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**Minutes of
The Lehman College Senate Meeting
Wednesday, April 29, 2015
Senate Meeting**

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

16 **Senators Absent:** Aguilar, S.; Akan, A.; Alonso, O.; Angeli, A.; Ansari, W.; Báez, A.; Báez, R.;
17 Barber, E.; Barker, T.; Bediako, D.; Blanco, W.; Budescu, M.; Cerrone, S.; Christian, M.; Cordero,
18 A.; Deas, M.; Diallo, T.; DiRaimo, S.; Escano, D.; Esteves, C.; Gerry, C.; Haroo, A.; Hill, W.;
19 Holloway, J.; Hurley, D.; Juárez, R.; Kowaleff, M.; Magdalena, J.; Martín, O.; Mateo, K.; Maybee,
20 J.; Medina, D.; Mensah, A.; Merkulyev-Arias, V.; Mibenge, C.; Okoro, N.; Petkov, R.; Pettipiece, D.;
21 Rahman, M.; Rivera, A.; Saldana, E.; Sen, G.; Silverman, H.; Tolone, M.; Yissi-Nintcheu, M.

22
23
24 The meeting was called to order by President Ricardo R. Fernández at 3:38 p.m.

25
26 **Approval of the Minutes**

27 The minutes of the April 1, 2015 meeting were approved by unanimous voice vote.

28
29 **Announcements and Communications—**

30 **Report of the President**

31 President Fernández announced that on April 2, 2015, students from several different disciplines will
32 be inducted into the Phi Beta Kappa Honor Society.

33
34 On May 13, 2015, the President will attend a reception that Chancellor Milliken is holding for the
35 Dreamers' Initiative, which is tied to the Dream Act legislation that was not passed in the most recent

36 legislative session. However, he reported that Governor Cuomo is still pushing to have the legislation
37 approved by the end of the legislative session on June 17th.

38
39 On May 13th at 2:00 p.m., a ceremony will be held to unveil the Peace Bell—a gift from Mr. Yong
40 Lee and his family, who have been strong supporters of the College.

41
42 The President announced that the annual Graduate Luncheon sponsored by the Alumni Association
43 will be held on Saturday, May 17th.

44
45 **a. Student Legislative Assembly—**
46 Daniel Rodriguez announced that there is no report.

47
48 REPORTS OF STANDING COMMITTEES—

49
50 **1. Graduate Studies—**
51 Prof. DeSimone presented proposals from the following departments and schools: Sociology;
52 History; Economics and Business; Counseling, Leadership, Literacy and Special Education; Art;
53 Nursing; the School of Education and the School of Arts and Humanities.
54 The proposals were approved by unanimous voice vote.
55 (See Attachment I).

56
57 Prof. DeSimone also presented a proposal from the Office of Graduate Studies.
58 The proposal was approved by unanimous voice vote.
59 (See Attachment II).

60
61 Provost Morrobel-Sosa noted that Department of Nursing proposal is the first for a doctoral
62 degree: a Doctorate in Nursing Practice. She thanked Dr. Georges and the Department of Nursing
63 faculty for all of their work. Once the proposal is approved by the Senate, the next step is to
64 request a change in the Master Plan. This process may take another six months to a year, after
65 going through an external review.

66

67 Prof. Georges thanked President Fernández, Provost Morrobel-Sosa, and the Graduate Curriculum
68 Committee for all of their help and support in moving forward the Doctorate in Nursing Practice.

69
70 The last item presented was a recommendation from the Committee to hire a Director of Graduate
71 Studies and a Graduate Advisor, which could have a positive impact on graduate recruitment and
72 retention.

73
74 The next meeting is in September 2015.

75
76 **2. Governance Committee—**

77 Prof. Duane Tananbaum presented the report.

78 (See Attachment III).

79 There was discussion about the importance of students completing student evaluations and
80 President Fernández emphasized that student evaluations of courses are anonymous and have no
81 bearing on student grades.

82 The next meeting is May 13, 2015 at 3:30p.m. in CA 201.

83

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

85 Prof. Penny Prince presented the graduation list contingent upon students completing all of their
86 requirements:

87 May 2015 Graduate candidates; May 2015 Undergraduate candidates; September 2015 Graduate
88 candidates; September 2015 Undergraduate candidates.

89 (See Attachment IV).

90 All candidates were approved by a unanimous voice vote.

91

92 Prof. Prince thanked Mary Rogan, Manfred Philipp, Duane Tananbaum and Vincent Zucchetto for
93 all of their help throughout the year.

94

95

96 **4. Undergraduate Curriculum---**

97 Prof. Vincent Prohaska presented the report.

98 Proposals were presented from the following departments: Health Sciences; Journalism,
99 Communications and Theatre; Social Work; Art; Chemistry; History; Psychology; Earth,
100 Environmental, and Geospatial Sciences; Sociology; Speech, Language and Hearing Sciences;
101 Economics and Business; African American and African Studies; Political Science.

102

103 (See Attachment V).

104 The proposals were approved by unanimous voice vote.

105

106 Prof. Prohaska also presented an informational item derived from the Committee: the Committee
107 approved two experimental courses in Biology.

108

109 The next meeting will be in Fall 2015.

110

111 **5. Academic Freedom—**

112 Prof. Valentine presented the report. The Committee last met on Monday, April 27, 2015. Three
113 current members will not continue on the Committee next year. A new Committee Chair will be
114 elected in Fall 2015 when the Committee next meets.

115

116 Prof. Valentine also presented the report of the Ad Hoc Committee on Student Evaluations.
117 The Committee discussed the pros and cons of making the evaluation longer or shorter. The final
118 consensus was to edit the content of the evaluations in their entirety. The Committee also
119 discussed possibly making the evaluation data publically available or available on Lehman
120 Connect. This will ultimately be decided by the Senate and/or the Faculty. Lastly, as of May 1st,
121 student evaluations will be available on smartphones and tablets.

122

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

124 Stephen Castellano presented the report.

125 (See Attachment VI).

126

127

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

129 On behalf of Prof. Budescu, Prof. Tananbaum noted that there was no report.

130

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

132 Prof. Haiping Cheng presented the report.

133 (See Attachment VII).

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

135

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

137 Prof. Manfred Philipp presented the report. (See Attachment VIII).

138

139 Announcements: Provost Morrobel-Sosa announced that the School of Education received a
140 positive review from the National Council for Accreditation of Teacher Education (NCATE) and
141 she thanked Dean Fayne and Associate Dean Qian for their work in this endeavor.

142

143 President Fernández thanked everyone for their work this year and wished all a happy summer!

144

145 Old Business----None.

146

147 New Business----None.

148

149

150

151 **ADJOURNMENT**

152

153 President Fernández adjourned the meeting at 4:38 p.m.

154

155 Respectfully submitted:

156

157



158

Mary T. Rogan

159

	B	D	E	F	H
1	Last Name	First Name	Middle N	Acad Plan	Expected Grad Term
2	Abel	Stephanie	F.	SW-MSW	1152
3	Abinader	Kelly	D	ACC-MS	1152
4	Abitante	Delia		FNP-MS	1152
5	Acevedo	Cynthia	Yokairy	BUS-MS	1152
6	Adeniran	Cecilia		AHN-MS	1152
7	Adjei-boateng	Doreen		AHN-MS	1152
8	Adornetto	Danielle	Rae	EDBL-MSED	1152
9	Ahmed	Barakatu		SW-MSW	1152
10	Aiyelabowo	Kehinde		HEP-MA	1152
11	Ajmera	Tejal		FNP-MS	1152
12	Alakpa	Kokouvi	W	BUS-MS	1152
13	Alie	Nadia		BIO-MA	1152
14	Allen	Judith	Andrea	NUTR-MS	1152
15	Allen	Rena	I	SPEAC-MSED	1152
16	Aluko	Shaun	O	SW-MSW	1152
17	Amaro	Christie	Y	BUS-MS	1152
18	Anano	Concordia		MAT-MSED	1152
19	Anaso	Chinwenma		SW-MSW	1152
20	Anglin	Shanintra	Noreen	ECE-MSED	1152
21	Ano	Egboman Andree	M	ACC-MS	1152
22	Antonio	Melissa		ECE-MSED	1152
23	Aquino	Mercedes		HIS-MA	1152
24	Arriaga	Daisy		SW-MSW	1152
25	Azcona	Delia	L	SW-MSW	1152
26	Babalola	Daniel	O	ACC-MS	1152
27	Badia-Espinal	Sujenie		SW-MSW	1152
28	Balaira	Sekou		BUS-MS	1152
29	Ballard	Fanny		CE-MSED	1152
30	Bang	Youn Soo		FNP-MS	1152
31	Barry	Mariame		BUS-MS	1152
32	Bauza	Michael	A	ELE-MSED	1152
33	Beasley	Quase	Marie	CE-MSED	1152
34	Begany	Ryan	J	HEA-MSED	1152
35	Begum	Musammat		ACC-MS	1152
36	Bell	Jheanelle	S	ACC-MS	1152
37	Benitez	Carimaxy		GIS-MS	1152
38	Berges	Jumaris		ACC-MS	1152
39	Bhowmik	Naresh	C	BUS-MS	1152
40	Bhowmik	Snahangshu		MATH-MA	1152
41	Bilangino	Jessica		LS-MSED	1152
42	Black	Kara	J	SW-MSW	1152

	B	D	E	F	H
43	Blair	Velma	M	BUS-MS	1152
44	Boadu	Michael		BIO-MA	1152
45	Boateng	Samuel	D	CMS-MS	1152
46	Boiano	Marisa		SPEAC-MSED	1152
47	Bowen	Iris		SW-MSW	1152
48	Brace	Kimberley	Miranda	SW-MSW	1152
49	Brady	Daniel	Jeremiah	EDBL-MSED	1152
50	Brenes	Hernan	Manuel	BUS-MS	1152
51	Brown	Aldith		AHN-MS	1152
52	Brown	Collette	B	FNP-MS	1152
53	Brown	Michael	W	SW-MSW	1152
54	Brown	Shayna	A	BUS-MS	1152
55	Brown	Stacyann	R	SW-MSW	1152
56	Bruno	Joseph	T	ELE-MSED	1152
57	Bryan	Thalene		SPED-MSED	1152
58	Burgos	Daniris	M	HEP-MA	1152
59	Burgos	Edison		BE-ADVCRT	1152
60	Burgos	Katherine	Maoli	GIS-MS	1152
61	Burgos	Kevin	J	HEA-MSED	1152
62	Burke	Terrence		REC-MSED	1152
63	Cagler	Adrienne	C	SW-MSW	1152
64	Cahill	Julianne		ENG-MSED	1152
65	Calcetas	Marie Kristel		HEP-MA	1152
66	Cantelmo	Gina		ENG-MSED	1152
67	Canty	Jennifer	M	SW-MSW	1152
68	Caputo-Hansen	Gilda		PH-MPH	1152
69	Carpenter	Kenseener		SW-MSW	1152
70	Carr	Sasha	F	SW-MSW	1152
71	Castilla	Jose		HIS-MA	1152
72	Cavigliano	Virginia		EDBL-MSED	1152
73	Cela	Alba		ACC-MS	1152
74	Chowdhury	Naziath		BUS-MS	1152
75	Clark	Kevin		ITS-ADVCRT	1152
76	Coghiel-Simms	Lloydette		ECE-MSED	1152
77	Coiro	Michelle		SW-MSW	1152
78	Colavito	Beth		SE-MSED	1152
79	Colin	Carla		FNP-ADVCRT	1152
80	Colon	Jennifer		ELE-MSED	1152
81	Comara	Denise	E	SW-MSW	1152
82	Corbett	Maria		ECE-MSED	1152
83	Costello	Joseph	Paul	HIS-MA	1152
84	Creekmur	Roy	L	BUS-MS	1152

	B	D	E	F	H
85	Cruz	Crystal		BUS-MS	1152
86	Cuevas	Joann		ECE-MSED	1152
87	Cuevas	Juana		SPED-MSED	1152
88	Daley	Lorris	Vivianna	FNP-MS	1152
89	Dang	Lam		SE-MSED	1152
90	Dankwah	Prince	Aboagye	FNP-ADVCRT	1152
91	Daramola	Abiola		FNP-MS	1152
92	Darden	Roxanne		ART-MFA	1152
93	Daskaris	Dimitra		MAT-MSED	1152
94	Davila	Marcos		CMS-MS	1152
95	Davis	Karlisha	J.	SW-MSW	1152
96	Dawson	Michael	M	BUS-MS	1152
97	DeLay	Allison	P	SPL-MA	1152
98	DeVita	Stella	J	SW-MSW	1152
99	Dehanev	Zawnia		BUS-MS	1152
100	Dekidjiev	Emma	J	ELE-MSED	1152
101	Del Rosario	Clary	Yaina	SPETE-MSED	1152
102	Deliaj	Qederim	A	TEMC56-AC	1152
103	Diaz	Zelideth		TESOL-MSED	1152
104	Dionicio	Jessica		SW-MSW	1152
105	Dittman	Michael	J	LS-MSED	1152
106	Doherty	Devin		SST-MA	1152
107	Dos Santos Dejes	Aua		ACC-MS	1152
108	Doucette	Danielle		PH-MPH	1152
109	Douglas	Indiana	K	SEA-MSED	1152
110	Dunn	Wesley		SW-MSW	1152
111	Duran	Isamar		SW-MSW	1152
112	Dziekonska	Martyna		SPL-MA	1152
113	Easton	Angelica	Marie	SECAC-MSED	1152
114	Eaton	Thomas		ART-MFA	1152
115	Edwards	Sandra	D	FNP-MS	1152
116	Egharevba	Edosasere		GIS-MS	1152
117	Encarnacion	Perla	D	BUS-MS	1152
118	Espinal	Rogelio		SW-MSW	1152
119	Espinal	Shani	M	SW-MSW	1152
120	Esquilin	Marina	Santa	BUS-MS	1152
121	Estevez	Marianela	T	BUS-MS	1152
122	Estrada	Elisa	M	MAT-MSED	1152
123	Evelyn	Jacqueline	Lucinda	HEP-MA	1152
124	Fajardo	Rafaelina		SECAC-MSED	1152
125	Fama	Eric		HEA-MSED	1152
126	Fawole	Victoria	O	ACC-MS	1152

	B	D	E	F	H
127	Fernandez	Hector		SW-MSW	1152
128	Fields	Zamorra	A	SW-MSW	1152
129	Fierro	Daniel		HEA-MSED	1152
130	Figueroa	Mercedes	C	ACC-MS	1152
131	Flete	Diony		ENG-MSED	1152
132	Flores	Nancy		PH-MPH	1152
133	Flores	Selena		EDBL-MSED	1152
134	Flores	Yinelka		SPETE-MSED	1152
135	Fontus	Gena		PH-MPH	1152
136	Ford	Kimberly		SPL-MA	1152
137	Forni	Elisangela		SPETE-MSED	1152
138	Fosuhene	Kwame		ACC-MS	1152
139	Fozard	Patrick	N	SW-MSW	1152
140	Frazer	Sasha-ann	T	SW-MSW	1152
141	Freed	Maria		TESOL-MSED	1152
142	Freeland	Ira		SE-MSED	1152
143	Fuentes	Michelle		SW-MSW	1152
144	Gally	Elisabeth		REC-MSED	1152
145	Genao	Rosanny	F	TESOL-MSED	1152
146	Giansante	Cristina		TESOL-MSED	1152
147	Gioseffi	Jason		CE-MSED	1152
148	Golan	Cynthia		CE-MSED	1152
149	Goldstein	John		ELE-MSED	1152
150	Gomez	Lissette		SW-MSW	1152
151	Gongora	Lisette		TESOL-MSED	1152
152	Gonzalez	Jesus		CE-MSED	1152
153	Gonzalez	Stephanie		ACC-MS	1152
154	Gooden	Andrew	Omar	EDBL-MSED	1152
155	Gordon	Beverley	Delora	FNP-ADVCR	1152
156	Grecco	Adriana	M	REC-MSED	1152
157	Greene	Derwin	S	SW-MSW	1152
158	Grullon	Marina	A	SW-MSW	1152
159	Gueorguiev	Wendi	C	ART-MFA	1152
160	Guido	Daniel	P	HEA-MSED	1152
161	Guo	Ningning		SCED-ADVCR	1152
162	Gutierrez	Liza	V	CE-MSED	1152
163	Guzman	Alvin	M	BUS-MS	1152
164	Gyimah	Kwame		ACC-MS	1152
165	Hamraz	Sima		NUTR-MS	1152
166	Haque	Ahmed	J	ACC-MS	1152
167	Harper	Anthony	J	SW-MSW	1152
168	Harris	Alhia	D	BUS-MS	1152

	B	D	E	F	H
169	Haynes	Anisha		ECE-MSED	1152
170	Haynes	Ashley		ECE-MSED	1152
171	Hernandez	Ana		PNP-MS	1152
172	Hernandez	Daniel		ENGAC-MSED	1152
173	Hernandez	Tanya		SW-MSW	1152
174	Herrera	Ana		SEA-MSED	1152
175	Hidalgo	Lus	E	ACC-MS	1152
176	Honeyghan	Simone	A	SPETE-MSED	1152
177	Hong	Kyoung-Sun		FNP-MS	1152
178	Horath	Dawn	M	SW-MSW	1152
179	Horn	Godfrey		SW-MSW	1152
180	Huger	Shonique	J	AHN-MS	1152
181	Hughes	Makia		FNP-MS	1152
182	Hurwitz	Glenn	A	SW-MSW	1152
183	Hussain	Nadia		NUTR-MS	1152
184	Jackson	Zariah	Hawa	SW-MSW	1152
185	Jimenez	Ezequiel	S	ART-MFA	1152
186	Jimenez	Kareen	B	PH-MPH	1152
187	Johansen	Jennifer		SPL-MA	1152
188	Johnson	Ashley	P	SW-MSW	1152
189	Johnson	Daphne	Almira	SW-MSW	1152
190	Johnson	Euridis		MAT-MSED	1152
191	Johnson	Mitchale	C	ACC-MS	1152
192	Jones	Jean		REC-MSED	1152
193	Jones	Stacy	M	ECE-MSED	1152
194	Joseph	Joanne		SW-MSW	1152
195	Joshie	Diana		ACC-MS	1152
196	Jung	Cynthia		CE-MSED	1152
197	Kalai	Ruthie		EDBL-MSED	1152
198	Kamal	Rida		BUS-MS	1152
199	Kang	Susan		SW-MSW	1152
200	Kelly	Thomas		MAT-MSED	1152
201	Kerr	Shelline		FNP-MS	1152
202	Knight	Erin		CE-MSED	1152
203	Knight	Joy	P	ECE-MSED	1152
204	Kone	Maimouna		BUS-MS	1152
205	Kong	Ooknam		AHN-MS	1152
206	Kort	Katelyn	L	HEA-MSED	1152
207	Kritz	Hannah		REC-MSED	1152
208	Kyeremeh	Eric	Kwaku	SW-MSW	1152
209	Laci	Eli		ACC-MS	1152
210	Laguardia	Robyn	Ashlet	EDBL-MSED	1152

	B	D	E	F	H
211	Larin	Cindy		CE-MSED	1152
212	Larmond	Paulette	R	HEP-MA	1152
213	Lawson	Evette	Alverina	HEP-MA	1152
214	Lee	Suejeong		FNP-MS	1152
215	Lehki	Halyna		MAT-MSED	1152
216	Leighton	Anna		LTAC-MSED	1152
217	Limov	Beth		EDBL-MSED	1152
218	Lin	Fan		CMS-MS	1152
219	Linares	Jennifer	L	SW-MSW	1152
220	Lipari	Matthew		SW-MSW	1152
221	Lopez	Diana	C	SPA-MA	1152
222	Lopez	Elysia	J	ECE-MSED	1152
223	Lopez	Jessica		SW-MSW	1152
224	Lopez Cedeno	Franciellis	D	BUS-MS	1152
225	Lowe	Carla		AHN-MS	1152
226	Lubin	Cindy		FNP-MS	1152
227	Lucio	Nivea		SW-MSW	1152
228	Lugo Doria	Eva		GIS-MS	1152
229	Luis	Anderson		HEA-MSED	1152
230	MCCULLOUGH	MALIK		BUS-MS	1152
231	Macfarlane	Kristen		GIS-MS	1152
232	Maldonado	Anamarcela		SW-MSW	1152
233	Manigault	Richard		ART-MFA	1152
234	Martinez	Cristina	Isabel	ENG-MSED	1152
235	Martinez	Doris		FNP-MS	1152
236	Martinez	Jasmin	B	ELE-MSED	1152
237	Martinez	Lauren		EDBL-MSED	1152
238	Martinez	Nitza	L	ACC-MS	1152
239	Martinez	Tanya	R	SST-MA	1152
240	Martinez	Thalia		SW-MSW	1152
241	Marxuach	Justin	Anthony	SW-MSW	1152
242	Mathew	Mini		FNP-ADVCRT	1152
243	Mayo	Daniel		EDBL-MSED	1152
244	McGowan	Colleen		ART-MFA	1152
245	McLune	Cheryl	V	AHN-MS	1152
246	Mceachron	Audia		SW-MSW	1152
247	Meany	Ashley	Marie	SW-MSW	1152
248	Mejia	Daniel		SW-MSW	1152
249	Mendez	Evelyn		EDBL-MSED	1152
250	Menezes	Amanda		ART-MFA	1152
251	Miller	Stasha-Gaye		ACC-MS	1152
252	Miree	Ruby		ECE-MSED	1152

	B	D	E	F	H
253	Moffatt	Sinead	M	SPEAC-MSED	1152
254	Moon	Jumsu	B	AHN-MS	1152
255	Morales	Cruz	M	SPETE-MSED	1152
256	Morrison	Allison	Diana	FNP-MS	1152
257	Muia	Cristina		EDBL-MSED	1152
258	Mullings-james	Monique		SW-MSW	1152
259	Mulvena	Bridget	A	HEA-MSED	1152
260	Nayeem	Shamira		SPL-MA	1152
261	Ndiaye Aworet	Mame Rose		PH-MPH	1152
262	Neely	Ilish	J	PH-MPH	1152
263	Nesser	Matthew	Scott	ELE-MSED	1152
264	Newaz	Mohammad	S	BUS-MS	1152
265	Nieves	Kathy	A	ECE-MSED	1152
266	Nivar	Ruddy		CMS-MS	1152
267	Noh	Jinhee		FNP-MS	1152
268	O'Leary	Katie	J	SW-MSW	1152
269	Ogunyemi	Aminotu		PH-MPH	1152
270	Olawande	Bunmi	B	PH-MPH	1152
271	Olivares	Stephanie	R	SPETE-MSED	1152
272	Olivo	Raydiris	J	SST-MA	1152
273	Oncu	Tugba		BIO-MA	1152
274	Oppong	Patricia	O	AHN-MS	1152
275	Oquendo	Madeline		BUS-MS	1152
276	Orellano	Drew	A	HEP-MA	1152
277	Osekre	Nkosinathi	N	BUS-MS	1152
278	Osokoya	Sunday	Adegbuy	PH-MPH	1152
279	Otten	Karen		HIS-MA	1152
280	Ouellette	John	M	SW-MSW	1152
281	Ouro-Bodi	Tapha		SW-MSW	1152
282	Ovalles	Renan		CMS-MS	1152
283	Owens	Sharonda	N	SW-MSW	1152
284	Pacheco	Alexandria	B	SPED-MSED	1152
285	Pacheco	Ricardo		SST-MA	1152
286	Park	Hyun Suk		FNP-MS	1152
287	Pastor	Gabriel		MATH-MA	1152
288	Paula	Vanessa	Michelle	CE-MSED	1152
289	Paulino	Jackeline	M	BUS-MS	1152
290	Pena	Alejandro		SPA-MA	1152
291	Pena	Ana	C	BUS-MS	1152
292	Peralta Peguero	Emperatriz		BUS-MS	1152
293	Perez	Rosa		GIS-MS	1152
294	Perkowska	Ewelina		SW-MSW	1152

