- Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
- Improve their understanding of their own society through comparison with the cultural aspects of people in Mixtec-speaking regions (given that a language always expresses a culture).

**5. Date of Departmental Approval: February 23, 2015**

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

**DEPARTMENT OF LANGUAGES & LITERATURES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Languages & Literatures
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	Mixtec Language
Course Prefix & Number	MIX 112
Course Title	Elementary Mixtec II
Description	Elementary Mixtec II. Elements of grammar, reading of simple texts, and practice in speaking.
Pre/ Co Requisites	MIX 111
Credits	3
Hours	4
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:**

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- Read and understand simple Mixtec texts.
- Demonstrate an understanding of appropriate speech and conduct within Mixtec speaking cultures, as well as an understanding of cultural differences and similarities between the Mixteca regions and the U.S.
- Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
- Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
- Improve their understanding of their own society through comparison with the cultural aspects of people in Mixtec-speaking regions (given that a language always expresses a culture).

**5. Date of Departmental Approval: February 23, 2015**



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

**DEPARTMENT OF PHYSICS AND ASTRONOMY**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Physics / B.S.

Hegis Number: 1902.00

Program Code: 34031

Effective Term: Fall 2015

1. **Type of Change:** Course Requirements for the B.S. Physics Program

2. **From:**

Physics, B.S. (54 Credit Major)

The B.S. ~~degree~~ program in Physics is designed for students who are planning a career in physics research and/or college- ~~and university-~~level teaching. Any student following this program may select the B.A. degree instead of the B.S. degree. The minimum of 54 required credits is distributed ~~among the following courses (students receiving credit toward a major in Physics for either PHY 166 or 168 may not also receive credit for PHY 135):~~

Credits (54)

~~In required PHY courses: in one of the following combinations: 24 credits: PHY 168 (5), 169 (5), 251 (2), 300 (4), 301 (4), 302 (4) and 12 credits in additional PHY courses at the 200 level or above; or, with Chair's permission, 24 credits: PHY 166 (5), 167 (5), 251 (2), 300 (4), 301 (4), 302 (4)] and 12 credits in additional PHY courses at the 200 level or above; or, with Chair's permission, 23 credits: PHY 135 (4) and 167 (5), 251 (2), 300 (4), 301 (4), 302 (4) and 13 credits in additional PHY courses at the 200 level or above.~~

48

~~In mathematics courses: MAT 175-176 (8), MAT 226 (4), and two additional 3-credit MAT courses.~~

### 3. To:

Physics, B.S. (60 Credit Major)

The B.S. program in Physics is designed for students who are planning a career in physics research and/or college-level teaching. Any student following this program may select the B.A. degree instead of the B.S. degree. The minimum of 60 required credits is distributed as follows:

Credits (60)

36 Required PHY courses: PHY 168, 169, 207, 251, 300, 301, 302, 303, 400. With permission from the Chair students may take PHY 166, 167 in place of PHY 168, 169.

6 At least two additional PHY or AST courses at the 200 level or above. With permission from the Chair one of these additional courses may be at the 100 level.

12 Required MAT courses: MAT 175, 176, 226.

6 At least two additional MAT courses at the 200 level or above.

**4. Rationale:**

These changes are designed to (i) strengthen the training students receive during their first two years of the program to make them better-prepared for the upper-level physics courses, (ii) ensure that during their second two years students receive a comprehensive physics education. To achieve the first goal the required physics courses now include the calculus-based physics sequence PHY 168, 169 as well as a new Mathematics for the Physical Sciences course PHY 207. To achieve the second goal the number of required physics courses has been increased to include PHY 303 (thermodynamics and statistical mechanics) and PHY 400 (quantum mechanics). The number of credits required for the degree has been increased from 54 to 60 so there is room for six physics elective credits. To give the students some flexibility the freedom to use a 100-level course to count as an elective has been introduced.

**5. Date of departmental approval:**

February 10, 2015

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

**DEPARTMENT OF PHYSICS AND ASTRONOMY**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Physics / B.A.

Hegis Number: 1902.00

Program Code: 34052

Effective Term: Fall 2015

1. **Type of Change:** Course Requirements for the B.A. Physics Program

2. **From:**

Physics, B.A. (~~36~~ Credit Major)

The B.A. program in Physics is designed for students who, although not planning a career in physics research and/or college/university-level teaching, have a strong interest in physical science, particularly physics, and wish to prepare for a career in which a good basic knowledge of physics is useful. Among such careers are the health professions, elementary and secondary school science teaching, patent-law practice, industrial management, and science journalism.

Credits (~~36~~)

24

~~In required PHY courses: in one of the following three combinations:~~

~~10 credits in PHY 168-169 and 14 credits in additional PHY courses;~~

~~or with Chair's permission either:~~

~~10 credits in PHY166-167 and 14 credits in additional PHY courses at the 200 level or above; or~~

~~9 credits in PHY 135 and 167, and 15 credits in additional PHY courses at 200 level or above;~~

12

In required mathematics courses: MAT 175-176 and MAT 226.

### 3. To:

Physics, B.A. (38 Credit Major)

The B.A. program in Physics is designed for students who, although not planning a career in physics research or college-level teaching, have a strong interest in physical science, particularly physics, and wish to prepare for a career in which a good basic knowledge of physics is useful. Among such careers are the health professions, elementary and secondary school science teaching, patent-law practice, industrial management, and science journalism. The minimum of 38 required credits is distributed as follows:

Credits (38)

14 Required PHY courses: PHY 168, 169, 207. With permission from the Chair students may take PHY 166, 167 in place of PHY 168, 169.

12 At least four additional PHY or AST courses at the 200 level or above. With permission from the Chair one of these additional courses may be at the 100 level.

12 Required MAT courses: MAT 175, 176, 226.

4. **Rationale:**

The change is designed to strengthen the preparation students receive during their first two years in the program, steering them toward the calculus-based physics sequence PHY 168, 169 and requiring PHY 207 - Mathematics for the Physical Sciences. A previous track in which students took PHY 135, 167 has been eliminated since 135 does not provide adequate preparation for 167. The change is also designed to increase flexibility by allowing a 100-level course to count as an elective. To maintain standards we have compensated for this flexibility by increasing the total number of credits from 36 to 38.

5. **Date of departmental approval:**

February 10, 2015

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

**DEPARTMENT OF PHYSICS AND ASTRONOMY**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Physics / Minor

Hegis Number: 1902.00

Program Code: 34031-m

Effective Term: Fall 2015

1. **Type of Change:** Course Requirements for the Minor in Physics Program

2. **From:**

Minor in Physics

~~A minor in Physics consists of either PHY 166 and 167 or PHY 168 and 169, or, with chair's permission, PHY 135 and 167, and at least 12 credit hours of courses at the 200-level or above.~~

3. **To:**

Minor in Physics (19 Credit Minor)

The Minor in Physics is designed for students who are interested in physics and want to go beyond the basic introductory courses. The minimum of 19 required credits is distributed as follows.

10 Required PHY courses: either PHY 166, 167 or PHY 168, 169.

9 At least three additional PHY or AST courses at the 200 level or above. With permission from the Chair one of these additional courses may be at the 100 level.

**4. Rationale:**

This change is designed to increase flexibility, by allowing a 100-level course such as AST 101 - Introduction to Astronomy to count as an elective. It also eliminates a previous track in which students took PHY 135 and 167 since PHY 135 does not adequately prepare students for 167.

**5. Date of departmental approval:**

February 10, 2015



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

**DEPARTMENT OF PHYSICS AND ASTRONOMY**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course description (note added)

2. **From:**

Department(s)	Physics and Astronomy
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	Astronomy
Course Prefix & Number	AST 101
Course Title	Introduction to Astronomy
Description	Basic exploration of our universe and the laws that govern it. History and origins of the universe, life-cycles of stars and galaxies, properties of the sun and planets, the motion of the earth and its effect on seasons and astronomical observation.
Pre/ Co Requisites	None
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 type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input checked="" 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 checked="" type="checkbox"/> Scientific World

3. **To:**

Department(s)	Physics and Astronomy
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	Astronomy

Course Prefix & Number	AST 101
Course Title	Introduction to Astronomy
Description	Basic exploration of our universe and the laws that govern it. History and origins of the universe, life-cycles of stars and galaxies, properties of the sun and planets, the motion of the earth and its effect on seasons and astronomical observation. <u>Note: Only one of the following courses may be taken for credit: AST 101 or AST 117.</u>
Pre/ Co Requisites	None
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 type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input checked="" 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 checked="" type="checkbox"/> Scientific World

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4. **Rationale:**

A restriction has been added against taking both AST 101 and AST 117 for credit since the subject material covered in these two courses has considerable overlap. (The only significant distinction is that the courses are offered in a different format: AST 117 has a lab in addition to the lecture component.) This will have no effect on learning outcomes.