	B	D	E	F	H
295	Perumal	Verasammy		ENGAC-MSED	1152
296	Piazza	Brian	M	EDBL-MSED	1152
297	Pierre	Alexandra		SW-MSW	1152
298	Pierre	Annette		AHN-MS	1152
299	Pineda	Maria	M	SW-MSW	1152
300	Pivonka	Melissa	J	SW-MSW	1152
301	Podder	Monorama		NUTR-MS	1152
302	Pohja	Denis		BUS-MS	1152
303	Polanco	Johnati		BUS-MS	1152
304	Pouani	Chantal	Tchagan	BUS-MS	1152
305	Powis	Trenia	Noricia	SW-MSW	1152
306	Praino	Anna	V	SW-MSW	1152
307	Purce-irizarry	Mary	T	ELE-MSED	1152
308	Pyle	Stuart		MU-MAT	1152
309	Quijada	Axa	J	BE-ADVCRT	1152
310	Quinn	Christine		NUTR-MS	1152
311	Ra	Joung	Ah	SPL-MA	1152
312	Ramirez	Darcy		AHN-MS	1152
313	Ramos	Joseph	M	BUS-MS	1152
314	Rathaus	Shifra		ART-MFA	1152
315	Ray	Joni	Ruth	ECE-MSED	1152
316	Regalado	Kathleen	A	SW-MSW	1152
317	Reyes Vanderhor	Arienny		BUS-MS	1152
318	Reynolds	Shaka	U	SW-MSW	1152
319	Reynoso	Ines		CE-MSED	1152
320	Reynoso	Patricia	Ana	ECE-MSED	1152
321	Richardson	Leiana	J	SPL-MA	1152
322	Ritacco	Alfred	Anthony	EDBL-MSED	1152
323	Ritacco	Michael		EDBL-MSED	1152
324	Rivera	Ana		MU-MAT	1152
325	Rivera	Melanie		ELE-MSED	1152
326	Rivers	Tasia	M	BUS-MS	1152
327	Roberts	Jenea	L	SW-MSW	1152
328	Robertson	Malcolm	P	EDBL-MSED	1152
329	Robinson	Renny		SPETE-MSED	1152
330	Rodrigue	Nancy	Ellen	EDBL-MSED	1152
331	Rodriguez	Cinthia	A	TESOL-MSED	1152
332	Rodriguez	Helga	L	BUS-MS	1152
333	Rodriguez	Ivette	M	SW-MSW	1152
334	Rodriguez	Merici	J.	ITS-ADVCRT	1152
335	Rodriguez	Wendy		CE-MSED	1152
336	Romano	Kristina		SETB2-ADCT	1152

	B	D	E	F	H
337	Rosado	Jennifer		SW-MSW	1152
338	Roy	Bamesh	C	GIS-MS	1152
339	Ruiz	Danette		SW-MSW	1152
340	Rustin	Jude	C	ART-MA	1152
341	Sacaza	Vienna		CE-MSED	1152
342	Salmon	Nyasha	J	SW-MSW	1152
343	Salvatorelli	Pat	J	EDBL-MSED	1152
344	Samaroo	Sheron		SET7-12-AC	1152
345	Sampong	David	Ashun	CMS-MS	1152
346	Sanchez	Alyssa	M	SW-MSW	1152
347	Sanchez	Ivelisse	J	SW-MSW	1152
348	Sanchez	Loangys		SW-MSW	1152
349	Sanchez	Lourdes	O	BIO-MA	1152
350	Sanchez	Nely		CE-MSED	1152
351	Sanchez	William	O	BUS-MS	1152
352	Santiago	Teinelle		BUS-MS	1152
353	Sarkissian	Cristina		GIS-MS	1152
354	Scarlett	Keri-Dean	L	GIS-MS	1152
355	Schulman	Kacie	M	HEA-MSED	1152
356	Schwartz	Peter	D	SW-MSW	1152
357	Sebastian	Seema	Rose	FNP-MS	1152
358	Semprit	Vanessalee	M	SST-MA	1152
359	Sesay-Harrell	Zainabu		AHN-MS	1152
360	Seward	Keena	P	SPL-MA	1152
361	Shaw	Sebastian	J	SW-MSW	1152
362	Shinaba	Kazeem		SW-MSW	1152
363	Shorter	Christine		FNP-MS	1152
364	Shved	Katsiaryna		ACC-MS	1152
365	Simmons	Joyell	Jean	EDBL-MSED	1152
366	Singer	Matthew		SE-MSED	1152
367	Smith	Alexander	Wriston	GIS-MS	1152
368	Smith	Christine		SPED-MSED	1152
369	Smith	Tiffany	T	SW-MSW	1152
370	Snyder	Samantha	J	ELE-MSED	1152
371	Soto	Rosanna	A	SPETE-MSED	1152
372	Springer	Melissa		BUS-MS	1152
373	Spruill	Sharmaine		SW-MSW	1152
374	Stahl	Samantha		HEA-MSED	1152
375	Stanback	Jennifer	Y	SW-MSW	1152
376	Stansbury	Bruce	A	SE-MSED	1152
377	Stewart	Sabrin		ACC-MS	1152
378	Suah-Freeman	Florence		AHN-MS	1152

	B	D	E	F	H
379	Suarez	Michael	O'niel	SPL-MA	1152
380	Sullivan	Michael	T	GIS-MS	1152
381	Sullivan	Samantha		LS-MSED	1152
382	Sydowski	Rachel		ART-MFA	1152
383	Tamburro	Alessandra		MAT-MSED	1152
384	Taylor	Michael		SW-MSW	1152
385	Taylor	Sheneka		BUS-MS	1152
386	Tejeda	Yasmin		PH-MPH	1152
387	Therasse	Weslyne		FNP-ADVCRT	1152
388	Thomas	Dwayne		SEA-MSED	1152
389	Thomas	Georgia		SW-MSW	1152
390	Thomas	Gloria	T	SW-MSW	1152
391	Thomas	Julie		FNP-MS	1152
392	Thrastarson	Ragnar	H	GIS-MS	1152
393	Torres	Jackie		TESOL-MSED	1152
394	Tota	Michelina	Rose	ECE-MSED	1152
395	Towolawi	Titilope		BUS-MS	1152
396	Tran	Anna		SE-MSED	1152
397	Tutelian	Nicole	L	MAT-MSED	1152
398	Um	Lena	Eunhee	SW-MSW	1152
399	Valenti-DeCecco	Karen	K	EDBL-MSED	1152
400	Valletta	Loretta		CE-MSED	1152
401	Vano	Michelle		SPL-MA	1152
402	Vanterpool	Nakeisha		SW-MSW	1152
403	Varela	Janine	A	LS-MSED	1152
404	Vargas	Rosynel		SW-MSW	1152
405	Vasquez	Melissa	N	ELE-MSED	1152
406	Vazquez	Yesenia		SW-MSW	1152
407	Viera	Carol	A.	AHN-MS	1152
408	Vitale	Lucia		TESON-MSED	1152
409	Warley	Tahese		ECE-MSED	1152
410	Washington	Candace	Y	BUS-MS	1152
411	Watts	Trinette		ECE-MSED	1152
412	Waugh	Joseph		FNP-MS	1152
413	Weitz	Stephanie		SW-MSW	1152
414	Westbrook	Raymond	D	MAT-MSED	1152
415	Williams	Anna	Marie	REC-MSED	1152
416	Williams	Carolyn		AHN-MS	1152
417	Williams	Iesha	S	REC-MSED	1152
418	Wright	Haydeen	Daunare	SW-MSW	1152
419	Wu	Chik Sum		NUTR-MS	1152
420	Yahia	Ayesha	Tena	ACC-MS	1152

	B	D	E	F	H
421	Yeboah	Eric		SW-MSW	1152
422	Yu	Karen		HEA-MSED	1152
423	Zaino	Amelia	E	GIS-MS	1152
424	Zerega	Robert		HIS-MA	1152
425	Zhu	Zihao		ACC-MS	1152
426	Zuckerman	Elizabeth		CE-MSED	1152

	B	D	E	F	G	H
1	Last Name	First Name	Middle	Acad Plan	Sub-Plan	Exp Grad Term
2	Adeleye	Elizabeth	O	FNP-MS		1156
3	Adu	Karvelee	Christi	5YRCE-MSED		1156
4	Alvarez	Leda	L	SPL-MA		1156
5	Amaro	Christie	Y	BUS-MS	HUMANREC	1156
6	Angevine	Alicia	C	REC-MSED	THERARECM	1156
7	Atlas	Leah		SPL-MA		1156
8	Bae	No Mi		FNP-MS		1156
9	Bae	Youngsun		FNP-MS		1156
10	Bang	Youn Soo		FNP-MS		1156
11	Barnes	Erin	P	FNP-MS		1156
12	Barnwell	Shawn	O	5YRCE-MSED		1156
13	Batista	Rosa	E	ECE-MSED		1156
14	Bode	Essofa		MAT-MSED		1156
15	Botchway	Edward	Kofi	BUS-MS	FINANCE	1156
16	Brown	Shayna	A	BUS-MS	HUMANREC	1156
17	Byfield-williams	Karlene	C	ECE-MSED		1156
18	Cabrera	Hector	L	5YRCE-MSED		1156
19	Carr	Kim		5YRCE-MSED		1156
20	Castillo	Eliseth		ECE-MSED		1156
21	Charles	Michelle	S	ELE-MSED		1156
22	Cheng	Lingtao		FNP-MS		1156
23	Cho	Soo Won		FNP-MS		1156
24	Cho	Sungmin		FNP-MS		1156
25	Choi	Chunhee		FNP-MS		1156
26	Choi	Kumok		FNP-MS		1156
27	Chong	Haebitna		FNP-MS		1156
28	Chowdhury	Md Kamrul	I	ACC-MS		1156
29	Claus	Hannah	C	FNP-MS		1156
30	Cohen	Ilana	R	FNP-MS		1156
31	Contreras	Karla	W	BUS-MS		1156
32	Czarka	Justin	Brian	GIS-MS		1156
33	Deberry	Michael	C	SW-MSW	SW2YR	1156
34	Dempster	Faith	A	5YRCE-MSED		1156
35	Edusei-poku	Phyllis		FNP-MS		1156
36	Florentino	Mayelin		5YRCE-MSED		1156
37	Gordon	Sakina		CE-MSED		1156
38	Grant	Shauna-Kay		5YRCE-MSED		1156
39	Grogan	Ciara	R	SPL-MA		1156
40	Guzman	Evelyn		BUS-MS	HUMANREC	1156
41	Hazzard	Amanda	R	SPL-MA		1156
42	Hernandez	Ana	L	ECE-MSED		1156

	B	D	E	F	G	H
43	Hindmarch	Monica		NUTR-MS		1156
44	Hong	Min Jung		FNP-MS		1156
45	Innabi	Lynette	Y	5YRCE-MSED		1156
46	Irwin	Kimberly	T	LT-MSED		1156
47	Jagai	Mark	A	MATH-MA		1156
48	Ji	Minjung		FNP-MS		1156
49	Jo	Miho		FNP-MS		1156
50	Johnson	Vasteen	Roger	FNP-ADVCRT		1156
51	Joshie	Diana		ACC-MS		1156
52	Jung	Esther		FNP-MS		1156
53	Kapovich	Rashid	K	5YRCE-MSED		1156
54	Khury	Lorraine		ELE-MSED		1156
55	Kim	Eunjin		FNP-MS		1156
56	Kim	Hye A		FNP-MS		1156
57	Kim	Hye Jung		FNP-MS		1156
58	Kwon	Kwiyeon		FNP-MS		1156
59	Lafortune	Jessica	M	5YRCE-MSED		1156
60	Lawrence	Daequan	T.	5YRCE-MSED		1156
61	Lazala	Julissa	A	ECE-MSED		1156
62	Lee	Jin Hoon		FNP-MS		1156
63	Lee	Sujeong		FNP-MS		1156
64	Lim	An Na		FNP-MS		1156
65	Marte	Marlix		SECAC-MSED		1156
66	Martinez	Niurka		NUTR-MS		1156
67	Martino-Ortiz	Adrienne		SE-MSED	SES1	1156
68	Mastrogiacomo	Veronica		FNP-MS		1156
69	Metcalf	Bess		TESOL-MSED	TESOLS1	1156
70	Michaelcheck	Elena		REC-MSED	THERARECM	1156
71	Morillo	Arelis		PH-MPH		1156
72	Nasi	Aleksandra		SET7-12-AC		1156
73	Noh	Jinhee		FNP-MS		1156
74	Osuoha	Nora	K	FNP-MS		1156
75	Otsu	Fumie		ECE-MSED		1156
76	Park	Hyo	Zin	FNP-MS		1156
77	Park	Ji hae		FNP-MS		1156
78	Park	Juyoung		FNP-MS		1156
79	Pasternak	Rebecca	K	SPL-MA		1156
80	Patel	Heeral		FNP-MS		1156
81	Perez	Gricelide		5YRCE-MSED		1156
82	Pierre-Noel	Nicole		FNP-MS		1156
83	Pimentel	Wanda	Ivette	SECAC-MSED		1156
84	Piovanetti	Erica	D	5YRCE-MSED		1156

	B	D	E	F	G	H
85	Pisano	Ashley	N	ECE-MSED		1156
86	Price	Romaine		LS-MSED		1156
87	Ramos	Patricia		EEB-MSED		1156
88	Ringler	Jessica	A	5YRCE-MSED		1156
89	Rivera	Josue		ENG-MSED		1156
90	Rodriguez	Helga	L	BUS-MS	FINANCE	1156
91	Rodriguez	Jennifer	M	SPED-MSED	SEDU	1156
92	Rondon	Stephanie		ECE-MSED		1156
93	Salazar Rivas	Suleyma	B	5YRCE-MSED		1156
94	Santana	Ruth	Marga	PH-MPH	CMPHHE	1156
95	Santos	Joselyn	A	LIB-MA		1156
96	Senzamici	Jacqueline		5YRCE-MSED		1156
97	Seo	Ro Mi		FNP-MS		1156
98	Seo	Yun Jeong		FNP-MS		1156
99	Seong	Yeon Sil		FNP-MS		1156
100	Shin	Hyesu		FNP-MS		1156
101	Sica	Kristina	Cather	ELE-MSED		1156
102	Son	Sangmi		FNP-MS		1156
103	Song	HyoSun		FNP-MS		1156
104	Stern	Judith		SPL-MA		1156
105	Tavarez	Pamela		5YRCE-MSED		1156
106	Taveras	Emmanuel		ECE-MSED		1156
107	Ugonabo	Vickie	O	FNP-MS		1156
108	Villa	Diana		5YRCE-MSED		1156
109	Wang	Pei-Jung		ART-MFA		1156
110	Williams	Alexa	M	5YRCE-MSED		1156
111	Wolfe	Lisa	C	MU-MAT		1156
112	Yang	Zhongxiao		ART-MFA		1156
113	Youn	Ina		FNP-MS		1156
114	Yun	Joo Yeon		FNP-MS		1156
115	Zabala	Emilly		ENG-MSED		1156

	B	D	E	F	G	I	Y
1	Last Name	First Name	Middle N	Acad Plan	degree	Expected	Grad Term
2	Abad	Flor	E	SWK	BA	1152	
3	Abad	Miamichelle		MMJ	BA	1152	
4	Abbondanza	Rafael		COMSC	BS	1152	
5	Abbondanza	Rafael		MAT	BA	1152	
6	Abbondanza	Rafael		ECO	BA	1152	
7	Abdul Salam	Nafisah		NUR	BS	1152	
8	Abdul Salam	Nafisah		SOC	BA	1152	
9	Abdussabur-William	Lahina		NUR	BS	1152	
10	Abiva	Marvin-jay		MMS	BA	1152	
11	Aboagye	Winifred	T	ACC	BS	1152	
12	Abobo-Lacaden	Racquel	Robeniol	PSY	BA	1152	
13	Abolade	Jeremy	M	BIO	BAMS	1152	
14	Abreu	Adalgisa	A	NUR	BS	1152	
15	Abreu	Milci		NUR	BS	1152	
16	Abreu	Alison		SPEA	BA	1152	
17	Abreu	Jose	C	ECO	BA	1152	
18	Abreu	Viceydy	M	SWK	BA	1152	
19	Abudahoud	Gehan		SPEA	BA	1152	
20	Abugharbieh	Ahmad	K	CHE	BS	1152	
21	Acerro	Doris	P	NUR	BS	1152	
22	Acevedo	Ismael		BUS	BBA	1152	
23	Acevedo	Deisy		ES	BA	1152	
24	Acevedo	Lillian		SOC	BA	1152	
25	Acosta	Jessica		CIS	BS	1152	
26	Acosta	Stefany		HSA	BS	1152	
27	Acosta	Danelys		SPEA	BA	1152	
28	Acosta	Jasmine		MAT	BA	1152	
29	Acosta	Natalie		SPEA	BA	1152	
30	Acosta	Sasha	G	PSY	BA	1152	
31	Adames	Luis	A	BUS	BBA	1152	
32	Adjei	Gifty		NUR	BS	1152	
33	Adjei	Priscilla		NUR	BS	1152	
34	Adorno	Elaine	M	SWK	BA	1152	
35	Affi	Rebecca		NUR	BS	1152	
36	Afriyie-abdallah	Sandra	A	NUR	BS	1152	
37	Afunanya	Ifeoma	G	HSA	BS	1152	
38	Agramonte	Albanery		SWK	BA	1152	
39	Agyei Mensah	Mary		NUR	BS	1152	
40	Agyeman	Leticia	B	HSA	BS	1152	
41	Ahiadu	Godson		NUR	BS	1152	
42	Ahmad	Arfaeen		HSA	BS	1152	

	B	D	E	F	G	I	Y
43	Ahmed	Fahima		PSY	BA	1152	
44	Ahmed	Tanvir		ACC	BA	1152	
45	Ajdini	Adelina		POL	BA	1152	
46	Akyeampong	Yaw	T	BUS	BBA	1152	
47	Albino	Jacqueline		SWK	BA	1152	
48	Alcantara	Massiel	E	BUS	BBA	1152	
49	Alcid	Ayanna	B	ACC	BS	1152	
50	Alexander	Keith		SOC	BA	1152	
51	Alexandre	Rosa	L	SOC	BA	1152	
52	Alexis	Deborah	R	SWK	BA	1152	
53	Ali	Juhy	Z	DFN	BS	1152	
54	Ali-Ahmad	Nina		BIO	BA	1152	
55	Alicea	Jose	L	BUS	BBA	1152	
56	Allah	Madiyyah		HSA	BS	1152	
57	Almanzar	Candida	A	THR	BS	1152	
58	Almanzar	Vanessa		SWK	BA	1152	
59	Almonte	Angelo		BUS	BBA	1152	
60	Almonte	Maria	E	SOC	BA	1152	
61	Almonte	Ramon		SPA	BA	1152	
62	Aloi Deheza	Maria Virgir		DFN	BS	1152	
63	Alston	Brittany	R	HEP	BS	1152	
64	Alto	Andrew	S	EXS	BS	1152	
65	Altschuler	Laura		HIS	BA	1152	
66	Alty	Christie	I	ENG	BA	1152	
67	Alvarado	Benjamin		ACC	BS	1152	
68	Alvino	Clara	A	HSA	BS	1152	
69	Ambroise	Peter	D	ENG	BA	1152	
70	Ameer	Cheyenne		UNDECL	BA	1152	
71	Ames	Tiffany		SOC	BA	1152	
72	Andre	Anne	Victoire	MMPA	BFA	1152	
73	Andrews	Marjiori		BUS	BBA	1152	
74	Ansah	Juliet		NUR	BS	1152	
75	Anthony	Rachelle		MMJ	BA	1152	
76	Antigua	Vanessa		PSY	BA	1152	
77	Antonetty	Joseph		SWK	BA	1152	
78	Antwi	Michael		SOC	BA	1152	
79	Appleton	Raquel	N	SOC	BA	1152	
80	Areche	Eliezer		CIS	BS	1152	
81	Arias	Argelia		ANT	BA	1152	
82	Arias	Katerine	L	MMJ	BA	1152	
83	Arias-Baldera	Joel		ACC	BS	1152	
84	Arnaud	Rossy	A	ACC	BS	1152	

	B	D	E	F	G	I	Y
85	Aroonsuck	Fady	H	BUS	BBA	1152	
86	Arroyo	Elyse		POL	BA	1152	
87	Artis	D'netra-Cel		BUS	BBA	1152	
88	Arzu	Lesly	A	SWK	BA	1152	
89	Asare	Maxwell		BIO	BA	1152	
90	Asiedu	Frank		BUS	BBA	1152	
91	Asunto	Donna		NUR	BS	1152	
92	Atta	Martina		HSA	BS	1152	
93	Aucello	Corina	A	ENG	BA	1152	
94	Aviles	Desiree	J	PSY	BA	1152	
95	Awwad	Hanan		AAS	BA	1152	
96	Ayelah	Akandibka	T	HEP	BS	1152	
97	Ba	Die		ACC	BS	1152	
98	Baba-alwaiz	Shamsu	D	CIS	BS	1152	
99	Baduy	Gustavo	A	ACC	BS	1152	
100	Bae	Byung		NUR	BS	1152	
101	Baez	Eimy	I	SWK	BA	1152	
102	Baez	Jonathan	A	PSY	BA	1152	
103	Baez Diaz	Charlotte		POL	BA	1152	
104	Bah	Abdulrahma		COMSC	BS	1152	
105	Bah	Abdulrahma		CGI	BS	1152	
106	Bailey	Francine		ENG	BA	1152	
107	Bailey	Shelique	C	BIO	BA	1152	
108	Baksh	David	H	SOC	BA	1152	
109	Bala	Ritu		NUR	BS	1152	
110	Balde	Elhadj		CIS	BS	1152	
111	Ballester	Cathy		CGI	BS	1152	
112	Ballesteros	Lauren	G	BUS	BBA	1152	
113	Bancroft	Winsome	A	SOC	BA	1152	
114	Banner	Clara		DFN	BS	1152	
115	Bannis	Ivy		NUR	BS	1152	
116	Barayeva	Irina		NUR	BS	1152	
117	Barayeva	Irina		SDS	BA	1152	
118	Barfield	Sherri	S	SWK	BA	1152	
119	Barnes	Mercy		HSA	BS	1152	
120	Barnes	Matthew	Trevor	SOC	BA	1152	
121	Barroso	Emanuel		PSY	BA	1152	
122	Barroso	Emanuel		POL	BA	1152	
123	Barrow	Wanda	V	SWK	BA	1152	
124	Barry	Mamadou	A	HSA	BS	1152	
125	Barton	Nicole	M	SWK	BA	1152	
126	Basant	Kumar		ACC	BA	1152	

	B	D	E	F	G	I	Y
127	Batista	Jillian		ENG	BA	1152	
128	Batista	Jose	R	SPEA	BA	1152	
129	Batista	Naralys	K	CHE	BA	1152	
130	Baudin	Genevieve		SWK	BA	1152	
131	Baynes	Joanna		HSA	BS	1152	
132	Beauchamp	Sentina		SWK	BA	1152	
133	Beauvais	Raymonde		UNDECL	BA	1152	
134	Beckett	Amanda	N	THE	BA	1152	
135	Bedoya	Kimberly	J	MMJ	BA	1152	
136	Bedward	Melissa	S	NUR	BS	1152	
137	Bell	Tiffany	A	SPEA	BA	1152	
138	Belli	Daniela	E	SWK	BA	1152	
139	Benitez	Maria	E	ACC	BA	1152	
140	Benjamin	Cindy		NUR	BS	1152	
141	Benjamin	Josue		SWK	BA	1152	
142	Bennett	Marvin		BIO	BAMS	1152	
143	Beresnitzky	Ana		DFN	BS	1152	
144	Berisha	Daisy		PSY	BA	1152	
145	Berkoh	Priscilla		HSA	BS	1152	
146	Berroa	Victor	A	BUS	BBA	1152	
147	Betances	Robert	F	PSY	BA	1152	
148	Betancourt	Matthew		ACC	BS	1152	
149	Bethea	Olivia	S	SWK	BA	1152	
150	Bhatti	Arfa		NUR	BS	1152	
151	Bhigroog	Sandy	I	ACC	BS	1152	
152	Bhola	Anthony		HSA	BS	1152	
153	Bhuiya	Mijanur	R	BUS	BBA	1152	
154	Bhuiyan	Md	A	HIS	BA	1152	
155	Blake	Sevon	C	DFN	BS	1152	
156	Blake	Lori-Ann		SOC	BA	1152	
157	Boakye-Danquah	Jacqueline		DFN	BS	1152	
158	Bodrick	Mark	A	SWK	BA	1152	
159	Bogale	Tesfaye		COMSC	BA	1152	
160	Bogale	Tesfaye		MAT	BA	1152	
161	Bolanos	Alejandra	E	SPEA	BA	1152	
162	Bolotna	Svitlana		SWK	BA	1152	
163	Bondarenko	Tetyana		NUR	BS	1152	
164	Bongo	Messanh		NUR	BS	1152	
165	Bonilla	Mauricio		ABC	BS	1152	
166	Boodhoo	Michael	T	BIO	BA	1152	
167	Boursiquot	Sherley		MMJ	BA	1152	
168	Bowen	Kaaren	A	ENGED	BA	1152	

	B	D	E	F	G	I	Y
169	Bramble	Jovan		BUS	BBA	1152	
170	Brathwaite	Carl	J	BUS	BBA	1152	
171	Bravo	Leticia		DFN	BS	1152	
172	Brea	Lisamarie	M	SPEA	BA	1152	
173	Breton	Peter	J	SOC	BA	1152	
174	Bridge	Tracy-Ann	N	ACC	BS	1152	
175	Brito	Ana		SOC	BA	1152	
176	Brooks	Sarah	M	PHIL	BA	1152	
177	Brown	Kareen		NUR	BS	1152	
178	Brown	Stacyann	N	NUR	BS	1152	
179	Brown	Vanessa	J	EXS	BS	1152	
180	Brown	Maalene		BUS	BBA	1152	
181	Brown	Jennifer		PSY	BA	1152	
182	Bruno	Jonathan		SOC	BA	1152	
183	Bruno	Yanette		ENG	BA	1152	
184	Buabeng	Gloria	K	HSA	BS	1152	
185	Budhram	Ashisha		BIO	BA	1152	
186	Bulnes	Sarah	P	HSA	BS	1152	
187	Burgos	Juan	A	HSA	BS	1152	
188	Burgos	Cristina	E	SWK	BA	1152	
189	Burgos	Fiordaliza		SWK	BA	1152	
190	Burgos	Nairovis	O	SWK	BA	1152	
191	Burl	Cecellia	K	BUS	BBA	1152	
192	Byrd	Lauren	M	NUR	BS	1152	
193	Cabarcas	Jenna	M	SPEA	BA	1152	
194	Cabrera	Vincent		BUS	BBA	1152	
195	Cabrera	Lusilbania		PSY	BA	1152	
196	Cacciola	Michael		HET	BS	1152	
197	Caceres	Nathaly	E	THR	BS	1152	
198	Cain	Monique	C	NUR	BS	1152	
199	Caines	Jose	M	COMSC	BS	1152	
200	Calderon	Rafael		COMSC	BS	1152	
201	Caligione	Heather	M	ENG	BA	1152	
202	Camaj	Maria		BUS	BBA	1152	
203	Camejo	Lorelei	A	SOC	BA	1152	
204	Caminero	Rocio	J	SOC	BA	1152	
205	Campbell	Chevine		SPEA	BA	1152	
206	Campos	Juandy	Y	EXS	BS	1152	
207	Campos	Jessica		SOC	BA	1152	
208	Campos	Michelle		MMS	BA	1152	
209	Canales II	Raymond		ENG	BA	1152	
210	Cancinos	Shari		SPEA	BA	1152	

	B	D	E	F	G	I	Y
211	Canelo	Santiago	A	ACC	BS	1152	
212	Cao	Yu Hao		NUR	BS	1152	
213	Caputo	Chiara	M	SPEA	BA	1152	
214	Carbone	Paola	F	MAT	BA	1152	
215	Carbone	Paola	F	ART	BA	1152	
216	Caridad	Victoria		SOC	BA	1152	
217	Carire	Cynthia		PSY	BA	1152	
218	Carrasquillo	Christopher		SWK	BA	1152	
219	Carreno	Melissa		HEP	BS	1152	
220	Carriero	Juliana	R	MMJ	BA	1152	
221	Carrion	Gabrielle	J	SOC	BA	1152	
222	Carron	Frantzy		HSA	BS	1152	
223	Carryl	Sophia	S	BIO	BA	1152	
224	Carter	Whitley	J	PSY	BA	1152	
225	Carty	Samantha	M	POL	BA	1152	
226	Carvajal	Miguel		SOC	BA	1152	
227	Castillo	Lenny		ACC	BS	1152	
228	Castillo	Silvia	D	CIS	BS	1152	
229	Castillo	Patricia		SWK	BA	1152	
230	Castro	Maria		HEP	BS	1152	
231	Cayetano	Aisha		DFN	BS	1152	
232	Cesar-press	Eleanor		SDS	BA	1152	
233	Ceballos	Nicauris	Y	PSY	BA	1152	
234	Ceccio	Carmela	M	SOC	BA	1152	
235	Celaj	Genciana		BIO	BA	1152	
236	Cene	Talisa	N	EXS	BS	1152	
237	Cerda	Adolfo	F	ACC	BS	1152	
238	Cerrone	Stefanie		ENG	BA	1152	
239	Cesin Campusano	Jorge	Alberto	SOC	BA	1152	
240	Chancy	Hillary	Minouche	NUR	BS	1152	
241	Chang	Jinny		DFN	BS	1152	
242	Changlee	Greer		NUR	BS	1152	
243	Chapman	Vantroi		ART	BA	1152	
244	Charlemagne	Denese		ENG	BA	1152	
245	Charles	Alia	M	SWK	BA	1152	
246	Chavez	Katherine	P	NUR	BS	1152	
247	Chen	Fanny		EXS	BS	1152	
248	Chen	Qi Yan		NUR	BS	1152	
249	Chen	Harry Kuan		FRE	BA	1152	
250	Chen	Harry Kuan		BIO	BA	1152	
251	Chicaiza	Consuelo		SWK	BA	1152	
252	Choudhury	Bushra		SPEA	BA	1152	

	B	D	E	F	G	I	Y
253	Christopher	Nadiah		SOC	BA	1152	
254	Christy	Bridget	A	DFN	BS	1152	
255	Chung	Stephanie		MMS	BA	1152	
256	Chung	Stephanie		ENG	BA	1152	
257	Chy	Rom		BUS	BBA	1152	
258	Cid	Mileisley	A	PSY	BA	1152	
259	Ciprian	Genesis		ACC	BS	1152	
260	Clark	Esteban	E	SWK	BA	1152	
261	Clarke	Anasa		MMS	BA	1152	
262	Claudio	Miriam	C	SWK	BA	1152	
263	Cobeco	Raul	D	BUS	BBA	1152	
264	Coca Romero	Laysa	M	DFN	BS	1152	
265	Cocco	Ivan		BUS	BBA	1152	
266	Cohen	Lori	Michele	HIS	BA	1152	
267	Coke	Aleisha		HSA	BS	1152	
268	Cole	Stephanie	N	SOC	BA	1152	
269	Collado	Daraliz	C	SOC	BA	1152	
270	Collazo	Erikalyn		HSA	BS	1152	
271	Colombo	Lais	S	BUS	BBA	1152	
272	Colombo	Mariany		BUS	BBA	1152	
273	Colon	Kimberlee	M	NUR	BS	1152	
274	Colon	Jennifer	I	ENG	BA	1152	
275	Colon	Joshua		MMJ	BA	1152	
276	Colon	Luis		ART	BA	1152	
277	Colon	Nancy	Irene	ACC	BA	1152	
278	Conde	Socorro	C.	SWK	BA	1152	
279	Contaifer	Pedro		BUS	BBA	1152	
280	Contreras	Claudia	M	DFN	BS	1152	
281	Conyers	Sakinna	K	SWK	BA	1152	
282	Cooper	Shaira		AAS	BA	1152	
283	Cordero	Eduviges		ACC	BS	1152	
284	Cordova	Katherine		SPEA	BA	1152	
285	Cordova	Kathysca		SPEA	BA	1152	
286	Corniel	Katherine	L	THR	BS	1152	
287	Corniel	Rosse	M	SWK	BA	1152	
288	Correa E Silva	Raphael		COMSC	BS	1152	
289	Correa E Silva	Raphael		PHYS	BA	1152	
290	Cortorreal	Yasnahia	R	BUS	BBA	1152	
291	Cosme	Joeysmarie		PSY	BA	1152	
292	Coss	Karina		SOC	BA	1152	
293	Cotis	Mercedes	D	CIS	BS	1152	
294	Cotui	Steward		SWK	BA	1152	

	B	D	E	F	G	I	Y
295	Criollo Guaita	Paulina		ACC	BS	1152	
296	Criollo Guaita	Paulina		ECO	BA	1152	
297	Crooks	Sherry	Y	NUR	BS	1152	
298	Crowley	Fiona		NUR	BS	1152	
299	Cruceta	Jenny	M	LAC	BA	1152	
300	Cruz	Judith	L	NUR	BS	1152	
301	Cruz	Sandra		ACC	BS	1152	
302	Cruz	Chastity	B	ECO	BA	1152	
303	Cruz	Christina	T	DANC	BA	1152	
304	Cruz	Emeliza		SWK	BA	1152	
305	Cruz	Evelyn	J	LAC	BA	1152	
306	Cruz	Marisol		PSY	BA	1152	
307	Cruz Mateo	Jessica	T	MMJ	BA	1152	
308	Cuello	Maximo	A	SOC	BA	1152	
309	Cuevas	Walky		SOC	BA	1152	
310	Cunningham	Paris	L	BUS	BBA	1152	
311	Curry	Michael	A	ES	BA	1152	
312	Dacosta	Shawn	T	MMJ	BA	1152	
313	Dadzie-mensah	Josephine		HSA	BS	1152	
314	Dadzie-mensah	Josephine		DFN	BS	1152	
315	Daglawi	Intesar		BUS	BBA	1152	
316	Dallego	Neddy	L	NUR	BS	1152	
317	Dalmida	Deshawn		HEP	BS	1152	
318	Daniel	Stephanie	M	NUR	BS	1152	
319	Daniel	Cidella	C	SWK	BA	1152	
320	Danquah	Kwabena		HSA	BS	1152	
321	Darshan	Tracey		NUR	BS	1152	
322	Das	Himel		ABC	BS	1152	
323	David	Tashina	J.	UNDECL	BA	1152	
324	Davis	Marjorie		NUR	BS	1152	
325	Davis	Janiqua	S	SOC	BA	1152	
326	Davis	Scott		POL	BA	1152	
327	De Aza	Maricruz		DFN	BS	1152	
328	De Jesus	Priscila	A	PSY	BA	1152	
329	De Jonge	Pheona		THR	BS	1152	
330	De La Rosa	Roxana	E	DFN	BS	1152	
331	De La Rosa	Femmel		SOC	BA	1152	
332	De La Rosa	Stephanie	O	SWK	BA	1152	
333	De La Rosa	Stephanie	O	PSY	BA	1152	
334	De Los Angeles	Gustavo	A	CIS	BS	1152	
335	De Los Santos	Sabely		SOC	BA	1152	
336	De Milt	Anna		DFN	BS	1152	

	B	D	E	F	G	I	Y
337	Deas	Elena	M	MMS	BA	1152	
338	Deherrera	James		COMSC	BS	1152	
339	Del Moral	Giovanni		ACC	BS	1152	
340	Del Rosario	Ailin		BUS	BBA	1152	
341	Del Valle	Cristina		PSY	BA	1152	
342	Del Valle	Roberto	E	MMJ	BA	1152	
343	Delacruz	Crystal		HSA	BS	1152	
344	Delacruz	Nazirber	Dc	DFN	BS	1152	
345	Delacruz	Alain		SOC	BA	1152	
346	Deleon	Maria		POL	BA	1152	
347	Delgado	Kayla	M	SWK	BA	1152	
348	Denham	Dayna	R	BIO	BA	1152	
349	Deonarine	Raadha		SOC	BA	1152	
350	Derosa	Stephanie	C	SPEA	BA	1152	
351	Desimone	Sean	E	BUS	BBA	1152	
352	Dethomas	Natali	D	ACC	BS	1152	
353	Dhala	Shanti		NUR	BS	1152	
354	Diallo	Ibrahima		COMSC	BS	1152	
355	Diallo	Mariama		SWK	BA	1152	
356	Diamond	Aqila		ABC	BS	1152	
357	Diaw	Oumou		HSA	BS	1152	
358	Diaz	Bielka		NUR	BS	1152	
359	Diaz	Naomi		CGI	BS	1152	
360	Diaz	Tamika	M	REC	BS	1152	
361	Diaz	Yaniris	J	ACC	BS	1152	
362	Diaz	Ailenis		SOC	BA	1152	
363	Diaz	Annmarie	L	SWK	BA	1152	
364	Diaz	Christina	V	ENG	BA	1152	
365	Diaz	Johana		ARH	BA	1152	
366	Diaz	Jose	Rafael	BIO	BA	1152	
367	Diaz	Kiana	A	MMS	BA	1152	
368	Diaz	Miguel		BIO	BA	1152	
369	Dibra	Hyrjana		BIO	BA	1152	
370	Dickson	Rosaida		THR	BS	1152	
371	Dieng	Ndeye		HSA	BS	1152	
372	Dieye	Mouhamed		CIS	BS	1152	
373	Dinh-Le	Catherine		ART	BA	1152	
374	Diplan	Gabriel		PSY	BA	1152	
375	Dipres Alvarez	Merianny	Beatriz	DFN	BS	1152	
376	Dixon	Karisma	Z	SOC	BA	1152	
377	Djamongue	Kouakou		NUR	BS	1152	
378	Dolma	Tashi		NUR	BS	1152	

	B	D	E	F	G	I	Y
379	Dolma	Tsering		NUR	BS	1152	
380	Dominguez	Mira	R	NUR	BS	1152	
381	Dominguez	Yajaira	A	SOC	BA	1152	
382	Dorvil	Darline		NUR	BS	1152	
383	Doyle	Robert	J	ENG	BA	1152	
384	Drepaul	Allan	M	ART	BA	1152	
385	Drysdale	Diana	L	SWK	BA	1152	
386	Duah	Georgina	A K	SOC	BA	1152	
387	Duarte	Michelle	K	ENG	BA	1152	
388	Duarte	Venesa		ENGED	BA	1152	
389	Duggins	Jasmine	M	PSY	BA	1152	
390	Dulay	Rhuby		ACC	BS	1152	
391	Dumlao	Ashley	M	SPEA	BA	1152	
392	Dunn	Tabitha	N	SOC	BA	1152	
393	Duran	Ana Irys		ACC	BS	1152	
394	Earlington	Odette	A	SOC	BA	1152	
395	Ebanks	Simone	A	BUS	BBA	1152	
396	Echevarria	Melonie	M	MMS	BA	1152	
397	Edghill	Janiece	R	SWK	BA	1152	
398	Edward	Natasha	D.	SPEA	BA	1152	
399	Edwin	Elshardi	N	DFN	BS	1152	
400	Eid	Rehab		CIS	BS	1152	
401	Eid	Rehab		BUS	BBA	1152	
402	El Mrabet	Hanane		NUR	BS	1152	
403	Emery	James	D	SWK	BA	1152	
404	English	Cari		BUS	BBA	1152	
405	Enweronye	Osita	Jeffrey	CHE	BA	1152	
406	Escano	Guillermo	J	POL	BA	1152	
407	Escano	Guillermo	J	LAC	BA	1152	
408	Escobar	Alfredo	J	DFN	BS	1152	
409	Escolastico	Ermis	J	ACC	BS	1152	
410	Escoto	Daniel		SPEA	BA	1152	
411	Eshun	Ben		HEP	BS	1152	
412	Espailat	Heidy		BUS	BBA	1152	
413	Espinal	Lisette		SOC	BA	1152	
414	Esposito	Michael	J	ACC	BS	1152	
415	Estevez	Nadia	C	DFN	BS	1152	
416	Estevez	Libany		SPEA	BA	1152	
417	Estrella	Robert	D	BUS	BBA	1152	
418	Estrella Vanterpool	Jennifer	A	BUS	BBA	1152	
419	Etienne	Alix	S	COMSC	BS	1152	
420	Etwaroo	Natasha		HSA	BS	1152	

	B	D	E	F	G	I	Y
421	Ewan-Crowder	Charmain	D	ACC	BA	1152	
422	Ewart	Monique	T	HSA	BS	1152	
423	Ewul	Ebenezer	Laud Viv	ABC	BS	1152	
424	Ewul	Ebenezer	Laud Viv	CHE	BS	1152	
425	Ezan	Bozouma	Anne Joh	BUS	BBA	1152	
426	Fabal	Romy		NUR	BS	1152	
427	Faghihi	Saeed		BUS	BBA	1152	
428	Falcon	Awilda		SDS	BA	1152	
429	Famah	Bassira		NUR	BS	1152	
430	Febrina	Andhini	N	ACC	BS	1152	
431	Feliz	Giusseppe		HIS	BA	1152	
432	Feliz	Yudelka	E	ACC	BA	1152	
433	Fernandez	John		SPA	BA	1152	
434	Fernandez	Judyth		SWK	BA	1152	
435	Ferreira	Sholenny		SWK	BA	1152	
436	Ferreras De Morale	Ana	Y	DFN	BS	1152	
437	Figueroa	Victor	J	SWK	BA	1152	
438	Fili	Kostandin		BUS	BBA	1152	
439	Filpo	Shaneiry		SOC	BA	1152	
440	Finch	Christian	E	MMS	BA	1152	
441	Fleming	Antionette	LaVanna	HEP	BS	1152	
442	Flores	Ruben		BUS	BBA	1152	
443	Flowers	Julius		SWK	BA	1152	
444	Fofana	Sankung		ACC	BS	1152	
445	Fogle	Jordan	A	HSA	BS	1152	
446	Fontes	Joanne	C	SOC	BA	1152	
447	Forero	William		SPEA	BA	1152	
448	Fortuna	Raquel	A	ABC	BS	1152	
449	Fortuno	Desiree	M	NUR	BS	1152	
450	Fougere	Angelica		NUR	BS	1152	
451	Foy	Jeannette	A	BUS	BBA	1152	
452	Francis	Marcine	A	HIS	BA	1152	
453	Francis	Nanoi	L	HIS	BA	1152	
454	Franco	Ashley		NUR	BS	1152	
455	Frank	Shauntel	A	ECO	BA	1152	
456	Frederick	Angela		ECO	BA	1152	
457	Freeland	Charity	D	SPEA	BA	1152	
458	Freeman	Stephen	K	ACC	BS	1152	
459	Freeman-Ndonye	Omell		ENG	BA	1152	
460	Frias	Wilmiry		SOC	BA	1152	
461	Fried	Jonathan	E	ACC	BS	1152	
462	Friedman	Rebecca		BUS	BBA	1152	

	B	D	E	F	G	I	Y
463	Funderburke	Evelyn		ECO	BA	1152	
464	Gala	Marlon		ECO	BA	1152	
465	Galan	Manuel	E	MMS	BA	1152	
466	Galeas	Junior		EXS	BS	1152	
467	Gallagher	Toni		ES	BS	1152	
468	Gallardo	Miguel	A	MMJ	BA	1152	
469	Gallo	Luis	I	BUS	BBA	1152	
470	Galmot	William	A	LIN	BA	1152	
471	Galvez	Jesus	A	COMSC	BS	1152	
472	Ganly	Sarah	P	SPEA	BA	1152	
473	Garabito	Laura	L	PSY	BA	1152	
474	Garces	Ebonnie	A	ARH	BA	1152	
475	Garcia	Heather		DFN	BS	1152	
476	Garcia	Johan		ACC	BS	1152	
477	Garcia	Maria	Beatrice	ACC	BS	1152	
478	Garcia	Xiomara		BUS	BBA	1152	
479	Garcia	Alexandra		MMJ	BA	1152	
480	Garcia	Alma	M	SPEA	BA	1152	
481	Garcia	Ana	B	UNDECL	BA	1152	
482	Garcia	Dalconeris		SOC	BA	1152	
483	Garcia	Janneth		BIO	BA	1152	
484	Garcia	Marileysi	A	SWK	BA	1152	
485	Garcia	Roger		ART	BA	1152	
486	Garcia	Stephanie	M	SOC	BA	1152	
487	Garcia	Stephanie	M	SWK	BA	1152	
488	Gariando	Ophalyn Je	Cruz	NUR	BS	1152	
489	Garito	Christina		PSY	BA	1152	
490	Garland	Rickie		ENG	BA	1152	
491	Garrido	Jose		SOC	BA	1152	
492	Gashi	Shpresa		PSY	BA	1152	
493	Gayle	Daniesha	C	ABC	BS	1152	
494	Gbra	Gnoleba	R	ACC	BS	1152	
495	Gentle	Sharon	D	HSA	BS	1152	
496	Gentolia	Adrienne		BUS	BBA	1152	
497	George-Barton	Psylane	A	NUR	BS	1152	
498	German	Lisandra		SOC	BA	1152	
499	Gerteisen	John	M	MUS	BS	1152	
500	Ghousgill	Samaira		ARH	BA	1152	
501	Gibbon	Andrea	L	NUR	BS	1152	
502	Gil	Angela	M	HSA	BS	1152	
503	Giraldovallejo	Sheba	C	PSY	BA	1152	
504	Girdhari-Narine	Shalayda		SOC	BA	1152	