5. **Date of departmental approval:**

February 10, 2015

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

**DEPARTMENT OF PHYSICS AND ASTRONOMY**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course description

2. **From:**

Department(s)	Physics and Astronomy
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	Astronomy
Course Prefix & Number	AST 117
Course Title	Astronomy of Stellar Systems
Description	<del>Stars, interstellar matter, and stellar systems. Pulsars and quasars. Introduction to modern theories of stellar evolution and cosmology.</del>
Pre/ Co Requisites	None
Credits	4
Hours	5

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. **To:**

Department(s)	Physics and Astronomy
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	Astronomy

Course Prefix & Number	AST 117
Course Title	Astronomy of Stellar Systems
Description	<u>Exploration of our universe covering basic properties of stellar systems, including planetary systems, stars, stellar evolution and remnants, galaxies and cosmology. Note: Only one of the following courses may be taken for credit: AST 101 or AST 117.</u>
Pre/ Co Requisites	None
Credits	4
Hours	5
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
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4. **Rationale:**

The course description has been altered to better reflect the current content of the course and align it with the stated learning outcomes. Also a restriction has been added against taking both AST 101 and AST 117 for credit since the subject material covered in these two courses has considerable overlap. (The only significant distinction is that the courses are offered in a different format: AST 117 has a lab in addition to the lecture component.)

5. **Date of departmental approval:**

February 10, 2015



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

**DEPARTMENT OF PHYSICS AND ASTRONOMY**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course title

2. **From:**

Department(s)	Physics and Astronomy
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	Physics
Course Prefix & Number	PHY 168
Course Title	<del>Introductory Physics I</del>
Description	(Calculus-based Physics: Designed for those preparing for careers in the physical sciences and engineering.) Motion, Newton's laws, work and energy, mechanics of rigid bodies, elasticity, mechanics of fluids, temperature, heat, kinetic theory of matter, wave motion, and sound.
Pre/ Co Requisites	MAT 175 or departmental permission
Credits	5

Hours	6
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. **To:**

Department(s)	Physics and Astronomy
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	Physics
Course Prefix & Number	PHY 168
Course Title	<u>Physics I for Scientists and Engineers</u>
Description	
Pre/ Co Requisites	
Credits	
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input 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
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4. **Rationale:**

This represents a change in title for the calculus-based physics course PHY 168. The current title for this course, Introductory Physics I, conveys no information about the appropriate audience and leads to confusion with the algebra-based course PHY 166 - General Physics I.

5. **Date of departmental approval:**

February 10, 2015

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

**DEPARTMENT OF PHYSICS AND ASTRONOMY**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in course title

2. **From:**

Department(s)	Physics and Astronomy
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	Physics
Course Prefix & Number	PHY 169
Course Title	<del>Introductory Physics II</del>
Description	(Calculus-based Physics: Designed for those preparing for careers in the physical sciences and engineering.) Electrostatics, electrodynamics, geometrical and physical optics.
Pre/ Co Requisites	Prerequisite: PHY 168 or departmental permission. Pre- or co-requisite: MAT 176.
Credits	5
Hours	6

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. **To:**

Department(s)	Physics and Astronomy
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	Physics

Course Prefix & Number	PHY 169
Course Title	<u>Physics II for Scientists and Engineers</u>
Description	
Pre/ Co Requisites	
Credits	
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input 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

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4. **Rationale:**

This represents a change in title for the calculus-based physics course PHY 169. The current title for this course, Introductory Physics II, conveys no information about the appropriate audience and leads to confusion with the algebra-based course PHY 167 - General Physics II.

5. **Date of departmental approval:**

February 10, 2015



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

**DEPARTMENT OF PHYSICS AND ASTRONOMY**

**CURRICULUM CHANGE**

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

2.