	B	D	E	F	G	I	Y
505	Godoy	Natalia	N	MMS	BA	1152	
506	Golane	Serge	M	GEOG	BA	1152	
507	Gomez	Damiany		HEP	BS	1152	
508	Gomez	Marleny	C	ACC	BS	1152	
509	Gomez	Stephanie		NUR	BS	1152	
510	Gomez	Alicia	N	AAS	BA	1152	
511	Gomez	Ashanti		SOC	BA	1152	
512	Gomez	Gina	M	SOC	BA	1152	
513	Gomez	Kaulani		PSY	BA	1152	
514	Gonell-Cruz	Kraehl		SOC	BA	1152	
515	Gonzalez	Kimberly		CHE	BS	1152	
516	Gonzalez	Lucio	C	NUR	BS	1152	
517	Gonzalez	Rigoberto	J	COMSC	BS	1152	
518	Gonzalez	Claudia	M	BUS	BBA	1152	
519	Gonzalez	Claudia	M	BUS	BBA	1152	
520	Gonzalez	Wilfredo		BUS	BBA	1152	
521	Gonzalez	Anibal		ANT	BA	1152	
522	Gonzalez	Anibal		ITA	BA	1152	
523	Gonzalez	Calieb	J	HIS	BA	1152	
524	Gonzalez	Jessica		SOC	BA	1152	
525	Gonzalez	Maria		PSY	BA	1152	
526	Gonzalez	Perzza		SOC	BA	1152	
527	Gonzalez	Sashanil		SWK	BA	1152	
528	Gonzalez	Stephanie		PSY	BA	1152	
529	Gonzalez	Yahaira	M	SOC	BA	1152	
530	Gonzalez Hidalgo	Gregorio		SOC	BA	1152	
531	Gooh-Colter	Lydiene		BIO	BA	1152	
532	Gopie	Zahera		NUR	BS	1152	
533	Gordon	Rosemarie	S	NUR	BS	1152	
534	Gori	Andrea	S	ANT	BA	1152	
535	Goris	Vasthi		SWK	BA	1152	
536	Gorleku	Ebenezer	O	SWK	BA	1152	
537	Graham	Rosana		NUR	BS	1152	
538	Graham	Tashieka	Fiona	CIS	BS	1152	
539	Grande	Amanda	M	DFN	BS	1152	
540	Grant	Joanna		DFN	BS	1152	
541	Grant	Sugeiry		HSA	BS	1152	
542	Grant	Anthony	A	BUS	BBA	1152	
543	Grant	Sade		ENGED	BA	1152	
544	Green-Williams	Gayle		SPEA	BA	1152	
545	Greer	Cheydy	M	SOC	BA	1152	
546	Griffin	Sherrell	E	HSA	BS	1152	

	B	D	E	F	G	I	Y
547	Gross	David		COMSC	BS	1152	
548	Grullon	Henry		BUS	BBA	1152	
549	Grullon	Valerie	M	ECO	BA	1152	
550	Guaman	Ana		SWK	BA	1152	
551	Guillen	Melissa	S	ABC	BS	1152	
552	Guity	Lorin		SWK	BA	1152	
553	Gurley	Nadine	N	NUR	BS	1152	
554	Gutierrez	Tania	C	ART	BA	1152	
555	Guzman	Justino		ABC	BS	1152	
556	Guzman	Luis	Miguel	BUS	BBA	1152	
557	Guzman	Albaro	J	MATTE	BA	1152	
558	Guzman	Alomar		ACC	BA	1152	
559	Guzman	Oscar	J	PSY	BA	1152	
560	Hale	Michael	D	ACC	BS	1152	
561	Hall	Avita	M	ACC	BS	1152	
562	Hamilton	Victoria	A	SWK	BA	1152	
563	Han	Susana		HSA	BS	1152	
564	Happy	Mireille	T	CHE	BS	1152	
565	Hardy	Quashaye	S	HSA	BS	1152	
566	Harewood	Gabrela	C	ENG	BA	1152	
567	Harrigan	Kiwana		HIS	BA	1152	
568	Harris	Walter	S	SOC	BA	1152	
569	Harrison	Cachet	L	SOC	BA	1152	
570	Hartley	Francine		PSY	BA	1152	
571	Hassan	Salam		ENG	BA	1152	
572	Hassim	Zafar		PHYS	BA	1152	
573	Hassoun	Mirna		HSA	BS	1152	
574	Hayes	Nicholas		CGI	BS	1152	
575	Heim	Susan		DFN	BS	1152	
576	Henderson	Breana		POL	BA	1152	
577	Henlin	Kyleandrew	H	BUS	BBA	1152	
578	Henriquez	Ana	K	BUS	BBA	1152	
579	Henry	Natasha	C	SOC	BA	1152	
580	Hernandez	Zamira		NUR	BS	1152	
581	Hernandez	Leandro	A	BUS	BBA	1152	
582	Hernandez	Marleny		SPEA	BA	1152	
583	Hernandez	Melissa	L	SOC	BA	1152	
584	Herrera	Aibel	P	NUR	BS	1152	
585	Hidalgo	Leidy	O	ART	BA	1152	
586	Higgins	Marcia	M	NUR	BS	1152	
587	Higgins	Caitlin	T	SPEA	BA	1152	
588	Hilaire	Naromie		ENG	BA	1152	

	B	D	E	F	G	I	Y
589	Hilario	Felix	E	SOC	BA	1152	
590	Hines-hall	Myrna		NUR	BS	1152	
591	Hiraldo	Rosemary	H	POL	BA	1152	
592	Hirsch	Yosefa	M	PSY	BA	1152	
593	Hmady	Abdallah		BUS	BBA	1152	
594	Holmes	Nicole		ES	CERT	1152	
595	Holmes	Tiffanie		PSY	BA	1152	
596	Hopkins	Chelena	R	SOC	BA	1152	
597	Howard	Brittni	A	PSY	BA	1152	
598	Howard	Nia	I	MMS	BA	1152	
599	Howell	Amber		SOC	BA	1152	
600	Hoxha	Teuta		HSA	BS	1152	
601	Hoxha	Valorina		HSA	BS	1152	
602	Huang	Zi		NUR	BS	1152	
603	Hussein	Rahwa		SOC	BA	1152	
604	Ianuale	Rosa	M	ANT	BA	1152	
605	Igbodudu	Gladys		HEP	BS	1152	
606	Irozuru	Stacy	A	HSA	BS	1152	
607	Isidor	Zenith	Y	SWK	BA	1152	
608	Islamaj	Joza		CIS	BS	1152	
609	Ivory	Olivia	N	SOC	BA	1152	
610	Jackson	Christina		ENG	BA	1152	
611	Jackson	Christina		PSY	BA	1152	
612	Jackson	Donnice		SPEA	BA	1152	
613	Jacob	Subi		SWK	BA	1152	
614	Jaime	Marleny		ART	BA	1152	
615	Jaquez	Ana	J	ECO	BA	1152	
616	Jarvis	Valerie	B	BUS	BBA	1152	
617	Jarvis	Jurnell		SOC	BA	1152	
618	Jawara	Lamin	T	BUS	BBA	1152	
619	Jean-Charles	Nancy		NUR	BS	1152	
620	Jean-Jacques	Christine		THR	BS	1152	
621	Jean-pierre	Janice	E	DFN	BS	1152	
622	Jeffries	Jocelyn	F	NUR	BS	1152	
623	Jenkins	Aiesha		SWK	BA	1152	
624	Jenkins	Kashara	S	SOC	BA	1152	
625	Jenkins	Rhonda		SOC	BA	1152	
626	Jimenez	Liliana		HSA	BS	1152	
627	Jimenez	Nathaly	K	REC	BS	1152	
628	Jimenez	Paola		DFN	BS	1152	
629	Jimenez	Angie		BUS	BBA	1152	
630	Jimenez	Elieris		MAT	BA	1152	

	B	D	E	F	G	I	Y
631	Jimenez	Francisco	M	PSY	BA	1152	
632	Jimenez	Silvia		LAC	BA	1152	
633	Joaquin Toribio	Martha	A	POL	BA	1152	
634	Joaquin Toribio	Martha	A	ECO	BA	1152	
635	Johnson	Abena		MUS	BS	1152	
636	Johnson	Garlandria		NUR	BS	1152	
637	Johnson	Precious	I	HSA	BS	1152	
638	Johnson	Faatima	O	ENG	BA	1152	
639	Johnson	Tonia	M	SWK	BA	1152	
640	Johnson	Vanesse	S	SWK	BA	1152	
641	Jones	Charlene		THR	BS	1152	
642	Jones	Clifford	C	MUS	BS	1152	
643	Jones	Jeania	N	AAS	BA	1152	
644	Jones-Washington	Yolanda		HSA	BS	1152	
645	Jordan	Natisha		SOC	BA	1152	
646	Joseph	Justin	T	ACC	BS	1152	
647	Joseph	Rodline		ACC	BS	1152	
648	Joseph	Denae		PSY	BA	1152	
649	Joseph	Joel		MMS	BA	1152	
650	Joseph-Akowe	Merinda	Samanth	HSA	BS	1152	
651	Juarbe	Charlee	A	ART	BA	1152	
652	Jung	Ha Young		NUR	BS	1152	
653	Justin	Cindy	C	SWK	BA	1152	
654	Kabentayeva	Alina		BUS	BBA	1152	
655	Kabu	Theophilus		ACC	BS	1152	
656	Kachenjera	Grant		COMSC	BS	1152	
657	Kafle	Puspa	A	NUR	BS	1152	
658	Kallon	Albert		ABC	BS	1152	
659	Kandhai	Umadevi		SWK	BA	1152	
660	Kastrat	Ertan		BIO	BA	1152	
661	Kastrati	Kaltrina		SOC	BA	1152	
662	Katz	Eric		PSY	BA	1152	
663	Kazak	Aleh		ANT	BA	1152	
664	Keane	Courtney		DFN	BS	1152	
665	Kehinde	Juliana		SPEA	BA	1152	
666	Kellman	Alan	N	ACC	BA	1152	
667	Kemp	Darnaysia	M	SPEA	BA	1152	
668	Kemp	Marie	L	SWK	BA	1152	
669	Kendall	Beverly	A	SOC	BA	1152	
670	Kennedy	Donne		HEP	BS	1152	
671	Kennedy	Latoya	E	ACC	BA	1152	
672	Kery	Jayda		SOC	BA	1152	

	B	D	E	F	G	I	Y
673	Khan	Kimberly	T	SWK	BA	1152	
674	Kim	Hwa Young		DFN	BS	1152	
675	King	Kailah		MMPA	BFA	1152	
676	King	Aswani	T	MMS	BA	1152	
677	King	Kurstin		SOC	BA	1152	
678	Klass	Cherryl	A	NUR	BS	1152	
679	Kokkinos	Andy		UNDECL	BA	1152	
680	Kokora	Amon Hans	C	COMSC	BS	1152	
681	Koureissi Toure	Badara	Sadian	ACC	BS	1152	
682	Kumih	Acheaw		ACC	BS	1152	
683	Kyung	Joann		NUR	BS	1152	
684	La Maison	Kim	A	NUR	BS	1152	
685	Laar	Azumah		NUR	BS	1152	
686	Lalin	Idania		SOC	BA	1152	
687	Lama	Tsering	T	NUR	BS	1152	
688	Lamerique	Reginald		ES	BS	1152	
689	Lampel	Rebecca	G	HIS	BA	1152	
690	Landron	Ariel		CIS	BS	1152	
691	Landron	Sarina		HSA	BS	1152	
692	Larkin	Glen	J	ACC	BS	1152	
693	Laskawski	Bartlomiej	A	HIS	BA	1152	
694	Latorre	Karen		LIN	BA	1152	
695	Latorre	Karen		SPEA	BA	1152	
696	Lavinier	Nevsha	M	SPEA	BA	1152	
697	Lawlor	Joseph	A	ECO	BA	1152	
698	Lawlor	Joseph	A	HIS	BA	1152	
699	Lawrence	Briana	C	ANT	BA	1152	
700	Lawrence	Winsome		AAST	BA	1152	
701	Lawson	Kwame	Atokwam	CHE	BS	1152	
702	Lazaro	Madelaine		PSY	BA	1152	
703	Lee	Benjamin	I	NUR	BS	1152	
704	Lee	Ellen	E	DFN	BS	1152	
705	Lee	Hansol		ABC	BS	1152	
706	Lee	Woo Young		NUR	BS	1152	
707	Lee	Hyejin		BUS	BBA	1152	
708	Lejarde	Robert		BUS	BBA	1152	
709	Lemnaru	Romulus		NUR	BS	1152	
710	Leon	Brenda	M	MMJ	BA	1152	
711	Leon	Kethy	Z	SOC	BA	1152	
712	Lerner	Aharona		SPEA	BA	1152	
713	Lessie	Jewel-Ann		NUR	BS	1152	
714	Levine	Gabriel		PSY	BA	1152	

	B	D	E	F	G	I	Y
715	Lewis	Amber	J	MUS	BS	1152	
716	Lezama	Steven		ACC	BS	1152	
717	Liddie	Nastassja		HSA	BS	1152	
718	Limson	Josephine	C	NUR	BS	1152	
719	Lindsay	Sydney	Desmond	NUR	BS	1152	
720	Lindsey	Keith		ECO	BA	1152	
721	Liu	Jennifer		BUS	BBA	1152	
722	Liu	Jennifer		ART	BA	1152	
723	Lo	Cheuk-Hun		LIN	BA	1152	
724	Loayza	Marta		SOC	BA	1152	
725	Lobbins	Cheryl		CIS	BS	1152	
726	Lohmann	Chloe		MUS	BS	1152	
727	Lohmann	Chloe		PSY	BA	1152	
728	Lopez	Fanny	R	NUR	BS	1152	
729	Lopez	Melvin	A	NUR	BS	1152	
730	Lopez	Beverly	A	MMPA	BFA	1152	
731	Lopez	Elizabeth		BUS	BBA	1152	
732	Lopez	Nahomy		BUS	BBA	1152	
733	Lopez	Elvis		MMJ	BA	1152	
734	Lopez	Heidy	J	ENGED	BA	1152	
735	Lopez	Justine	A	SOC	BA	1152	
736	Lopez	Katherine		SWK	BA	1152	
737	Lopez	Louis		POL	BA	1152	
738	Lopez	Steven	J	SWK	BA	1152	
739	Lora	Yesenia	M	PSY	BA	1152	
740	Loubriel	Elizabeth		COMLIT	BA	1152	
741	Louden	Natalia	N	HSA	BS	1152	
742	Lowe	Cori	N	HSA	BS	1152	
743	Lu	Karen		NUR	BS	1152	
744	Luna	Selenny		COMSC	BS	1152	
745	Luna	Elizur	A	BUS	BBA	1152	
746	Lyons	Britani	P	ACC	BS	1152	
747	Macalintal	Matthew		MATTE	BA	1152	
748	Machado	Karen	M	LPR	BA	1152	
749	Machuca	Giolinny	Vanessa	SOC	BA	1152	
750	Mack	Jerome		COMSC	BS	1152	
751	Madanowska	Justyna		ACC	BS	1152	
752	Maduro	Ariel	R	COMSC	BS	1152	
753	Mahan	Laura		PSY	BA	1152	
754	Mahu	Rosalyn	Delali	ACC	BS	1152	
755	Maibata	Kadijatu		HSA	BS	1152	
756	Mainalee	Amrita		NUR	BS	1152	

	B	D	E	F	G	I	Y
757	Maka	Luiza		BUS	BBA	1152	
758	Malik	Nabila	K	PSY	BA	1152	
759	Malpartida	Guillermo		MAT	BA	1152	
760	Mammadli	Rashid		BUS	BBA	1152	
761	Manon	Juancarlos		COMSC	BS	1152	
762	Mantegbosh	Simegn		NUR	BS	1152	
763	Manu	Cyntia		SOC	BA	1152	
764	Manuel	Jophille Anr	G	NUR	BS	1152	
765	Marcelino	Luisana		SOC	BA	1152	
766	Mariano	Julio		ACC	BS	1152	
767	Marrero	Carol		ACC	BS	1152	
768	Marrero Pimentel	Arlette	Giselle	SWK	BA	1152	
769	Marshall	Shanna		NUR	BS	1152	
770	Marte	Rikelmi	A	CIS	BS	1152	
771	Martin	Priscilla	M	PSY	BA	1152	
772	Martin	Renee	S	SOC	BA	1152	
773	Martinez	Melisa	A	DFN	BS	1152	
774	Martinez	Lexmare		BUS	BBA	1152	
775	Martinez	Amanda	C	ARH	BA	1152	
776	Martinez	Ramon	A	ENG	BA	1152	
777	Martinez Villamil	Oscar	J	CIS	BS	1152	
778	Martins	Jacqueline	F.	SOC	BA	1152	
779	Mason	Brandon	J	BUS	BBA	1152	
780	Massenburg	Terance		BUS	BBA	1152	
781	Matale	Peter	K	BUS	BBA	1152	
782	Mateo	Reyna		SPA	BA	1152	
783	Mateo	Yinne		SOC	BA	1152	
784	Mathew	Steve	B	PHYS	BS	1152	
785	Matos	Elianet	J	NUR	BS	1152	
786	Matos	Nereyda		NUR	BS	1152	
787	Matos	Noel	D	BUS	BBA	1152	
788	Matos	Zoirys		SPA	BA	1152	
789	Mauleon	John	C	ACC	BS	1152	
790	Mayol	Tiffany	R	SPEA	BA	1152	
791	Mcbean	Joseph	J	SWK	BA	1152	
792	Mcfarlane	Kerry Ann	N	BUS	BBA	1152	
793	Mcghee	Tanya	S	SOC	BA	1152	
794	Mcintosh	Christopher		COMSC	BS	1152	
795	McKenzie-Simms	Kalima	T	ENG	BA	1152	
796	McLaughlin	Ray	E	SOC	BA	1152	
797	Mclaughlin	Crystal		AAS	BA	1152	
798	Mcmillian	Chardonna	C	PHIL	BA	1152	

	B	D	E	F	G	I	Y
799	Mcmillian	Chardonna	C	POL	BA	1152	
800	Mcnamara	Felicia		MASS	BA	1152	
801	Mcperson	Loise		NUR	BS	1152	
802	Mcquaid	Elizabeth		HIST	BA	1152	
803	Medina	Emerin		HSA	BS	1152	
804	Medina	Flavio	J	DFN	BS	1152	
805	Medina	William		ACC	BS	1152	
806	Medina	Ivanna		BUS	BBA	1152	
807	Meehan	Emily	A	NUR	BS	1152	
808	Meiseles	Hipolito		ART	BA	1152	
809	Mejia	Gerald		COMSC	BS	1152	
810	Mejia	Miguel		EXS	BS	1152	
811	Mekonnen	Mulunesh	H	BIO	BA	1152	
812	Mele	Annmarie		HSA	BS	1152	
813	Melenciano	Lariska		SPEA	BA	1152	
814	Melendez	Stefani	K	PSY	BA	1152	
815	Melgar	Reynaldo	J.	ACC	BS	1152	
816	Mena	Glennife		BUS	BBA	1152	
817	Mendez	Saylin		DFN	BS	1152	
818	Mendez	Rogelio		SOC	BA	1152	
819	Mendez-liz	Anabel		PSY	BA	1152	
820	Mendoza	Marlene	M	MUS	BS	1152	
821	Mendoza	Nirianna		SPEA	BA	1152	
822	Mensah Sarpong	Bright	Ezra	POL	BA	1152	
823	Mercado	Elizabeth		THR	BS	1152	
824	Mercedes	Mercedes		DFN	BS	1152	
825	Merchant	Shantel	A	ENG	BA	1152	
826	Messon Cabral	Luis	A	ART	BA	1152	
827	Metz	Steven	J	SWK	BA	1152	
828	Michalatos	Victoria		SPEA	BA	1152	
829	Millan	Yomaris	Y	LIN	BA	1152	
830	Miller	Celia	M	SWK	BA	1152	
831	Milliner	Elizabeth		AAS	BA	1152	
832	Mills	Roeisha		POL	BA	1152	
833	Milton	Danyelle	T	ENG	BA	1152	
834	Mincey	Shaquana		NUR	BS	1152	
835	Mingzom	Deki		NUR	BS	1152	
836	Miranda	Jasmine	A	ENG	BA	1152	
837	Miranda	Jasmine	A	LIN	BA	1152	
838	Misciagna	Paul		BUS	BBA	1152	
839	Misir	Rebekah		MAT	BA	1152	
840	Mitchell	Cellena	F	ENG	BA	1152	

	B	D	E	F	G	I	Y
841	Moallem	Jonathan	A	PHYS	BS	1152	
842	Mohammed	Abdulnasir		COMSC	BS	1152	
843	Mohammed	Rafiatu		NUR	BS	1152	
844	Mohan	Ganesh		BUS	BBA	1152	
845	Mojica	John	A	BUS	BBA	1152	
846	Molina	Stephanie		BUS	BBA	1152	
847	Moncrieffe	Ann	M	SWK	BA	1152	
848	Monn	Elizabeth		BUS	BBA	1152	
849	Montalvo	Lorena		SOC	BA	1152	
850	Mooney	Kelly	A	NUR	BS	1152	
851	Moore	Olivia	C	DFN	BS	1152	
852	Mopono	Christelle		HEP	BS	1152	
853	Morales	Adriana		NUR	BS	1152	
854	Morales	Keila	M	SWK	BA	1152	
855	Morales	Madelane		ART	BA	1152	
856	Moran	Raul		BUS	BBA	1152	
857	Morel	Franklin		SOC	BA	1152	
858	Morris	Shari	A	LIN	BA	1152	
859	Moukailou	Moudjitaba		ACC	BS	1152	
860	Moyon	Brian	S	BUS	BBA	1152	
861	Mughal	Merium		PSY	BA	1152	
862	Muhyedeen	Salma		HSA	BS	1152	
863	Mukuta	Kalambay		MAT	BA	1152	
864	Mumuni	Jibrilla		POL	BA	1152	
865	Munoz	Mara		CGI	BS	1152	
866	Munoz	Elesse		SOC	BA	1152	
867	Munoz	Katherine	J	PSY	BA	1152	
868	Murray	William	F	PHIL	BA	1152	
869	Myers	Tammisha		NUR	BS	1152	
870	Nahim	Nabillah	A	DANC	BA	1152	
871	Nanor	Rejoice		NUR	BS	1152	
872	Naraine	Kavita		PSY	BA	1152	
873	Narine	Terrilee		SPEA	BA	1152	
874	Nascimento	Lidia		SWK	BA	1152	
875	Nasserzadeh	Saba		EXS	BS	1152	
876	Natera Gonzalez	Nandy		MMS	BA	1152	
877	Navarro	Ruby		THE	BA	1152	
878	Nazmul	Aysha		ABC	BS	1152	
879	Nazrul	Istiak		SWK	BA	1152	
880	Negrete	Laureano	E	BUS	BBA	1152	
881	Negron	Eileen		ACC	BS	1152	
882	Negron	Eddie		HIS	BA	1152	