Department(s)	Physics and Astronomy
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	Physics
Course Prefix & Number	PHY 207
Course Title	Mathematics for the Physical Sciences
Description	Mathematical techniques applied to solving physical problems. Techniques used include differential and integral calculus of one and many variables, infinite series, complex numbers, functions of complex variables, vector calculus, matrices and determinants, linear vector spaces, differential equations.
Pre/ Co Requisites	PREREQ: MAT 176 or permission of the instructor
Credits	4
Hours	4
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:**

Although there is a substantial mathematics requirement for majors in physics (MAT 175, 176, 226, and two additional three credit courses), we have found that many of our upper level students are lacking in many of the necessary mathematical problem solving techniques that specifically address the needs of students of the physical sciences. The new course, as we conceive it, is to be an intense “basic training” in mathematics experience with applications drawn from the physical sciences, which will prepare our students for advanced courses more rapidly than is possible currently. In fact, the textbook we plan to assign for the course is Basic Training in Mathematics, A Fitness Program for Science Students by R. Shankar who introduced a similar course for students at Yale University many years ago. The mathematics requirement for physics majors will not be affected by the addition of this course.

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

Use the mathematical techniques learned to solve problems that arise in the context of the physical sciences, specifically problems in mechanics,

electromagnetic theory, thermodynamics and statistical physics, and quantum mechanics.

5. **Date of Departmental Approval:**

February 10, 2015

**LEHMAN COLLEGE  
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CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF PHYSICS AND ASTRONOMY**

**CURRICULUM CHANGE**

**1. Type of Change:**

Withdrawal of the following courses:

AST 116: Stellar Astronomy

AST 160: Current Topics - Astronomy

PHY 100: Problem Solving – Physical Sciences

PHY 112: Lab for PHY 166 168

PHY 122: Lab for PHY 167 169

PHY 226: Analytical mechanics - Engineers

**2. Description:**

No description of these courses is available. They do not appear in the college bulletin.

**3. Rationale:**

These courses are not required for any program. They have not been offered in many years and the Department does not plan to offer them in the future.

4. **Date of departmental approval:**

February 10, 2015



## Library, Technology, and Telecommunications Committee

**Meeting Date:** April 1, 2015 at 11:00 AM/Library Treehouse

**Attendance:** Stephen Castellano (Online Education), Raymond Diaz (Library), Mine Doyran (Economics and Business), Daniel Rodriguez (Student Government), John Dono (Information Technology), Kenneth Schlesinger, (Chief Librarian)

**Excused:** Ron Bergmann, Vincent Sandella

**Approval of Minutes:** Minutes from meeting of March 4, 2015 were approved. The next meeting is scheduled for Wednesday, May 6<sup>th</sup> at 11:00 AM in the Library's Treehouse Conference Room.

### Meeting Agenda

#### Library Report:

Chief Librarian Schlesinger reported that the Library, Anthropology Department, Political Science, and Research and Sponsored Programs have developed Innovation: Faculty Research Video Interview Series, designed to promote the research process and expose the college community to faculty research. Development of this Video Series is being announced in conjunction with CUNY's new Institutional Repository.

The introductory video presentation and discussion features Political Science's Chiseche Mibenge. The event will be held Wednesday, April 15<sup>th</sup> from 3-4:30 PM in Library's Fine Arts Classroom 226A. More information is available from Rebecca Arzola, x8831. Faculty wishing to participate in the Video Interview Series to share your research methods, please contact Robert Farrell at x7761.

April 17<sup>th</sup> is the deadline for submissions of the Celebration of Faculty Achievement. If you have questions on submission requirements, please contact Kenneth Schlesinger. A Reception will be held Thursday, May 7<sup>th</sup> 3:00-5:00 PM in the Library Gallery.

We are just about at the one-year mark of CUNY's New York Times Academic Pass. If you get the Paywall message, simply login to [nytimes.com/passes](http://nytimes.com/passes) and enter your Lehman e-mail address, and you are instantly renewed. More information is on the library website or at the Reference Desk.

#### Division of Information Technology Report

John Dono reported that the Tech Fee Committee approved \$575,000 in new initiatives. The proposals are awaiting approval from President Fernandez. Vice President and CIO Ron Bergmann thanks to Student Government for submitting proposals.

Shortly, Department websites will be much easier to update with the purchase of Terminal 4 Content Management System. This new system helps departments update their websites from any computer. Webmaster David Stevens will be presenting this Content Management System at our May 6<sup>th</sup> meeting

LehmanOne Access continues to gain popularity as it is now available for the entire Lehman community. To set up LehmanOne Access, simply visit lehman.Edu, click LOGIN, and look for LEHMAN ONE ACCESS on the right side of your screen.