	B	D	E	F	G	I	Y
883	Nelai	Virginia		BIO	BA	1152	
884	Nelson	Diana		NUR	BS	1152	
885	Nelson	Victoria		NUR	BS	1152	
886	Nembhard	Latoya	N	SOC	BA	1152	
887	Nestorovic	Jovana	V	SWK	BA	1152	
888	Ng	Crystal	C	MMS	BA	1152	
889	Nguyen	Crystal	P	ACC	BS	1152	
890	Nicolas	Sofia	L	SOC	BA	1152	
891	Nieves	Asiea		ACC	BS	1152	
892	Nieves	Jennifer		CGI	BS	1152	
893	Nieves	Melissa		ACC	BS	1152	
894	Nieves	Shalaya		EXS	BS	1152	
895	Nivar	Emmanuel	J	SWK	BA	1152	
896	Njikeng	Cyrille		MMS	BA	1152	
897	Nnadir	Chika	O	NUR	BS	1152	
898	Noralez	Deshawn		ACC	BS	1152	
899	Nunez	Ayda		ACC	BS	1152	
900	Nunez	Hilaria		ACC	BS	1152	
901	Nunez	Elizabeth		BUS	BBA	1152	
902	Nunez	Jalissa		SWK	BA	1152	
903	Nunez	Kimberly	Shirley	ARH	BA	1152	
904	Nunez	Vanessa		ARH	BA	1152	
905	Nwamu	Chukwudi	F	BUS	BBA	1152	
906	Nwokocha	Oluebere	C	NUR	BS	1152	
907	Nyarko	Abena		NUR	BS	1152	
908	Obaji	Agnes	E	NUR	BS	1152	
909	Obaro-Best	Orevaoghe		ENG	BA	1152	
910	Obaro-Best	Orevaoghe		POL	BA	1152	
911	O'Conner	Anthony		DFN	BS	1152	
912	Odame	Derick	A	ACC	BS	1152	
913	Odoom	Irene	F.	NUR	BS	1152	
914	Ofodile	Irene		NUR	BS	1152	
915	Ogilvie	Ranell	K	EXS	BS	1152	
916	Ojo	Folasade	I	NUR	BS	1152	
917	Okipi	Gary	E	CHE	BS	1152	
918	Okipi	Gary	E	MAT	BA	1152	
919	Okoyeoyibo	Chinwe	N	BIO	BA	1152	
920	Olivencia	Natalie		PSY	BA	1152	
921	Oliver	Natalia	A	PHIL	BA	1152	
922	Oliver	Natalia	A	POL	BA	1152	
923	Oliver	Ruben		SWK	BA	1152	
924	Oliver	Ruben		SOC	BA	1152	

	B	D	E	F	G	I	Y
925	Olivera	Israel		PSY	BA	1152	
926	Olivera	Melody		HIST	BA	1152	
927	Oliveri	Gabriela		CIS	BS	1152	
928	Olton	Errol	A	HSA	BS	1152	
929	Olusoji	Christian		SWK	BA	1152	
930	Onwe	Ogbonnaya		ABC	BS	1152	
931	Opoku	Robert		NUR	BS	1152	
932	Oppong	Sandra	K	NUR	BS	1152	
933	Ordonez	Natasha		PSY	BA	1152	
934	Orji	Edith	C	NUR	BS	1152	
935	Ortega	Cristina		BUS	BBA	1152	
936	Ortega	Jennifer	Z	BUS	BBA	1152	
937	Ortega	Michelle		BUS	BBA	1152	
938	Ortega	Romy		SPEA	BA	1152	
939	Ortiz	Jacqueline	S	HSA	BS	1152	
940	Ortiz	Nelson	J	BUS	BBA	1152	
941	Ortiz-Krablin	Helena	A	SPEA	BA	1152	
942	Oshima	Mayumi		SWK	BA	1152	
943	Osoria	Warlin		MMS	BA	1152	
944	Otero	Tiffany		HSA	BS	1152	
945	Otero	Katherine		SOC	BA	1152	
946	Otero	Tiffany		PSY	BA	1152	
947	Owusu	Frank		ABC	BS	1152	
948	Owusu-Darkwah	Lisa		HSA	BS	1152	
949	Pachay	Christina		PSY	BA	1152	
950	Pacheco	Francia		LAC	BA	1152	
951	Pacheco	Xiomara		MAT	BA	1152	
952	Padikkala	Jane	J	HEP	BS	1152	
953	Padilla	Lori	E	NUR	BS	1152	
954	Padilla	Reynaldo		MMJ	BA	1152	
955	Pagan	Anthony	S	BUS	BBA	1152	
956	Pagan	Tatiana	Y	SWK	BA	1152	
957	Paguay	Michael	S	CGI	BS	1152	
958	Paguay	Ronald		PHYS	BS	1152	
959	Palacio	Maria	A	ACC	BS	1152	
960	Palacios	Angie	D	NUR	BS	1152	
961	Palomo	Jacqueline	G	BIO	BA	1152	
962	Pampellone	Gia		HEP	BS	1152	
963	Pan	Yinling		NUR	BS	1152	
964	Paniagua	Annieliz		SPEA	BA	1152	
965	Pantaleon	Migdalia	Y	SOC	BA	1152	
966	Parara	Kirk	Kenley	ES	BS	1152	

	B	D	E	F	G	I	Y
967	Parasram	Ushadai		DFN	BS	1152	
968	Parrilla	Silkia		BUS	BBA	1152	
969	Pascente	Annamaria		SPEA	BA	1152	
970	Pascual	Julio	C	BUS	BBA	1152	
971	Patel	Jignesh		NUR	BS	1152	
972	Paul	Abigail	A	COMSC	BS	1152	
973	Paula	Angelita	C	SOC	BA	1152	
974	Paula	Jhelsy	K	MMJ	BA	1152	
975	Paulino	Evelyn		DFN	BS	1152	
976	Paulson-Goldwire	Chivone	S	NUR	BS	1152	
977	Payano	Stephany		SPEA	BA	1152	
978	Pearson	Ta-Tanishia		MMPA	BFA	1152	
979	Pearson	Kyra		BUS	BBA	1152	
980	Peguero	Kerlin	S	CIS	BS	1152	
981	Peguero	Emely	K	ARH	BA	1152	
982	Pelton	Shaun	E	NUR	BS	1152	
983	Pen	Nataliya		SPEA	BA	1152	
984	Pena	Carlisa		CHE	BS	1152	
985	Pena	Christopher		COMSC	BS	1152	
986	Pena	Grace		NUR	BS	1152	
987	Pena	Jussetti		HSA	BS	1152	
988	Pena	Massiel		BUS	BBA	1152	
989	Pena	Daniel	I	ECO	BA	1152	
990	Pena	Michael		PSY	BA	1152	
991	Pena	Rocio		POL	BA	1152	
992	Peralta	Jose	R	ACC	BS	1152	
993	Peralta	Marcy		BUS	BBA	1152	
994	Peralta	Angelic		SOC	BA	1152	
995	Peralta	Tiffany		SPEA	BA	1152	
996	Perapechka	Yuliya		SWK	BA	1152	
997	Perdomo	Pamela	L	SOC	BA	1152	
998	Pereira	Daysi	M	SWK	BA	1152	
999	Perez	Braulio		ACC	BS	1152	
1000	Perez	Dianna		COMSC	BS	1152	
1001	Perez	Janet		CGI	BS	1152	
1002	Perez	Troy	P	BUS	BBA	1152	
1003	Perez	Silvia	L	BIO	BAMS	1152	
1004	Perez	Damaris	M	SOC	BA	1152	
1005	Perez	Janet		POL	BA	1152	
1006	Perez	Josephine		ECO	BA	1152	
1007	Perez	Lenny	J	MAT	BA	1152	
1008	Perez	Luis	A	HIST	BA	1152	

	B	D	E	F	G	I	Y
1009	Perez	Luis	D	SOC	BA	1152	
1010	Perez Rosa	Gloria	E	HSA	BS	1152	
1011	Perezrondelli	Liz Romina		SPEA	BA	1152	
1012	Perretta	Vincent	A	ENG	BA	1152	
1013	Persad	Shineil	A	ART	BA	1152	
1014	Persaud	Rambarran		ACC	BS	1152	
1015	Peters	Jason	M	EXS	BS	1152	
1016	Pettiford	Darius	E	SOC	BA	1152	
1017	Phan	Trang		ART	BA	1152	
1018	Phillip	Debra	A	BUS	BBA	1152	
1019	Pierre	Horece Pet		HEP	BS	1152	
1020	Pimentel	Catherine	A	SOC	BA	1152	
1021	Pimentel	Jaleesa	L	SOCT	BA	1152	
1022	Pina	Raquel	S	NUR	BS	1152	
1023	Pineda	Janice		SPEA	BA	1152	
1024	Pious	Nikhil		COMSC	BS	1152	
1025	Pious	Nikhil		CHE	BA	1152	
1026	Pllumbaj	Aldo		BUS	BBA	1152	
1027	Polanco	Christopher	A	ACC	BS	1152	
1028	Polanco	Hilda	B	ABC	BS	1152	
1029	Polanco	Yancey	J	CIS	BS	1152	
1030	Polanco Ventura	Debbies Ta		DFN	BS	1152	
1031	Ponce	Raquel	I	SPEA	BA	1152	
1032	Poon	Stephy	H	NUR	BS	1152	
1033	Porrata	Flor	A	PSY	BA	1152	
1034	Pothemont	Felecia	L	BUS	BBA	1152	
1035	Powell	Mary	C	NUR	BS	1152	
1036	Powell	Monique		HSA	BS	1152	
1037	Powell	Marsha	M	SWK	BA	1152	
1038	Prashad	Roshini	M	THR	BS	1152	
1039	Prieto	Melissa	A	ART	BA	1152	
1040	Protami	Todd		HSA	BS	1152	
1041	Pryce	Kaelani	A	PSY	BA	1152	
1042	Puello	John	N	MMPA	BFA	1152	
1043	Pyram	Lana		NUR	BS	1152	
1044	Qi	Kaiya		NUR	BS	1152	
1045	Qiu	Qian		BUS	BBA	1152	
1046	Quartey	Emelia		NUR	BS	1152	
1047	Quaye	Yvette Alice	Naaamar	SOC	BA	1152	
1048	Quezada	Catherine		ACC	BS	1152	
1049	Quezada	Kiara	R	SOC	BA	1152	
1050	Quidet	Kristine Aiz	T	SPEA	BA	1152	

	B	D	E	F	G	I	Y
1051	Quinones	Angelique	E	NUR	BS	1152	
1052	Quinones	Paulina		MMS	BA	1152	
1053	Raju	Irene		NUR	BS	1152	
1054	Ramirez	Steven		ACC	BS	1152	
1055	Ramlochan	Sabita		ES	CERT	1152	
1056	Ramnath	Sayeed	I	PSY	BA	1152	
1057	Ramos	Franchesca		SOC	BA	1152	
1058	Ramos	Juan	C	ACC	BA	1152	
1059	Ramos	Kenneth		SOC	BA	1152	
1060	Ramos	Melissa	D	MAT	BA	1152	
1061	Ramos	Mirna		ACC	BA	1152	
1062	Ramos	Sylvia	Sade	ECO	BA	1152	
1063	Ramos	Wagner	Y	MAT	BA	1152	
1064	Ramphal	Oma	D	NUR	BS	1152	
1065	Ramsamujh	Meena	D	ACC	BA	1152	
1066	Rana	Masud		HSA	BS	1152	
1067	Rana	Naznin		DFN	BS	1152	
1068	Randolph	Deron		SOC	BA	1152	
1069	Raymond	May		HSA	BS	1152	
1070	Read	Lisbeth	J	SOC	BA	1152	
1071	Reid	Nicole	S	SOC	BA	1152	
1072	Reyes	Isiah	A	ACC	BS	1152	
1073	Reyes	Thalia		NUR	BS	1152	
1074	Reyes	Angelina		SPEA	BA	1152	
1075	Reyes	Brenda	E	SOC	BA	1152	
1076	Reynolds-Fisher	Claudia		NUR	BS	1152	
1077	Reynoso	Charles		MMJ	BA	1152	
1078	Richards	Jodi-Kaye	k	HEP	BS	1152	
1079	Richards	Tiffany	N	SOC	BA	1152	
1080	Ricks	Jason	A	BUS	BBA	1152	
1081	Riera	Ryan	R	HSA	BS	1152	
1082	Riley	Shyvon		HSA	BS	1152	
1083	Riley	Shyvon		UNDECL	BA	1152	
1084	Rivera	David	A	ABC	BS	1152	
1085	Rivera	Magdelaine		NUR	BS	1152	
1086	Rivera	Angela		BUS	BBA	1152	
1087	Rivera	Elthi		BUS	BBA	1152	
1088	Rivera	Diana		ENG	BA	1152	
1089	Rivera	Diana		UNDECL	BA	1152	
1090	Rivera	Isamaris		MMJ	BA	1152	
1091	Rivera	Jonathan		ECO	BA	1152	
1092	Rivera	Julio	C	PSY	BA	1152	

	B	D	E	F	G	I	Y
1093	Rivera	Kelly		HIS	BA	1152	
1094	Rivera	Luis		SWK	BA	1152	
1095	Rivera	Manny	A	SPA	BA	1152	
1096	Rivera	Nayrobi	A	SOC	BA	1152	
1097	Rivera	Steven		ECO	BA	1152	
1098	Rivera	Steven		POL	BA	1152	
1099	Rivera	Tina	M	ENG	BA	1152	
1100	Rivera Matos	Natalie		SPEA	BA	1152	
1101	Riveron	Stephany	L	CGI	BS	1152	
1102	Roberts	Kritzie	R	MMJ	BA	1152	
1103	Robinson	Justin	J	EXS	BS	1152	
1104	Robinson	Kaisa		HEP	BS	1152	
1105	Robinson	Zarella		HSA	BS	1152	
1106	Robinson	Ryan	K	ACC	BA	1152	
1107	Robinson	Trisa	L	SOC	BA	1152	
1108	Roblero	Yessenia	K	HSA	BS	1152	
1109	Rocha	Jennifer		SWK	BA	1152	
1110	Rodriguez	Eddie	Albert	COMSC	BS	1152	
1111	Rodriguez	Maribel		HSA	BS	1152	
1112	Rodriguez	Jasmin		BUS	BBA	1152	
1113	Rodriguez	Alexander		SOC	BA	1152	
1114	Rodriguez	Betty		SPEA	BA	1152	
1115	Rodriguez	Caridad		SOC	BA	1152	
1116	Rodriguez	Catherine	R	SWK	BA	1152	
1117	Rodriguez	Dannia		LAC	BA	1152	
1118	Rodriguez	Daphne		SOC	BA	1152	
1119	Rodriguez	Ingrid		SWK	BA	1152	
1120	Rodriguez	Jessica	I	SWK	BA	1152	
1121	Rodriguez	Liana		LIN	BA	1152	
1122	Rodriguez	Miguel	A	SWK	BA	1152	
1123	Rodriguez	Mirian		SOC	BA	1152	
1124	Rodriguez	Nialaney	N	FILMTV	BA	1152	
1125	Rodriguez	Rosalba		LAC	BA	1152	
1126	Rodriguez	Sarah	M	ENG	BA	1152	
1127	Rodriguez-Hafford	Adam	A	MMPA	BFA	1152	
1128	Roeng	Richard	K	COMSC	BS	1152	
1129	Rogers	Nadene		PSY	BA	1152	
1130	Rojas	Markelys		BUS	BBA	1152	
1131	Rojas	Iraida		ARH	BA	1152	
1132	Romero	Luz	A	BUS	BBA	1152	
1133	Romero	Dilianny		LAC	BA	1152	
1134	Romero	Yina	M	SOC	BA	1152	

	B	D	E	F	G	I	Y
1135	Rosa	Tederin		SOC	BA	1152	
1136	Rosado	Delilah		SWK	BA	1152	
1137	Rosario	Jessica	S	ACC	BS	1152	
1138	Rosario	Michelle		BUS	BBA	1152	
1139	Rose	Afroza		HEP	BS	1152	
1140	Rose	Sintia		PSY	BA	1152	
1141	Rosero	Erica		CIS	BS	1152	
1142	Rosero	Erica		BUS	BBA	1152	
1143	Ross	Tricia	D	SPEA	BA	1152	
1144	Rozon	Giselle	A	PSY	BA	1152	
1145	Ruiz	Angel	G	CIS	BS	1152	
1146	Ruiz	Ruperto	R	BUS	BBA	1152	
1147	Ruiz	Paola	M	SWK	BA	1152	
1148	Ruiz Jr.	William		SOC	BA	1152	
1149	Rukaj	Lindon		UNDECL	BA	1152	
1150	Russell	Andresha	T	SOC	BA	1152	
1151	Saavedra	Luis	A	ANT	BA	1152	
1152	Saeed	Amna		HSA	BS	1152	
1153	Saint Jean	Shirlgandy		HSA	BS	1152	
1154	Sakho	Aichatou		BUS	BBA	1152	
1155	Sakho	Aichatou		BUS	BBA	1152	
1156	Sakyiamah	Richard	K	NUR	BS	1152	
1157	Salcedo	Claudio	D	POL	BA	1152	
1158	Salcedo	Estela		SPEA	BA	1152	
1159	Salmeen	Sumiya		DFN	BS	1152	
1160	Samuel-Grant	Tracey	W	NUR	BS	1152	
1161	Sanchez	Clarissa		NUR	BS	1152	
1162	Sanchez	Dayana		HSA	BS	1152	
1163	Sanchez	Dayana		PSY	BA	1152	
1164	Sanchez	Diane		SWK	BA	1152	
1165	Sanchez	Emily	S	SPEA	BA	1152	
1166	Sanchez	Jessica	M	ENG	BA	1152	
1167	Sanchez	Madeline		SPEA	BA	1152	
1168	Sanchez	Paubla	A	ENG	BA	1152	
1169	Sandoval	Shanara		BUS	BBA	1152	
1170	Santana	Cristian		MMJ	BA	1152	
1171	Santiago	Amanda	F	PSY	BA	1152	
1172	Santiago	Crucita		ECO	BA	1152	
1173	Santiago	Miriam		ANT	BA	1152	
1174	Santiago	Stephanie	D	PSY	BA	1152	
1175	Santos	Ruth	E	NUR	BS	1152	
1176	Santos	Ursulita	A	NUR	BS	1152	

	B	D	E	F	G	I	Y
1177	Santos	Henry		BUS	BBA	1152	
1178	Sariol	Marleny		ECO	BA	1152	
1179	Sarkodie	Frank		ABC	BS	1152	
1180	Sattaur	Latoya	E	NUR	BS	1152	
1181	Saunders	Tanisha		BUS	BBA	1152	
1182	Sayegh	Sandy		ENG	BA	1152	
1183	Sayegh	Sandy		UNDECL	BA	1152	
1184	Schechter	Steven		SWK	BA	1152	
1185	Scott	Jerome	S	ECO	BA	1152	
1186	Scully	Barbara	M	ACC	BS	1152	
1187	Seaberry	Tanya	L	SOC	BA	1152	
1188	Seda	Jennifer	K	DFN	BS	1152	
1189	Seeman-Sirett	Deisy		REC	BS	1152	
1190	Segarra	Stephanie	A	NUR	BS	1152	
1191	Senat	Pierre		PHIL	BA	1152	
1192	Serrano	Michael		HIS	BA	1152	
1193	Severin	Donna	C	NUR	BS	1152	
1194	Shah	Shyama		NUR	BS	1152	
1195	Shaqja	Romina		SOC	BA	1152	
1196	Sharhan	Wetheh	N	COMSC	BS	1152	
1197	Sheivprasad	Diana	L	THE	BA	1152	
1198	Sheppard	Cristina		HEP	BS	1152	
1199	Sheriff	Shekou		HSA	BS	1152	
1200	Short	Keith		PSY	BA	1152	
1201	Siberio	Efrain		PSY	BA	1152	
1202	Sierra	Dianik		ART	BA	1152	
1203	Sifaat	Muhtasham	A	PSY	BA	1152	
1204	Sifontes	Stephen		BIO	BA	1152	
1205	Silie	Daneisy	S	PSY	BA	1152	
1206	Silva	Elizabeth		SWK	BA	1152	
1207	Simmons	Demond		HIS	BA	1152	
1208	Sinchi	Kevin	O	CIS	BS	1152	
1209	Sinclair	Yohanse		SPEA	BA	1152	
1210	Singer	Janice	A	BUS	BBA	1152	
1211	Singer	Janice	A	PSY	BA	1152	
1212	Singh	Prakash		NUR	BS	1152	
1213	Singh	Anoeska		SOC	BA	1152	
1214	Singletary	Riccikita	M	SPEA	BA	1152	
1215	Smajlaj	Paula		NUR	BS	1152	
1216	Small	Tanice	A	HIS	BA	1152	
1217	Smalls	Melody	L	SOC	BA	1152	
1218	Smith	Chevon	C	DFN	BS	1152	

	B	D	E	F	G	I	Y
1219	Smith	Donnet	A.	NUR	BS	1152	
1220	Smith	Justin		BUS	BBA	1152	
1221	Smith	Ashley	J	SOC	BA	1152	
1222	Sobers	Steve	O	MUS	BS	1152	
1223	Solano	Mariely		PSY	BA	1152	
1224	Solomon	Angela	W	PSY	BA	1152	
1225	Solomon	Joanne	M	SWK	BA	1152	
1226	Somma	Victoria		SOC	BA	1152	
1227	Somwaru	Hemwantie		BIO	BA	1152	
1228	Soriano	Orlando	Jose	ECO	BA	1152	
1229	Sorto	Nelson	J	BUS	BBA	1152	
1230	Sosa	Patricia		POL	BA	1152	
1231	Soto	Joseph		ABC	BS	1152	
1232	Soto	Anthony	J	BUS	BBA	1152	
1233	Soto	Erika		SOC	BA	1152	
1234	Soto	Rosy		SWK	BA	1152	
1235	Soumah	Jean		HSA	BS	1152	
1236	Soumare-diarra	Tita		DFN	BS	1152	
1237	Spata	Amy	R	PSY	BA	1152	
1238	Speller	Latoya		SWK	BA	1152	
1239	Spivey	Damaris	Ariana	THE	BA	1152	
1240	Spivey	Damaris	Ariana	MASS	BA	1152	
1241	St. Louis	Maxine	A	SPEA	BA	1152	
1242	Stamo	Nicholas		SOC	BA	1152	
1243	Starr	Valencia		COMSC	BS	1152	
1244	Steakin	Ashley		SWK	BA	1152	
1245	Sterling	Veronica		ART	BA	1152	
1246	Stevens	Crystal	N	SOC	BA	1152	
1247	Stoddard-pennant	Marcia	D	HEP	BS	1152	
1248	Sudiker	Elisabeth		NUR	BS	1152	
1249	Suero	Tatiana		BUS	BBA	1152	
1250	Suriel	Rogelio		PSY	BA	1152	
1251	Susana Lopez	Alba	R	SOC	BA	1152	
1252	Swann	Kianna	M	SOC	BA	1152	
1253	Sweatmon	Ricky	L.	SWK	BA	1152	
1254	Swinea	Tezra		SOC	BA	1152	
1255	Sylla	Aminata		BUS	BBA	1152	
1256	Tacuri	Doris	N	HSA	BS	1152	
1257	Tamarez	Kissmel		SOC	BA	1152	
1258	Tapias	Daniel	E	COMSC	BS	1152	
1259	Tariuwa	Richard		CHE	BS	1152	
1260	Tariuwa	Richard		MAT	BA	1152	

	B	D	E	F	G	I	Y
1261	Tashneem	Samihah		THR	BS	1152	
1262	Tashneem	Samihah		PSY	BA	1152	
1263	Tasie	Kavene		SOC	BA	1152	
1264	Tavares	Joy	Ann-Mari	MMS	BA	1152	
1265	Tavarez	Johmary		ACC	BS	1152	
1266	Tavarez	Laura	M	THR	BS	1152	
1267	Tavarez	Carolina		SPEA	BA	1152	
1268	Tavarez	Venecia	Y	SOC	BA	1152	
1269	Taveras	Nelkis	A	DFN	BS	1152	
1270	Taveras	Conny		SOC	BA	1152	
1271	Taveras	Elisa		PSY	BA	1152	
1272	Taylor	Tiffany		MMPA	BFA	1152	
1273	Taylor	Donisha		PSY	BA	1152	
1274	Tejada	Luz		THR	BS	1152	
1275	Tejada	Cinthia	Mercedes	SPEA	BA	1152	
1276	Tejada	Claudia	T	MAT	BA	1152	
1277	Tejada	Gene		ENG	BA	1152	
1278	Tejada	Claribel		FILMTV	BA	1152	
1279	Tejada	Sully		SPEA	BA	1152	
1280	Temple	Simone	V	SOC	BA	1152	
1281	Terrelonge	Racquel	A	ECO	BA	1152	
1282	Thames	Kimberly	C	DFN	BS	1152	
1283	Thapa	Leena		NUR	BS	1152	
1284	Tholke	Peter	A	HIS	BA	1152	
1285	Thomas	Bankole	A	CGI	BS	1152	
1286	Thomas	Oshane	O	ABC	BS	1152	
1287	Thomas	Patricia	E	NUR	BS	1152	
1288	Thomas	Gillian	E	BUS	BBA	1152	
1289	Thomas	Bertille	M	PSY	BA	1152	
1290	Thompson	Troy		ES	BS	1152	
1291	Thompson	Ebony	E	ENG	BA	1152	
1292	Thys	Stefan	D	ENG	BA	1152	
1293	Tiburcio	Penelope		AAS	BA	1152	
1294	Tomas	Louise	C	NUR	BS	1152	
1295	Toro	Lauren	A	PSY	BA	1152	
1296	Torres	Christine		HEP	BS	1152	
1297	Torres	Jesus		EXS	BS	1152	
1298	Torres	Tania	L	NUR	BS	1152	
1299	Torres	Francine		BUS	BBA	1152	
1300	Torres	Lizbeth	A	BUS	BBA	1152	
1301	Torres	Deborah		SWK	BA	1152	
1302	Torres	Eliza		SWK	BA	1152	

	B	D	E	F	G	I	Y
1303	Torres	Jenny	R	SPA	BA	1152	
1304	Torres	Jeremaeh	A D	PSY	BA	1152	
1305	Torres	Lakeshia	C.	PSY	BA	1152	
1306	Torres	Martha		BIO	BA	1152	
1307	Torres	Rosa	D	PSY	BA	1152	
1308	Torres	Rosa	D	BIO	BA	1152	
1309	Torres	Sherllin		PSY	BA	1152	
1310	Toure	Awa		SOC	BA	1152	
1311	Towns	Landa	M	SOC	BA	1152	
1312	Tran	Vy		COMSC	BS	1152	
1313	Traore	Kadjatou		POL	BA	1152	
1314	Treece	Glorylu		PSY	BA	1152	
1315	Triscritti	Letisha	M	NUR	BS	1152	
1316	Tsering	Nyima		NUR	BS	1152	
1317	Tsimis	Stella		ART	BA	1152	
1318	Uddin	Robertina	Nerida	NUR	BS	1152	
1319	Urena	Lorena		HEP	BS	1152	
1320	Urena	Dulce		SWK	BA	1152	
1321	Urena	Katy	G	LAC	BA	1152	
1322	Urgiles	Dilio	E	BUS	BBA	1152	
1323	Usher	Dennesa	A	ART	BFA	1152	
1324	Vacianna	Kirk	D	SPEA	BA	1152	
1325	Valaire	Schneidine		NUR	BS	1152	
1326	Valdez	Jessika		SOC	BA	1152	
1327	Valdez	Joeamy	E	PSY	BA	1152	
1328	Valencia	Marilyn	J	SPEA	BA	1152	
1329	Valentin	Corine	P	NUR	BS	1152	
1330	Valentin	Eric		BUS	BBA	1152	
1331	Valerio	Cynthia		PSY	BA	1152	
1332	Valerio	Maria	F	SWK	BA	1152	
1333	Vargas	Ana	G	BUS	BBA	1152	
1334	Vargas	Jonathan	A	MMS	BA	1152	
1335	Vargas	Stephanie		ART	BA	1152	
1336	Vargas	Yeannie		SPEA	BA	1152	
1337	Varillas	Melanie		ACC	BS	1152	
1338	Vasas	Christopher	James	THR	BS	1152	
1339	Vasquez	Cynthia		HSA	BS	1152	
1340	Vasquez	Iovannia		EXS	BS	1152	
1341	Vasquez	Cynthia	G	BUS	BBA	1152	
1342	Vasquez	Jose	N	POL	BA	1152	
1343	Vazhappilly	Giona	J	ACC	BS	1152	
1344	Vazquez	Andrea		CIS	BS	1152	

	B	D	E	F	G	I	Y
1345	Vazquez	Andrea		BUS	BBA	1152	
1346	Vazquez	Angelica	S	PSY	BA	1152	
1347	Velazquez	Zulibeth	P	PSY	BA	1152	
1348	Velez	Elsie	M	NUR	BS	1152	
1349	Velez	Karina		DFN	BS	1152	
1350	Venable	Yasmin	S	BIO	BA	1152	
1351	Ventura	Susana	K	ABC	BS	1152	
1352	Ventura	Jennifer	C	PSY	BA	1152	
1353	Ventura	Matilde		SPEA	BA	1152	
1354	Vera Prieto	Reyna	A	BUS	BBA	1152	
1355	Veras	Ninoska		BUS	BBA	1152	
1356	Veras	Stephany		BUS	BBA	1152	
1357	Verastegui	Carlos		CHE	BS	1152	
1358	Vicens	Crystal		DANC	BA	1152	
1359	Villalona	Eduardo	J	POL	BA	1152	
1360	Villanueva	Perla		ACC	BS	1152	
1361	Villatoro	Gloria		HEP	BS	1152	
1362	Visconti	Helena	V	HSA	BS	1152	
1363	Vivar	Alba		DFN	BS	1152	
1364	Vizeu-Quintana	Lucas		CGI	BS	1152	
1365	Vo	Thu		NUR	BS	1152	
1366	Volosyanko	Romanna		BIO	BA	1152	
1367	Vousden	Andrea	L	ACC	BA	1152	
1368	Wadud	Imran		CIS	BS	1152	
1369	Wagner	Nyssa	A	ABC	BS	1152	
1370	Waldie	Alicia	M	ACC	BA	1152	
1371	Walford	Melika	S	DFN	BS	1152	
1372	Walker	Everton	P	SOC	BA	1152	
1373	Walker	Lenora		SWK	BA	1152	
1374	Wallace	Camille	N	BUS	BBA	1152	
1375	Wallace-Dessejour	Larique	E	BIO	BA	1152	
1376	Wang	Bingyi		NUR	BS	1152	
1377	Wang	Hsi Ting		NUR	BS	1152	
1378	Warren	Roberta	K	NUR	BS	1152	
1379	Warrington	Leanna		BUS	BBA	1152	
1380	Wasi	Amina		DFN	BS	1152	
1381	Watson	Janette		NUR	BS	1152	
1382	Watson	Jhanelle	A	DFN	BS	1152	
1383	Watson	Avery	J	MMS	BA	1152	
1384	Wechsler	Madeleine		ANT	BA	1152	
1385	Weeks	Takasha	M	HSA	BS	1152	
1386	Weir	Danique	N	BUS	BBA	1152	

	B	D	E	F	G	I	Y
1387	Weir	Pearline		SDS	BA	1152	
1388	West	Deionna	J	DFN	BS	1152	
1389	Westby	Selvin		ENG	BA	1152	
1390	Wheeler	Jenny		BUS	BBA	1152	
1391	Wheeler	Fidelia	M	PSY	BA	1152	
1392	Wheeler	Lakisha	S	PSY	BA	1152	
1393	White	Kayon		HEP	BS	1152	
1394	White	Wade		SOC	BA	1152	
1395	Wildy	Melanie		HIS	BA	1152	
1396	Wilkins	Denise	D	SWK	BA	1152	
1397	Williams	Enid	E	DFN	BS	1152	
1398	Williams	Jamillah		THR	BS	1152	
1399	Williams	Owen	H	CIS	BS	1152	
1400	Williams	Ashley	F	POL	BA	1152	
1401	Williams	Sabrina	E	SPEA	BA	1152	
1402	Williams	Shamar	S	SOC	BA	1152	
1403	Wilson	Abiel	C	ART	BFA	1152	
1404	Wilson	Fatima	D	AAS	BA	1152	
1405	Wilson	Melissa	I	LAC	BA	1152	
1406	Wilson	Sara		SWK	BA	1152	
1407	Wint	Cristin		BUS	BBA	1152	
1408	Wirchin	Stacey		ENGED	BA	1152	
1409	Wong	Alison		ES	BS	1152	
1410	Wong	Amy		ACC	BS	1152	
1411	Wong	Alison		POL	BA	1152	
1412	Woodhouse	Howard		NUR	BS	1152	
1413	Woods	Anna	M	NUR	BS	1152	
1414	Wray-Richards	Suzylyn		NUR	BS	1152	
1415	Wright	William	E	BUS	BBA	1152	
1416	Wu	Yixiao		NUR	BS	1152	
1417	Yasin	Ismail	U	ABC	BS	1152	
1418	Yasin	Ismail	U	NUR	BS	1152	
1419	Ye	Dongqing		NUR	BS	1152	
1420	Yeboah	Johnson		NUR	BS	1152	
1421	Yerbanga	Gueswende		ACC	BS	1152	
1422	Yi	Sonny		POL	BA	1152	
1423	Yim	Hyunjae		NUR	BS	1152	
1424	Yin	Na		NUR	BS	1152	
1425	Young	Victoria		SOC	BA	1152	
1426	Zagoya	Ginelia		SOC	BA	1152	
1427	Zamora	Lazaro		MMJ	BA	1152	
1428	Zapata	Luisa		ACC	BA	1152	

	B	D	E	F	G	I	Y
1429	Zhang	Lu		NUR	BS	1152	
1430	Zhingri	Dannes	J	SPANT	BA	1152	
1431	Zhong	Qian	Q	NUR	BS	1152	
1432	Zimmer	Michelle	H	HIS	BA	1152	
1433	Zinkone	Wendkuune		NUR	BS	1152	
1434	Zinzi	Kim	A	DFN	BS	1152	

	B	D	E	F	G	I
1	Last Name	First Name	Middle I	Acad P	degree	Exp Grad Term
2	Abbas	Ali		ACC	BS	1156
3	Abdus-salaam	Hassan	T	HSA	BS	1156
4	Abel	Rosanna	M	ACC	BS	1156
5	Acevedo	Charlotte	I	MUS	BS	1156
6	Acosta	Waldo	J	EXS	BS	1156
7	Adeseluka	Adeola	O	HSA	BS	1156
8	Afful	Nathaniel	E	ABC	BS	1156
9	Agyei	Mabel		NUR	BS	1156
10	Ajiwokewu	Yekinni	O	SWK	BA	1156
11	Akintayo	Felicia	N	HSA	BS	1156
12	Alba	Marvin	V	EXS	BS	1156
13	Alcantara	Carlos	J	SOC	BA	1156
14	Alegre	Mary Kristine	S	NUR	BS	1156
15	Alford	Sharivia		HSA	BS	1156
16	Almanzar	Patricia		NUR	BS	1156
17	Almonte	Yamile	C	SOC	BA	1156
18	Alonzo	Sheromani		BIO	BA	1156
19	Alvarado	Benjamin		ACC	BS	1156
20	Amako	Aime	S	FRET	BA	1156
21	Amate-Perez	Fatima		PSY	BA	1156
22	Amoama	Claudia	E	BIO	BA	1156
23	Anderson	Paurtsmut	T	ES	BS	1156
24	Andrews	Dewey		BUS	BBA	1156
25	Aponte	Jessica		BUS	BBA	1156
26	Archer	Alicia	A	DFN	BS	1156
27	Areche	Eliezer		CIS	BS	1156
28	Arias	Jacqueline		HSA	BS	1156
29	Arias	Lyann		BUS	BBA	1156
30	Arroyo	Melissa		BUS	BBA	1156
31	Arzeno- Almanzar	Aleime	M	PSY	BA	1156
32	Assoko	Denise	O	NUR	BS	1156
33	Attigobe	Adjo		HSA	BS	1156
34	Avila	Brayan		ACC	BS	1156
35	Aviles	Stephanie		DFN	BS	1156
36	Awunyo	Alex	G	ACC	BS	1156
37	Azam	Farzana		NUR	BS	1156
38	Bah	Isatu		ACC	BS	1156
39	Baker	Margaret	R	HSA	BS	1156
40	Bangura	Salamatu		PSY	BA	1156
41	Bardhi	Erion		NUR	BS	1156
42	Barnes	Lavhonia		ACC	BS	1156
43	Barrett	Teshana	S	HSA	BS	1156
44	Bauer	Grace		SPEA	BA	1156
45	Beauvais	Raymonde		SWK	BA	1156
46	Begum	Farhana		ACC	BA	1156
47	Bell	Niaja	N	HSA	BS	1156
48	Bennett	Britna	K	BUS	BBA	1156
49	Benyi	Maxwell		BIO	BA	1156
50	Bhatt	Khagendra		NUR	BS	1156
51	Biney	Lovelace	O	NUR	BS	1156
52	Bolotna	Svitlana		SWK	BA	1156
53	Booker	Russell	E	POL	BA	1156
54	Brand	Yusef		ART	BA	1156
55	Brea	Johana	E	ACC	BA	1156
56	Brito	Alejandra	I	SOC	BA	1156

	B	D	E	F	G	I
57	Brown	Michael		MMS	BA	1156
58	Brown	Michael	O	ACC	BS	1156
59	Bryan-Walters	Shauna-Kay	R	NUR	BS	1156
60	Buliga	Christina	Anna	NUR	BS	1156
61	Burgess	Taticha	J	ACC	BS	1156
62	Bussi	Esther	J	BUS	BBA	1156
63	Butts	Kalani		HSA	BS	1156
64	Cadet	Lisa		LIN	BA	1156
65	Camara	Bentou		EXS	BS	1156
66	Campos	Jessica		SOC	BA	1156
67	Cancu Guzman	Anyely	M	NUR	BS	1156
68	Caridad	Victoria		SOC	BA	1156
69	Carney	Rebecca	G	NUR	BS	1156
70	Carrero	Karina		ART	BA	1156
71	Castillo Urena	Paola	Y	SWK	BA	1156
72	Ceballos	Nicauris	Y	PSY	BA	1156
73	Cene	Talisa	N	EXS	BS	1156
74	Cesin Campusano	Jorge	Alberto	SOC	BA	1156
75	Chen	Fanny		EXS	BS	1156
76	Choi	Selhee		DFN	BS	1156
77	Colbourne	Latoya	Turisha	ENG	BA	1156
78	Collins	Kevin	Kurtis	BUS	BBA	1156
79	Colon	Martina	S	DFN	BS	1156
80	Concepcion	Brittany	Dawn	MMJ	BA	1156
81	Contreras	Claudia	M	DFN	BS	1156
82	Corbin	Sherrie	Amelia	NUR	BS	1156
83	Crichlow	Iesha	Q	HSA	BS	1156
84	Crisostomo	Rafael		ECO	BA	1156
85	Crooks	Sherry	Y	NUR	BS	1156
86	Cruz	Johary		BUS	BBA	1156
87	Cuevas	Eunice	N	SOC	BA	1156
88	Cuevas	Henry		MMJ	BA	1156
89	Damas	Andy	K	HSA	BS	1156
90	Daniels	Isamar	A	ENG	BA	1156
91	Danso	Ama	S	NUR	BS	1156
92	Davis	Andrew		NUR	BS	1156
93	De La Rosa	Femmel		SOC	BA	1156
94	Deleon	Maria		POL	BA	1156
95	Diarrassouba	Ousmane		POL	BA	1156
96	Diarrassouba	Ousmane		ACC	BA	1156
97	Diaw	Fatou		POL	BA	1156
98	Diaz	Annamarie	L	SWK	BA	1156
99	Diaz	Francina	M	SOC	BA	1156
100	Diez	Roxanne	C	ARH	BA	1156
101	Dilone	Francesca		SOC	BA	1156
102	DiMarco	Franco		BUS	BBA	1156
103	Dipres Alvarez	Merianny	Beatriz	DFN	BS	1156
104	Dlanser	Arlett	J	NUR	BS	1156
105	Dolma	Dhondup		NUR	BS	1156
106	Dorsainvil	Caleb		BUS	BBA	1156
107	Doulah-Rivera	Maimuna		PHIL	BA	1156
108	Doulah-Rivera	Maimuna		ENG	BA	1156
109	Ducasse	Dhynne		SPEA	BA	1156
110	Echebiri	Raphael	I	HEP	BS	1156
111	Edward	Anthony	A	ACC	BS	1156
112	Edwards	Mercedes		MASS	BA	1156

	B	D	E	F	G	I
113	Effiom	John	E	HSA	BS	1156
114	Elahie	Shane	I	BUS	BBA	1156
115	Escoto	Daniel		SPEA	BA	1156
116	Eusebio	Tanairi		DFN	BS	1156
117	Fara	Mohammed		ACC	BS	1156
118	Fareed	Jahanzeb		MAT	BA	1156
119	Fareed	Jahanzeb		ACC	BS	1156
120	Farrell	Nneka	J	BUS	BBA	1156
121	Feliciano	Jason	L	BUS	BBA	1156
122	Feliz	Joanna		SPEA	BA	1156
123	Feliz	Ingris		BUS	BBA	1156
124	Fields	Vincent		SOC	BA	1156
125	Fofana	Fatuma		HSA	BS	1156
126	Ford	Alicia	Sophia	SOC	BA	1156
127	Forde	Anette	S	BUS	BBA	1156
128	Forrest	Aida		BUS	BBA	1156
129	Fortuna	Isameira		HSA	BS	1156
130	Fougere	Angelica		NUR	BS	1156
131	Fowler	Jasmin	M	SWK	BA	1156
132	Gala	Marlon		ECO	BA	1156
133	Galloway	Jessica	S	AAS	BA	1156
134	Galmot	William	A	LIN	BA	1156
135	Galvez	Loriela	J	BUS	BBA	1156
136	Garcia	Erika	P	SOC	BA	1156
137	Garcia	Emily	A	ART	BA	1156
138	Garcia	Johana	M	ACC	BS	1156
139	George	Girda		NUR	BS	1156
140	Germain	Yudine	R	HSA	BS	1156
141	Goldson	Leon	A.	SWK	BA	1156
142	Gonell-Cruz	Kraehl		SOC	BA	1156
143	Gonzalez	Melissa	M	PSY	BA	1156
144	Gonzalez	Guadalupe		NUR	BS	1156
145	Gonzalez	Amalia		HSA	BS	1156
146	Gordon	Geraldine		SOC	BA	1156
147	Gordon	Marla		PSY	BA	1156
148	Gowrie	Melanie	E	PSY	BA	1156
149	Gracesqui	Natasha		HSA	BS	1156
150	Graham	A'aisha		SOCT	BA	1156
151	Green	Latifa	A	BIO	BA	1156
152	Griffin	Sherrell	E	HSA	BS	1156
153	Gyimah	Lovia		ABC	BS	1156
154	Hampton	Nicole		NUR	BS	1156
155	Han	Hyojung		NUR	BS	1156
156	Happy	Mireille	T	CHE	BS	1156
157	Hardy	Lanaizha		MMJ	BA	1156
158	Harris	Norma	L	THR	BS	1156
159	Haxha	Mergime		BUS	BBA	1156
160	Hayes	Lisa		POL	BA	1156
161	Henry	Althea		NUR	BS	1156
162	Hernandez	Marleny		SPEA	BA	1156
163	Hidalgo	Lisbeth		HSA	BS	1156
164	Hinojosa	Wallies	J	ACC	BA	1156
165	Hiraldo	Rosemary	H	POL	BA	1156
166	Hodge	Evelyn	V	MMS	BA	1156
167	Iraheta	Sandra	P	SWK	BA	1156
168	Jacob	Christeena		BIO	BA	1156

	B	D	E	F	G	I
169	Jacome	Merida		NUR	BS	1156
170	Jallow	Musa	B	HSA	BS	1156
171	Jang	Eun Jeong		NUR	BS	1156
172	Jean-Baptiste	Marie Edith	E	SWK	BA	1156
173	Jeffers	Daviston	D	MASS	BA	1156
174	Jervey	Kimberli		HSA	BS	1156
175	Jhurani	Mahesh	L	NUR	BS	1156
176	Jimenez	Jasmaylyn	M	SWK	BA	1156
177	Jimenez	Saida	B	SPEA	BA	1156
178	Johnson	Cortne	A	HSA	BS	1156
179	Johnson	Nedria	R	BUS	BBA	1156
180	Jones	Samaria	K	ACC	BA	1156
181	Jordan	Natisha		SOC	BA	1156
182	Joseph	Vanessa		NUR	BS	1156
183	Juarbe	Charlee	A	ART	BA	1156
184	Kang	Jun Goo		SOC	BA	1156
185	Kelly	Krystal	M	HSA	BS	1156
186	Kenton	Anica		NUR	BS	1156
187	Kerr	Denise	R	BUS	BBA	1156
188	Kim	Yohan		HIS	BA	1156
189	Kinard	Shaday		DFN	BS	1156
190	King	Kendra		HSA	BS	1156
191	King	Caitlin		ENG	BA	1156
192	Kwon	Jimmy	J	PSY	BA	1156
193	Lawlor	Joseph	A	HIS	BA	1156
194	Lawlor	Joseph	A	ECO	BA	1156
195	Lebron	Christine		HSA	BS	1156
196	Lent	Justin	S	BUS	BBA	1156
197	Leon	Daniela		HIS	BA	1156
198	Lewis	Kristal		MMJ	BA	1156
199	Lima	Larissa	M	NUR	BS	1156
200	Liu	Grace		DFN	BS	1156
201	Llada	Albie		ACC	BA	1156
202	Logigan	Madalina		SWK	BA	1156
203	Lopez	Beverly	A	MMPA	BFA	1156
204	Lopez	Carolina		BUS	BBA	1156
205	Lubin	Stephanie		SWK	BA	1156
206	Lubin	Stephanie		SOC	BA	1156
207	Lukich	Giovanni		BUS	BBA	1156
208	Mac Aogain	Conn		COMN	BA	1156
209	Mack	Jerome		COMS	BS	1156
210	Madera	Natalie		ARH	BA	1156
211	Madrigan	Luisayra		BUS	BBA	1156
212	Maggio	Angello	J	PHYS	BA	1156
213	Maggio	Angello	J	COMS	BS	1156
214	Majeed	Rabeena		SPEA	BA	1156
215	Malave	Erica		UNDEC	BA	1156
216	Mallet	Jeanclaude	Kwame	COMS	BS	1156
217	Mallett	Marie		NUR	BS	1156
218	Manzano	Sarah		MUS	BS	1156
219	Marcano	Matthew	C	PSY	BA	1156
220	Martinez	Melisa	A	DFN	BS	1156
221	Martinez	Darrel	A	ANT	BA	1156
222	Martinez	Vicenta		ACC	BS	1156
223	Martinez Taveras	Heina	A	SOC	BA	1156
224	Mason	Brandon	J	BUS	BBA	1156