### **Office of Online Education**

Office of Online Education is pleased to announce that the Online RN to BS Program is progressing, and that there is significant interest in this program. On March 27<sup>th</sup>, we conducted an Information Session completely online. Twelve prospective students registered for this session, .conducted via video conference with Adobe Connect. Bronx Ed Tech Conference is a collaborative effort between Lehman, Bronx Community, and Hostos Community College. This year's conference is on Friday, May 8<sup>th</sup> from 9:00 AM-4:00 PM. We've received several proposals from Lehman faculty that have been accepted. Respectfully submitted,

Stephen Castellano

Chair

# Lehman Budget Committee Report

## Lehman College Full Time Employee Headcount Trend 2004-2014

Based on Budget Director Bethania Ortega special report Feb. 25, 2015

	<b>FY 04</b>	<b>FY 14</b>		
<b>Classification</b>	<b>Fall 03</b>	<b>Fall 13</b>	<b>04 vs '14 I/(D)</b>	<b>04 vs '14 I/(D) %</b>
I&DR Teaching	280	351	71	25.36%
Counselors & Librarian	14	15	1	7.14%
<b><i>Total Faculty</i></b>	<b>294</b>	<b>366</b>	72	24.49%
<b><i>I/(D) in Faculty</i></b>				
I&DR Support	101	134	33	32.67%
Non-Instructional	90	135	45	50.00%
Civil Service	248	264	16	6.45%
<b>Total Full-time</b>	733	899	166	22.65%



April 1, 2015

# Lehman Budget Committee Report

**Organized Research** (INCLUDES BRONX INSTITUTE; CUNY MEXICAN STUDIES, CUNY INSTITUTE OF HEALTH EQUITY. IRISH AMERICAN STUDIES AND THE INSTITUTE FOR LITERACY STUDIES)

**Organized Activities** (INCLUDES PERFORMING ARTS CENTER AND APEX (TAX LEVY COMPONENTS))

**Extension & Public Services** (INCLUDES INSTITUTIONAL ADVANCEMENT AND PUBLIC RELATIONS)

**Administration** (INCLUDES OFFICE OF THE PRESIDENT, VP OF ADM&FIN, HUMAN RESOURCES, BUDGET, BUSINESS OFFICES, PUBLIC SAFETY, IT DIVISION, MULTI-MEDIA CENTER,ETC...)

# Lehman College Spending 2010-2014

Based on Budget Director Bethania Ortega special report Feb. 25, 2015

	FY2010	FY2011	FY2012	FY2013	FY2014	Fy10/FY14 change	Fy10/FY14 change %
Instruction & Instructional Support (I&DR)	\$ 47,902	\$ 49,012	\$ 47,443	\$ 48,251	\$ 48,743	\$ 841	1.755831
Full-time Personnel	\$ 37,483	\$ 39,234	\$ 38,844	\$ 40,068	\$ 40,372	\$ 2,889	7.706368
Part-time Teaching	10,419	9,778	8,599	8,182	8,372	\$ (2,048)	-19.6516
SEEK Program	543	541	567	384	462	\$ (81)	-14.9074
Library	1,510	1,506	1,564	1,516	1,502	\$ (8)	-0.55543
Student Services	5,118	5,331	5,305	5,365	5,555	\$ 437	8.546424
Organized Research	247	214	199	178	222	\$ (25)	-9.98583
Organized Activities	611	680	607	605	693	\$ 82	13.49394
Extension & Public Services	1,321	1,311	1,443	1,388	1,430	\$ 108	8.182307
Administration	8,663	10,103	9,399	10,062	10,284	\$ 1,621	18.71469
Maintenance & Operations	6,932	5,906	7,519	6,861	7,256	\$ 324	4.67777
Temporary Services	3,788	4,022	3,530	3,622	3,336	\$ (452)	-11.9298
OTPS (Equipment & Supplies)	9,271	6,854	5,763	6,475	6,535	\$ (2,736)	-29.5092
						\$ -	
<b>Total Expenditures :</b>	<b>\$85,906</b>	<b>\$85,480</b>	<b>\$83,340</b>	<b>\$84,707</b>	<b>\$86,019</b>	<b>\$ 113</b>	<b>0.131344</b>
<i>% change</i>		-0.5%	-2.5%	1.6%	1.5%		
Full-Time Faculty (Fall)	362	369	354	373	366	4	0.01
Annual Average FTE Enrollment	8,436	8,384	8,234	7,830	8,022	(414)	(0.05)
						-	
Total per FTE	10.18	10.20	10.12	10.82	10.72	0.54	0.05

Next Budget meeting: April 15, 2015, 3:30pm, S-336