	B	D	E	F	G	I
225	Mateo	Yinne		SOC	BA	1156
226	Mathew	Benly	A	BIO	BA	1156
227	Mayer-Martin	Alexander		BUS	BBA	1156
228	Mc Millan	Andre-ann	D	NUR	BS	1156
229	Mcbean	Kimberly		PSY	BA	1156
230	Medina	Ivanna		BUS	BBA	1156
231	Medina	Quetsy		BUS	BBA	1156
232	Mejia-DeJesus	Massiel		SOC	BA	1156
233	Mena	Keila	M	DFN	BS	1156
234	Mena	Kelly		CIS	BS	1156
235	Mendez	Marivel		ART	BA	1156
236	Mendez	Jeffrey	Lindell	ACC	BA	1156
237	Mercado	Michelle	M	SOC	BA	1156
238	Mercado	Virgilio	F.	COMS	BA	1156
239	Merced	Aqiyla		BUS	BBA	1156
240	Michaels	Michael		NUR	BS	1156
241	Mills	Rebecca		ART	BA	1156
242	Minto Boyd	Teleisha	S	NUR	BS	1156
243	Moncrieffe	Ann	M	SWK	BA	1156
244	Montas	Johnsel		MMS	BA	1156
245	Montiel	Melanie	J	HSA	BS	1156
246	Mooney	Kelly	A	NUR	BS	1156
247	Moorehead	Aeryn		HSA	BS	1156
248	Morales	Madelane		ART	BA	1156
249	Mordelle	Charna	T	NUR	BS	1156
250	Morillo	Pristine		HSA	BS	1156
251	Mowry	Tanzila	K	DFN	BS	1156
252	Moy	Charmaine		SOC	BA	1156
253	Muckunlall	Amanda		NUR	BS	1156
254	Munoz	Cindy		HSA	BS	1156
255	Murdock	Timothy		PSY	BA	1156
256	Murphy	Tameeka	D	SOC	BA	1156
257	Nasserzadeh	Saba		EXS	BS	1156
258	Nathaniel	Alisha		THR	BS	1156
259	Ndukwe	Oluchi	B	POL	BA	1156
260	Neas	Luckdjyne		SWK	BA	1156
261	Nelson	Andrae	L	ACC	BA	1156
262	Ng	Sophia		SOC	BA	1156
263	Ngelezi-Brown	Cecilia		SOC	BA	1156
264	Nichol	Nicola	N	ABC	BS	1156
265	Noboa	Naomi		BUS	BBA	1156
266	Nolasco	Yasmin	A	DFN	BS	1156
267	Nooks	Shakira		ECO	BA	1156
268	Nowamagbe	Omorotiomwar	M	EXS	BS	1156
269	Nunekpeku	Joseph	Y	NUR	BS	1156
270	Ofosu	Genevieve	A	HEP	BS	1156
271	Ogando	Gleny	M	HEP	BS	1156
272	Ogando	Gleny	M	DFN	BS	1156
273	Ogbonna	Chidinma	O	NUR	BS	1156
274	Oguntoye	Ayo		NUR	BS	1156
275	Oliver	Joanna	L	MMS	BA	1156
276	Omiyinka	Aina	C	HSA	BS	1156
277	Ortega	Michelle		BUS	BBA	1156
278	Ortiz	Fior	D	ACC	BS	1156
279	Owens	Felicia	S	HSA	BS	1156
280	Owusu	Richard		HSA	BS	1156

	B	D	E	F	G	I
281	Palomo	Jacqueline	G	BIO	BA	1156
282	Paredes	Oniel		SPEA	BA	1156
283	Parker	Judy		NUR	BS	1156
284	Parks	Natasha	S	SOC	BA	1156
285	Pathan	Mohmmadaza		NUR	BS	1156
286	Paulino	Linissa		HSA	BS	1156
287	Payano	Yonatan		ACC	BS	1156
288	Payne	Jenna	T	REC	BS	1156
289	Peguero Cruz	Manuel Joaqui		NUR	BS	1156
290	Pennant	Achebe	D	CHE	BS	1156
291	Peralta	Socrates		EXS	BS	1156
292	Perapechka	Yuliya		SWK	BA	1156
293	Perez	Diana	C	BUS	BBA	1156
294	Perez	Troy	P	BUS	BBA	1156
295	Perez Herrera	Yoandri		NUR	BS	1156
296	Pesantes	Mary		HSA	BS	1156
297	Phillips	Najee	A	HEP	BS	1156
298	Pichardo	Coleen	N.	HSA	BS	1156
299	Pineda	Genesis		MMJ	BA	1156
300	Pita	Marichelle Rer	T.	FRE	BA	1156
301	Pita	Marichelle Rer	T.	BIO	BA	1156
302	Polanco	Lorraine	M	HSA	BS	1156
303	Polloshka	Benita		BUS	BBA	1156
304	Polonia	Edwin		NUR	BS	1156
305	Porter	Teana	S	SWK	BA	1156
306	Providence	Ednice		BUS	BBA	1156
307	Quainoo	Daniel	A	POL	BA	1156
308	Rabel	Peterson		NUR	BS	1156
309	Read	Lisbeth	J	SOC	BA	1156
310	Reyes	Lovelle	R	NUR	BS	1156
311	Reyes	Carina		BUS	BBA	1156
312	Richards	Gregory		ACC	BS	1156
313	Rios	Adrian		THE	BA	1156
314	Rivera	Therese	M	THR	BS	1156
315	Rivera	Maria		ACC	BS	1156
316	Robinson	Jasmin	G	THR	BS	1156
317	Robinson	Justin	J	EXS	BS	1156
318	Rodney	William		BUS	BBA	1156
319	Rodriguez	Ingrid		SWK	BA	1156
320	Rodriguez	Liana		LIN	BA	1156
321	Rodriguez	Rosalba		LAC	BA	1156
322	Rodriguez	Eunice		ENG	BA	1156
323	Rodriguez	Alexis	D	COMS	BA	1156
324	Rodriguez	Rossy	Y	BUS	BBA	1156
325	Rodriguez	Paul	A	ACC	BS	1156
326	Rodriguez	Zabier		ACC	BS	1156
327	Rojas	Guillermina		NUR	BS	1156
328	Rosa	Leslie		SPEA	BA	1156
329	Rosario	Evelyn		THR	BS	1156
330	Roygulchareon	Carmen	Utreras	SOC	BA	1156
331	Ruff	Ronelle	C	HSA	BS	1156
332	Ruiz	Frances	M	SOC	BA	1156
333	Saini	Manjit	S	NUR	BS	1156
334	Saint Jean	Shirlgandy		HSA	BS	1156
335	Salcedo	Gabriel	A	MMJ	BA	1156
336	Salibur	Courtney	A	ANT	BA	1156

	B	D	E	F	G	I
337	Salonga	Abigail		ACC	BS	1156
338	Sanchez	Jeannette	D	SPA	BA	1156
339	Sanchez	Lisa	M	POL	BA	1156
340	Sanchez	Denise		BUS	BBA	1156
341	Sanchez	Lucio	M	ACC	BA	1156
342	Santiago	Vanessa		HSA	BS	1156
343	Santiago	Wanda		HSA	BS	1156
344	Saradouni	Idir		NUR	BS	1156
345	Segarra	Neysha	M	ACC	BS	1156
346	Sencion	Giselle		SPEA	BA	1156
347	Sencion Santos	Rosa		PSY	BA	1156
348	Sevastyanova	Elena		NUR	BS	1156
349	Shah	Ankit	S	NUR	BS	1156
350	Shy	Daryl	E	COMS	BS	1156
351	Siaw	Sharon		NUR	BS	1156
352	Sicajau	Nancy	C	SOC	BA	1156
353	Slay-Culler	Sonji		NUR	BS	1156
354	Smith	Kerian	A	HEP	BS	1156
355	Snowden	Kevin	M	ACC	BS	1156
356	So	Hee		NUR	BS	1156
357	Solano	Mariely		PSY	BA	1156
358	Sookram	Taresa		DFN	BS	1156
359	Stanford	Justin		SWK	BA	1156
360	Steadman	Michelle	E	NUR	BS	1156
361	Stewart	Carol	A	NUR	BS	1156
362	Stewart	Travis	W	ACC	BA	1156
363	Stokes	Tameka	K	ACC	BS	1156
364	Stouffer	Jeffrey	L	HIS	BA	1156
365	Sukul	Cheytonya	D	BUS	BBA	1156
366	Sultana	Tarana		NUR	BS	1156
367	Sumbunu	Isatu		HSA	BS	1156
368	Taska	Ambur	L	BUS	BBA	1156
369	Tejada	Orquidea		HSA	BS	1156
370	Theronier	Marie	A	MAT	BA	1156
371	Thom	Christopher		ACC	BS	1156
372	Thomas	Lorisa	R	SPEA	BA	1156
373	Tidjani	Monssouratou		HSA	BS	1156
374	Tollinchi	Jarred	E	THE	BA	1156
375	Toribio	Wendy		ACC	BA	1156
376	Toro	Lauren	A	PSY	BA	1156
377	Torres	Deborah		SWK	BA	1156
378	Torres	Jose		MAT	BA	1156
379	Torres	Nysia	E	HSA	BS	1156
380	Torres	Xavier	M	EXS	BS	1156
381	Turbee	Patricia	A	HSA	BS	1156
382	Ubri Mercedes	Sandra	C	NUR	BS	1156
383	Uwaga	Chigozirim		CIS	BS	1156
384	Vaghela	Dharti	R	NUR	BS	1156
385	Valdes	Robert	Joseph	PSY	BA	1156
386	Valdiviezo	Virginia	M	ENG	BA	1156
387	Valentin	Corine	P	NUR	BS	1156
388	Valeriano-Hernand	Armando		SWK	BA	1156
389	Valerio	Yosaira		ACC	BS	1156
390	Vargas	Abraham	A	BUS	BBA	1156
391	Vega	Gabrielle		HSA	BS	1156
392	Vega	Ivelisse		ENG	BA	1156

	B	D	E	F	G	I
393	Velazquez	Kenneth		DFN	BS	1156
394	Velez	Cherline		HSA	BS	1156
395	Ventura	Pamela		SOC	BA	1156
396	Veras	Ninoska		BUS	BBA	1156
397	Vicente	Algenis		REC	BS	1156
398	Vucinaj	Alfons		BUS	BBA	1156
399	Williams	Jazmen	E	THR	BS	1156
400	Wilson	Jana	L	NUR	BS	1156
401	Windorff-Nwosu	Stephanie		HSA	BS	1156
402	Wirchin	Stacey		ENG	BA	1156
403	Wonahu Adam	Helen		POL	BA	1156
404	Wong	Nadine		SPEA	BA	1156
405	Wright	Hilda		SOC	BA	1156
406	Yissi Nintcheu	Michele Britani		BUS	BBA	1156
407	Zinzi	Kim	A	DFN	BS	1156

Senate Meeting – April 29, 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 Sociology

- Withdrawal of courses: SOC 530, 720, 730, 740, 744, 746, 750, 770, 775, 780, 785

Department of History

- New course: HIW 717

Department of Economics and Business

- Change in admission requirements: MS/Accounting and MS/Business Programs

Department of Counseling, Leadership, Literacy and Special Education

- Change in degree requirements: bilingual school counseling extension certificate

Department of Art

- Change in degree requirements: MFA program
- New course: ART 744
- Course changes: ART 730; ART 732; ART 734; ART 736; ART 748; ART 750

Department of Nursing

- Proposal to establish a new degree program: Doctor of Nursing Practice (pending the revisions discussed with Prof. Georges)

School of Education and School of Arts and Humanities;

- Discontinuation of obsolete NYS Provisional and Permanent certification teacher education programs
- Discontinuation of inactive (dormant) teacher education programs

Office of Graduate Studies

- Policy/procedure updates: Good Academic Standing and Probation; Satisfactory Academic Progress (formerly Unsatisfactory Academic Progress)

Does anyone have any questions and/or comments?

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

We will be meeting again in fall 2015. Enjoy your summer!

**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:

Good Academic Standing and Probation

All graduate students, regardless of matriculation status, are expected to make appropriate academic progress and maintain a 3.0 (B) cumulative average or better in their courses. Grades of B-, C+, and C, while considered meeting course completion requirements, are considered marginal progress outcomes. Students earning a marginal progress grade in selected courses may be required to repeat and achieve a satisfactory progress grade in these select courses to continue in the program of study. (See specific program course descriptions for requirement details.) Students may also be asked by their academic adviser to take ~~fewer courses~~ until the GPA is improved.

Matriculated and non-matriculated students in special funded programs need to contact the program coordinators for details regarding their eligibility and continuation requirements.

~~Graduate students enrolled in a degree program will be placed on academic probation when the overall GPA falls below 3.0. Students, with 9 or more graduate credits completed, whose G.P.A. falls to or below a 2.50 (2.70 or lower in some programs) will not get granted a probation period. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the academic department must accompany such appeals.~~

When a student is on academic probation, a probation indicator is placed by the Office of Graduate Studies. The probation indicator prevents the student from registration until appropriate academic advisement takes place. Once an appropriate plan is in place, the Office of Graduate Studies will lift the probation indicator temporarily so that the student may register for the current term. The probationary indicator will be replaced for future registration(s) until the cumulative GPA is raised to 3.0 or above.

~~A student may be on probation only once during their course of study. A probationary period consists of up to three registered academic terms; the semester in which low grades were earned and the following two semesters of enrollment. A graduate student placed on probation must raise their GPA to 3.0 or above during the next two semesters of enrollment and must take courses that satisfy the degree curriculum.~~

~~Students on academic probation may not take the comprehensive examination, or submit a thesis unless specific approval is granted by the academic department. Students may not improve their GPA by taking courses outside of the program, unless these courses are approved by the academic department in writing and count toward the degree curriculum. Graduate students on academic probation are not issued a graduate degree or advanced certificate.~~

CONTINUATION AND DISMISSAL

If the cumulative GPA remains below 3.0 at the end of the probation period, the student will be dismissed from the College. The decision to dismiss is not taken lightly and involves discussion between the academic department and the Office of Graduate Studies. Once a decision to dismiss is made, notification of dismissal is sent by the Office of Graduate Studies. Graduate students who have been dismissed at the end of the probationary period will be allowed to continue in their program only upon successful appeal to the Office of Graduate Studies. The appeal must contain a written letter of support from the program advisor or Chair in the academic department.

3. To:

Good Academic Standing and Probation

All graduate students, regardless of matriculation status, are expected to make appropriate academic progress and maintain a 3.0 (B) cumulative average or better in their courses. Grades of B-, C+, and C, while considered meeting course completion requirements, are considered marginal progress outcomes. Students earning a marginal progress grade in selected courses may be required to repeat and achieve a satisfactory progress grade in these select courses to continue in the program of study. (See specific program course descriptions for requirement details.) Students may also be asked by their academic adviser to take a lighter course load until the GPA is improved.

Matriculated and non-matriculated students in special funded programs need to contact the program coordinators for details regarding their eligibility and continuation requirements.

After attempting 9 or more graduate credits, graduate students will be placed on academic probation when their cumulative GPA falls below 3.0. After attempting 9 or more graduate credits, those whose G.P.A. falls to or below a 2.50 (2.70 or lower in some programs) will not be granted an automatic probation period. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the academic department must accompany such appeals.

When a student is on academic probation, a probation indicator is placed by the Office of Graduate Studies. The probation indicator prevents affected students from registering until appropriate academic advisement takes place. Once an appropriate academic plan is agreed upon, the Office of Graduate Studies will lift the probation indicator so that the student may register for the current term. The probationary indicator will be replaced for future registration(s) or until the cumulative GPA is raised to 3.0 or above.

During the probation period, students may only enroll in courses that satisfy the degree curriculum.

A student may be on probation only once during their course of study. Students on probation, who achieve a semester index of at least 3.2 for each semester of probation and earn 100% of all credits attempted, will be permitted to extend his/her probationary period for a maximum of three registered terms.

Students who have met all graduation requirements except the possession of an earned cumulative GPA of 3.0 will be permitted to file an appeal for an additional semester of eligibility.

Graduate students on academic probation are not issued a graduate degree or advanced certificate.

Furthermore, students on academic probation may not take the comprehensive examination, or submit a thesis unless specific approval is granted by the academic department.

CONTINUATION AND DISMISSAL

If the cumulative GPA remains below 3.0 at the end of the probation period, the student will be dismissed from the College. The decision to dismiss is not taken lightly and involves discussion between the academic department and the Office of Graduate Studies. Once a decision to dismiss is made, notification of dismissal is sent by the Office of Graduate Studies. Graduate students who have been dismissed at the end of the probationary period will be allowed to continue in their program only upon successful appeal to the Office of Graduate Studies. The appeal must contain a written letter of support from the program advisor or Chair in the academic department.

4. Rationale:

This updated policy clearly defines the parameters that a student needs achieve to be considered making Satisfactory Academic Progress while on Probation.

5. Date of Graduate Studies Committee approval: April 1, 2015

**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: Unsatisfactory Academic Progress

~~A graduate student is deemed not to be making satisfactory academic progress if he or she has accumulated more than two open grades (INC). Students identified for unsatisfactory progress because of incomplete coursework will be given a strict deadline for completing the open grades on their transcript. They also may be limited as to the number of credits for which they can register or may be prevented entirely from registering in any semester until letter grades are entered on their transcripts for the courses involved. See INC GRADES policy.~~

~~Note: In order to receive Title IV Federal Financial Aid, a graduate student must at least meet the GPA required for good academic standing at the institution (3.0 at Lehman) and with the Office of Financial Aid, and:~~

- ~~▪ Not have attempted more than 150% of the credits normally required for completion of the degree.~~
- ~~▪ Accumulate credits toward the degree equal to or greater than two-thirds of the cumulative credits attempted at the institution.~~

~~Students whose financial aid is denied for reasons of insufficient academic progress may file a written appeal with the Office of Financial Aid.~~

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

Satisfactory Academic Progress

For Financial aid purposes a student is considered to have achieved Satisfactory Academic Progress (SAP) when they possess:

- A cumulative GPA of 3.0 or higher,
- Have earned credits toward graduation from 67% of all course work attempted,
- and have attempted no more than 150% of the credits required graduation.

In order to receive Title IV Federal Financial Aid, a graduate student must be making Satisfactory Academic Progress as previously defined. Students whose financial aid is

denied for reasons of insufficient academic progress may file a written appeal with the Office of Graduate Studies.

4. Rationale:

The existing Unsatisfactory Academic Progress text is redundant. The proposed eliminates redundant text from the Graduate Bulletin and clearly defines Good Academic Standing.

5. Date of Graduate Studies Committee approval: April 1, 2015

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

**DEPARTMENT OF ART
CURRICULUM CHANGE**

Name of Program and Degree Award: Art M.F.A.

Hegis Number: 1002.00

Program Code: 02187

Effective Term: Fall 2015

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

2. **From:** M.F.A. Program in Art

A Master of Fine Arts (M.F.A.) in Art degree ~~is offered~~ in ceramics, digital media, ~~graphics~~, painting, and sculpture. This program is intended for students who have demonstrated ability for independent work of high quality in one of the four fields.

Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully, that is, have attained a minimum undergraduate grade average of B in Art courses and a minimum grade average of B- in the undergraduate record as a whole.
- Have earned a minimum of 33 undergraduate credits in Art. This total must include one 3-credit survey course in Art History and 6 additional credits in Art History.
- Complete an interview with the Department and submit a portfolio and/or photographs or slides of recent work.
- Submit two letters of recommendation from college instructors.
- If conditionally admitted, satisfy the conditions within one year.
- *Personal Interview.* An appointment for a personal interview with the graduate coordinator and adviser can be arranged through the ~~Art Department Office~~ after the application for admission has been filed and approved.
- Applicants will then need to present examples of their work—either originals, photographs, or color transparencies—for final approval.
- Applicants will be reviewed by the department's M.F.A. Committee.
- Upon acceptance, the student and his/her work will be reviewed each semester by the M.F.A. Committee, which is authorized to approve or refuse continued study in the program or to place a student on probation. Each case of probation will be subsequently reviewed at mid-semester.

Degree Requirements

~~Students must select an area of specialization from among ceramics, digital media, graphics, painting, and sculpture. They must earn 12 credits in their area of specialization and 12 credits in electives, plus 9 credits in Art History. In addition, Master's Project ART 748 and 750 must be taken in the student's area of specialization for a total of 12 credits in the final two semesters of the program. Electives will be selected (in consultation with the Graduate Adviser) from among ART 702, 704, 710, 738, 740, and 742, and from courses in digital media, graphics, painting, and sculpture (in those areas outside the student's own specialization).~~

~~Students must elect the following areas as part of the first 18 credits toward the M.F.A. degree: 6 credits in Art History (any of the offerings), 6 credits in electives, and 6 credits in their area of specialization.~~

~~Once a student has completed the first 18 credits in the program, the Department will conduct a review of the work and determine the student's eligibility to continue in the M.F.A. program.~~

3. To: M.F.A. Program in Art

The Department of Art offers a Master of Fine Arts (M.F.A.) degree in ceramics, digital media, printmaking, painting, and sculpture. This program is intended for students who have demonstrated ability for independent work of high quality in one of the four fields.

Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully, that is, have attained a minimum undergraduate grade average of B in Art courses and a minimum grade average of B- in the undergraduate record as a whole.
- Have earned a minimum of 33 undergraduate credits in Art. This total must include one 3-credit survey course in Art History and 6 additional credits in Art History.
- Complete an interview with the Department and submit a portfolio and/or photographs or slides of recent work.
- Submit two letters of recommendation from college instructors.
- If conditionally admitted, satisfy the conditions within one year.
- *Personal Interview.* An appointment for a personal interview with the graduate coordinator and adviser can be arranged through the Department of Art after the application for admission has been filed and approved.
- Applicants will then need to present examples of their work—either originals, photographs, or color transparencies—for final approval.
- Applicants will be reviewed by the department's M.F.A. Committee.
- Upon acceptance, the student and his/her work will be reviewed each semester by the M.F.A. Committee, which is authorized to approve or refuse continued study in the program or to place a student on probation. Each case of probation will be subsequently reviewed at mid-semester.

Degree Requirements

Students must select an area of specialization from among ceramics, digital media, printmaking, painting, and sculpture, and should use the following breakdown of courses to complete the 48 Credit M.F.A. All students must take ART 744 (First-Year Graduate Seminar) for 3 credits. Students must also earn 12 credits in their area of specialization, 9 credits in Art History, and 12 credits in electives. (Electives are in areas outside the student's own specialization and will be selected in consultation with the Graduate Advisor from courses in digital media, printmaking, painting, and sculpture.) Prior to beginning their Master's thesis, students must complete 3 credits of independent studio work in ART 742 (Independent Research). In the final two semesters of the program, all students will take the 9 credits of ART 748 (Master's Thesis I) and ART 750 (Master's Thesis II) in their area of specialization.

48 Credit M.F.A.:

<u>3</u>	<u>ART 744 (First-Year Graduate Seminar)</u>
<u>12</u>	<u>Art courses in area of specialization</u>
<u>9</u>	<u>Art History courses</u>
<u>12</u>	<u>Elective courses in Art</u>
<u>3</u>	<u>ART 742 (Independent Research) prior to thesis year</u>
<u>3</u>	<u>ART 748 (Master's Thesis I)</u>
<u>6</u>	<u>ART 750 (Master's Thesis II)</u>

Once a student has completed 21 credits of coursework, the Department will conduct a review of the work and determine the student's eligibility to continue in the M.F.A. program.

4. Rationale: Changing the MFA requirements from 45 credits to 48 credits accommodates the addition of a first-year MFA seminar in Art (ART 744). One of the Department's goals for its graduate students is to develop a practicum based on current theory in the discipline. A first-year seminar will meet this goal for all students upon entry into the program; it will also create a sense of community. A 48-credit MFA also puts Lehman's Graduate Program in Art on the same level as other CUNY MFA programs, including Hunter College and Brooklyn College, contributing to parity among graduate requirements among the various related institutions.

Requiring students to do 3 credits of independent work prior to their thesis year (in ART 742) reinforces the goal of establishing a practicum based on theory. Independent work also fulfills a separate Departmental goal of encouraging students to take advantage of the innumerable art resources offered in New York City. Finally, requiring students to take ART 742 (Independent Research) prior to their thesis year will better prepare students for the independent studio work they will do for their Master's thesis, increase mentorship between faculty and students, and keep the Department competitive with other MFA programs whose students make use of New York's abundance of professional opportunities.

The 3 credits added to the M.F.A. by ART 742 are made up for by reducing the number of credits for ART 748 (Master's Thesis I) from 6 to 3. The course names for ART 748 and 750 have been changed from "Master's Project" to "Master's Thesis" to reflect current Department terminology. All such changes are detailed in the separate course proposals that are being submitted with this proposal.

Any remaining changes are only stylistic or for better organization.

5. Date of Departmental Approval: March 5, 2015

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

CURRICULUM CHANGE

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

2.

Department(s)	Art
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	
Course Prefix & Number	ART 744
Course Title	First-Year Graduate Seminar
Description	Graduate-level research methods in art and digital media, with attention to the discourse and theory used to produce and critique artistic work.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	WI
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:**

Until now, the Art Department has not offered courses that introduce research methods or a theoretical framework within which to produce and critique work. The intention of ART 744 (First-Year Graduate Seminar) is to provide incoming graduate students with a framework for meaningful research, theoretical discussion, and reflection, as well as to help prepare them for their thesis and independent work required for their degree.

The course will create parity among incoming graduate students insofar as expected program outcomes are concerned. It will also foster a sense of community among graduate cohorts. .

4. Learning Outcomes:

- Demonstrate oral and written familiarity with topics in contemporary art and culture.
- Discuss contemporary artists in light of assigned readings and viewings.
- Demonstrate effective and meaningful research skills.
- Develop and defend creative ideas in oral and written work.

5. Date of Departmental Approval: March 5, 2015

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

DEPARTMENT OF ART

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description

2. **From:**

Department(s)	Art
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	
Course Prefix & Number	ART 730
Course Title	Advanced Printmaking
Description	Development of an individual body of work and studio practice through printmaking techniques, including silkscreen, relief, intaglio and lithography. Technical demonstrations may include traditional, experimental, and digital printmaking methods; professional formats; and critical discussions of prints.
Pre/ Co Requisites	
Credits	3
Hours	4
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
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3. To:

Department(s)	Art
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	
Course Prefix & Number	ART 730
Course Title	Advanced Printmaking I
Description	Development of an individual body of work and studio practice through printmaking. Technical demonstrations may include traditional, experimental, and digital printmaking methods; professional formats; and critical discussions of prints.
Pre/ Co Requisites	
Credits	3
Hours	4
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

4. Rationale: The change in title for ART 730 (Advanced Printmaking I) simply identifies it more clearly as the first of four sequenced courses in printmaking. The change in description simplifies and clarifies the topics currently covered in the course.

5. Date of Departmental Approval: March 5, 2015

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

DEPARTMENT OF ART

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Prerequisite

2. **From:**

Department(s)	Art
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	
Course Prefix & Number	ART 732
Course Title	Advanced Printmaking II
Description	Development of an individual body of work and studio practice through printmaking techniques, including silkscreen, relief, intaglio and lithography. Technical demonstrations may include traditional, experimental, and digital printmaking methods; professional formats; and critical discussions of prints.
Pre/ Co Requisites	
Credits	3
Hours	4
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

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3. To:

Department(s)	Art
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	
Course Prefix & Number	ART 732
Course Title	Advanced Printmaking II
Description	<u>Continuation</u> of an individual body of work and studio practice through printmaking. Technical demonstrations may include traditional, experimental, and digital printmaking methods; professional formats; and critical discussions of prints.
Pre/ Co Requisites	<u>ART 730</u>
Credits	3
Hours	4
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

4. Rationale: The change in description for ART 732 (Advanced Printmaking II) simplifies and clarifies the topics covered in this course. Adding ART 730 as a prerequisite ensures that students will have the necessary foundation prior to taking ART 732.

5. Date of Departmental Approval: March 5, 2015

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

DEPARTMENT OF ART

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Prerequisite

2. **From:**

Department(s)	Art
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	
Course Prefix & Number	ART 734
Course Title	Advanced Printmaking III
Description	<i>4 hours, 3 credits.</i> Development of an individual body of work and studio practice through printmaking techniques, including silkscreen, relief, intaglio and lithography. Technical demonstrations may include traditional, experimental, and digital printmaking methods; professional formats; and critical discussions of prints.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:	
Department(s)	Art
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	
Course Prefix & Number	ART 734
Course Title	Advanced Printmaking III
Description	<u>Continuation</u> of an individual body of work and studio practice through printmaking. Technical demonstrations may include traditional, experimental, and digital printmaking methods; professional formats; and critical discussions of prints.
Pre/ Co Requisites	<u>ART 732</u>
Credits	3
Hours	4
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

4. Rationale: The change in description for ART 734 (Advanced Printmaking III) simplifies and clarifies the topics currently covered in the course. Adding ART 732 as a prerequisite ensures that students will have the necessary foundation prior to taking ART 734.

5. Date of Departmental Approval: March 5, 2015

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

DEPARTMENT OF ART

CURRICULUM CHANGE

1. **Type of Change:** Course Description; Prerequisite

2. **From:**

Department(s)	Art
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	
Course Prefix & Number	ART 736
Course Title	Advanced Printmaking IV
Description	Development of an individual body of work and studio practice through printmaking techniques, including silkscreen, relief, intaglio and lithography. Technical demonstrations may include traditional, experimental, and digital printmaking methods; professional formats; and critical discussions of prints.
Pre/ Co Requisites	
Credits	3
Hours	4
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

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3. To:

Department(s)	Art
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	
Course Prefix & Number	ART 736
Course Title	Advanced Printmaking IV
Description	<u>Mastery</u> of an individual body of work and studio practice through printmaking. Technical demonstrations may include traditional, experimental, and digital printmaking methods; professional formats; and critical discussions of prints.
Pre/ Co Requisites	<u>ART 734</u>
Credits	3
Hours	4
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

4. Rationale: The change in description for ART 736 (Advanced Printmaking IV) simplifies and clarifies the topics. Adding ART 734 as a prerequisite ensures that students will have the necessary foundation prior to taking ART 736.

5. Date of Departmental Approval: March 5, 2015

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

DEPARTMENT OF ART

CURRICULUM CHANGE

1. **Type of Change:** Course Title; Credits; Prerequisites

2. **From:**

Department(s)	ART
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	
Course Prefix & Number	ART 748
Course Title	Master's Project
Description	(Required of all M.F.A. candidates). Individual project in the student's area of specialization. Credit for ART 748 will not be granted unless ART 750 has been completed.
Pre/ Co Requisites	
Credits	6
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. To:

Department(s)	
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	
Course Prefix & Number	ART 748
Course Title	Master's <u>Thesis I</u>
Description	Individual project in the student's area of specialization.
Pre/ Co Requisites	<u>ART 742</u>
Credits	<u>3</u>
Hours	<u>4</u>
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

4. Rationale: The Art Department is changing the M.F.A. degree requirements: all students must complete ART 742 (Independent Research) prior to beginning their graduate thesis. Making ART 742 the prerequisite to ART 748 (Master's Thesis I) insures that students will meet this requirement. The reduction of credits from 6 to 3 for ART 748 corresponds to the addition of the 3-credit ART 742 as a prerequisite for this course. The overall goal of these changes is to spread independent work across three full semesters—one semester of ART 742 prior to the thesis year, and two semesters of ART 748 and 750 during the thesis year—in order to enable students to achieve professional-level work in their Master's thesis.

5. Date of Departmental Approval: March 5, 2015

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

DEPARTMENT OF ART

CURRICULUM CHANGE

1. **Type of Change:** Course Title; Course Description

2. **From:**

Department(s)	ART
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	
Course Prefix & Number	ART 750
Course Title	Master's Project
Description	(Required of all M.F.A. candidates). Continuation of individual project in the student's area of specialization.
Pre/ Co Requisites	ART 748
Credits	6
Hours	8
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	
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	
Course Prefix & Number	ART 750
Course Title	Master's <u>Thesis II</u>
Description	Continuation of individual project in the student's area of specialization.
Pre/ Co Requisites	ART 748
Credits	6
Hours	8
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

4. Rationale: The change in title for ART 750 (Master's Thesis II) identifies the course for exactly what it is, clarifying both its function and its sequence as the final component of a 3-semester sequence of independent work (ART 742, ART 748, and ART 750, the last two of these forming the single whole of the Master's thesis).

5. Date of Departmental Approval: March 5, 2015

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY & SPECIAL
EDUCATION

CURRICULUM CHANGE

Name of Program: BILINGUAL SCHOOL COUNSELING EXTENSION CERTIFICATE
Hegis Number: 0899.00
Program Code: 33773
Effective Term: Fall 2015

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

2. **From:**

BILINGUAL SCHOOL COUNSELING EXTENSION CERTIFICATE** (~~strike through the asterisks~~)

A 12-credit hour concentration in Bilingual School Counseling ~~in addition to the 48-credit hours~~ is offered for students in Counselor Education.

~~**This program is currently not being offered.~~

~~*(strike through the asterisk)~~

Bilingual School Counseling Extension Certificate (12 credits): EDG 734 (3), EBS 701 (3), EBS 760 (3), ~~ESC 769 (3)~~

3. **To:**

BILINGUAL SCHOOL COUNSELING EXTENSION CERTIFICATE

A 12-credit hour concentration in Bilingual School Counseling is offered for students in Counselor Education.

Bilingual School Counseling Extension Certificate (12 credits):

EDG 734 (3), Multilingual School Counseling

EBS 701 (3), Issues in Bilingualism

EBS 760 (3), The Bilingual Child with Mild to Moderate Learning and Behavior Problems

EDG 702 (3), Multicultural Counseling

4. **Rationale:**

In New York City and the surrounding areas, there is great demand for bilingual school counselors, which makes the need to offer this program critical. EDG 702 (Multicultural Counseling) is being substituted for ESC 769 (Latinos in U.S. Schools), a course that is not routinely offered and is in another department. EDG 702 is offered within the department annually, will cover the content and increase students' knowledge, skills and competencies in working in bilingual and bicultural school settings.

5. **Date of departmental approval:** 3/18/2015

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: **M.S. Program in Accounting**

Hegis Number: 0502

Program Code: 82493

Effective Term: Fall 2015

1. **Type of Change:** *Change in admission requirements*

2. **From:**

~~MSA Brochure~~

Admission to the Program: To be fully admitted to the MSA program, applicants must have earned a minimum GPA of ~~2.7 (B-)~~ and have completed ~~Lehman's B.S. in Accounting program~~ or its equivalent. An equivalent undergraduate degree must include 36 credits in accounting, including Advanced Accounting, Cost Accounting, Taxation, and Auditing in addition to 27 or 24 credits in business courses depending on whether they have completed ACC 348 or equivalent. The 27-credit business courses are listed below with Lehman College courses fulfilling the business courses requirement shown in parentheses:

6 credits in Law (BBA 336, 337, 339, 340)

6 credits in Economics (ECO 166,167; BBA 168,169)

6 credits in Finance (BBA 207, 308, 310)

6 credits in Quantitative Methods

(BBA 303, 403, 405; ECO 302, 402)

3 credits in Computer Science (not required if ACC 348 was included among the 36 accounting credits)

Students must also submit a statement of career objectives, two letters of recommendation, and if conditionally admitted, satisfy the specified conditions within one year.

3. **To:**

Admission to the Program: To be fully admitted to the MSA program, applicants must have earned a minimum GPA of 3.0 (B) and have completed an undergraduate degree in accounting or its equivalent. An equivalent undergraduate degree must include 36 credits in accounting, including Advanced Accounting, Cost Accounting, Taxation, and

Auditing in addition to 27 or 24 credits in business courses depending on whether they have completed ACC 348: Accounting Using Computer Systems or its equivalent. The 27-credit business courses are listed below with Lehman College courses fulfilling the business courses requirement shown in parentheses:

6 credits in Law (BBA 336, 337, 339, 340)

6 credits in Economics (ECO 166,167; BBA 168,169)

6 credits in Finance (BBA 207, 308, 310)

6 credits in Quantitative Methods

(BBA 303, 403, 405; ECO 302, 402)

3 credits in Computer Science (not required if ACC 348 was included among the 36 accounting credits)

Students must also submit a statement of career objectives, two letters of recommendation, GMAT scores, and if conditionally admitted, satisfy the specified conditions within one year.

4. Rationale:

Given that this is a graduate bulletin for all prospective graduate students, there is no need to mention Lehman's undergraduate accounting program in the admissions requirements.

Since the students were already required to maintain a GPA of 3.0 while matriculating in the program, the 3.0 GPA admission requirement removes the confusion for an applicant.

The GMAT requirement has been added to ensure that the MSA program admission requirements reflect the common requirement for similar graduate programs in Accounting.

5. Date of departmental approval: March 4, 2015

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: **M.S. Program in Business**

Hegis Number: 0502

Program Code: 32786

Effective Term: Fall 2015

1. **Type of Change:** *Change in admission requirements*

2. **From:**

~~MSB Brochure~~

Admission to the Program: Applicants to the MSB program must have earned their bachelor's degree from an accredited undergraduate institution in the U.S. or abroad with a minimum grade point average of ~~2.7 (B-)~~ or equivalent. Applicants must submit a statement of career objectives and two letters of recommendation. A minimum GPA of B (3.0) is necessary to maintain enrollment in the MS program in business. ~~Admissions are made only in the Fall.~~

3. **To:**

MSB Brochure

Admission to the Program: Applicants to the MSB program must have earned their bachelor's degree from an accredited undergraduate institution in the U.S. or abroad with a minimum grade point average of 3.0 (B) or equivalent. Applicants must submit a statement of career objectives, GMAT scores, and two letters of recommendation. A minimum GPA of B (3.0) is necessary to maintain enrollment in the MS program in business.

4. **Rationale:**

Since the students were already required to maintain a GPA of 3.0 while matriculating in the program, the 3.0 GPA admission requirement removes the confusion for an applicant.

At present students are accepted in fall and spring semesters, since we have the resources available in terms of faculty members that were not available at the start of the program.

The GMAT requirement has been added to ensure that the MSB program admission requirements reflects the common requirement for similar graduate programs in Business.

5. **Date of departmental approval:** March 4, 2015

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

SCHOOLS OF EDUCATION; ARTS AND HUMANITIES

CURRICULUM CHANGE

1. **Type of Change:** Discontinuation of Inactive (Dormant) Teacher Education Programs

2. **Description:** The following registered graduate programs leading to alternative teacher certification will be discontinued. However, the program history should be maintained and the program may be re-activated at any time with the same program code.

IRP PROG RAM CODE	PROGRAM NAME	DEGREE AWARD	CERTIFICATIO N TITLE	CERTIC ATION TYPES
25777	ALT CRT:EARLY CHILDHOOD ED - TRANS B	ADV CRT	E CHLDHD BIRTH-2	INIT/PRF
25779	ALT CRT:EARLY CHLDHD ED W/BIL EX-TRANS B	ADV CRT	E CHLDHD BIRTH-2	INIT/PRF
25779	ALT CRT:EARLY CHLDHD ED W/BIL EX-TRANS B	ADV CRT	BILNG/TCHR EXT	INIT/PRF
25795	ALT CRT: ELEM EDUC W/BILING EXT-TRANS B	ADV CRT	BILNG/TCHR EXT	INIT/PRF
25795	ALT CRT: ELEM EDUC W/BILING EXT-TRANS B	ADV CRT	CHILDHOOD 1- 6	INIT/PRF
25798	ALT CRT: ELEMENTARY ED - TRANS B	ADV CRT	CHILDHOOD 1- 6	INIT/PRF
25804	ALT CRT:READ TCHR:MID CHILD 5-12-TRANS B	ADV CRT	LITERACY 5-12	INIT/PRF
25805	A C:READ TCHR:MID CHLD/ADOL 5-12-TRANS B	MSED	LITERACY 5-12	INIT/PRF
25807	ALT CRT:READ TCHR/E CHILD&CHILD-TRANS B	ADV CRT	LITERACY BIRTH-6	INIT/PRF
25808	ALT CRT:READ TCHR:E CHILD&CHILD-TRANS B	MSED	LITERACY BIRTH-6	INIT/PRF

25810	ALT CRT:SPEC ED - CHLDHD (TRANS B)	ADV CRT	SP ED 1-6	INIT/PRF
25810	ALT CRT:SPEC ED - CHLDHD (TRANS B)	ADV CRT	SEV/MULT DIS ANN	INIT/PRF
25811	ALT CRT:SPEC ED - CHLDHD (TRANS B)	MSED	CHILDHOOD 1-6	INIT/PRF
25811	ALT CRT:SPEC ED - CHLDHD (TRANS B)	MSED	SP ED 1-6	INIT/PRF
25811	ALT CRT:SPEC ED - CHLDHD (TRANS B)	MSED	SEV/MULT DIS ANN	INIT/PRF
25813	ALT CRT:SPEC EDUC-EARLY CHLDHD-TRANS B	ADV CRT	SP ED BIRTH-2	INIT/PRF
25813	ALT CRT:SPEC EDUC-EARLY CHLDHD-TRANS B	ADV CRT	SEV/MULT DIS ANN	INIT/PRF
25814	ALT CRT:SPEC EDUC-EARLY CHLDHD-TRANS B	MSED	E CHLDHD BIRTH-2	INIT/PRF
25814	ALT CRT:SPEC EDUC-EARLY CHLDHD-TRANS B	MSED	SP ED BIRTH-2	INIT/PRF
25814	ALT CRT:SPEC EDUC-EARLY CHLDHD-TRANS B	MSED	SEV/MULT DIS ANN	INIT/PRF
25822	ALT CRT: MUSIC - TRANS B	ADV CRT	MUSIC	INIT/PRF
25823	ALT CRT: MUSIC - TRANS B	MAT	MUSIC	INIT/PRF
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	5-6 EXT	INIT/PRF
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SEV/MULT DIS ANN	INIT/PRF
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED SOC ST7-12	INIT/PRF
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED MATH 7-12	INIT/PRF
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED PHYSICS7-12	INIT/PRF
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED GERMAN7-12	INIT/PRF
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED FRENCH7-12	INIT/PRF
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED ENGLISH7-12	INIT/PRF
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED EARTHSC7-12	INIT/PRF

25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED CHEM 7-12	INIT/PRF
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED BIOLGY7-12	INIT/PRF
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED SPAN 7-12	INIT/PRF
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED RUSSN 7-12	INIT/PRF
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED ITALN 7-12	INIT/PRF
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED FRENCH7-12	INIT/PRF
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED ENGLSH7-12	INIT/PRF
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED GERMAN7-12	INIT/PRF
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	5-6 EXT	INIT/PRF
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SEV/MULT DIS ANN	INIT/PRF
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED SOC ST7-12	INIT/PRF
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED MATH 7-12	INIT/PRF
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED PHYSCS7-12	INIT/PRF
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED EARTHSC7-12	INIT/PRF
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED CHEM 7-12	INIT/PRF
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED BIOLGY7-12	INIT/PRF
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED SPAN 7-12	INIT/PRF
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED RUSSN 7-12	INIT/PRF
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED ITALN 7-12	INIT/PRF
31655	ALT CERT:SPANISH EDUCATION (TRANS B)	MA	SPANISH 7-12	INIT/PRF
31655	ALT CERT:SPANISH EDUCATION (TRANS B)	MA	5-6 EXT	INIT/PRF

3. **Rationale:**

The discontinuation of these programs leading to Transitional B certification is to comply with the New York State Education Department requirement that the program that has been non-active for 2 or 3 years be discontinued.

4. **Date of departmental approval:**

School of Education Approval: February 23, 2015

School of Arts and Humanities Approval: February 23, 2015

Application to Change a Currently Registered Program¹ 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

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

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



Application to Change a Currently Registered Program² 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

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.

² 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: The discontinuation of these programs leading to Transitional B certification is to comply with the New York State Education Department requirement that the program that has been non-active for 2 or 3 years be discontinued.

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

Answer: See Appendix Dormant Programs

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: 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			
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"/>	
Term credit total:					
Term:		Credits per classification			
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"/>	
Term credit total:					
Term:		Credits per classification			
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"/>	
Term credit total:					
Term:		Credits per classification			
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"/>	
Term credit total:					
Term:		Credits per classification			
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"/>	
Term credit total:					

Program Totals:	Credits:	Liberal Arts & Sciences:	Major:	Elective & Other:
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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:				Term:			
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:			
Term:				Term:			
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:			
Term:				Term:			
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:			
Term:				Term:			
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:			

Program Totals:	Credits:	
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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.

Side by Side Comparison Chart

Courses in Existing Program			Courses in the Newly Modified Program		
Course Number	Course Title	Course Credits	Course Number	Course Title	Course Credits

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.

Faculty Member Name and Title (include and identify Program Director)	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	Additional Qualifications: list related certifications/ licenses; professional experience; scholarly contributions, etc.	Program Courses (Course Number and Title) Must be Listed	Percent Time to Program
<i>Example: Jonathan Smith, Assistant Professor Program Director</i>	<i>Example: 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>	<i>Example: Special Education N-12 certificate Smith, J. (2011) Teaching Students with Special Needs. Journal of Special Needs, 3 (6), 226-241.</i>	<i>Example: EDU 301: Teaching Students with Disabilities</i>	<i>Example: 60%</i>

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.

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

Faculty to be Hired Table

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/ajpr/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/ajpr/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
					02	06		
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	(ii);	(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

*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

*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*:

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days

*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**

SCHOOLS OF EDUCATION; ARTS AND HUMANITIES

CURRICULUM CHANGE

1. **Type of Change:** Discontinuation of Obsolete PRV/PERM Certification Types in Teacher Education Programs

2. **Description:** Only the PRV/PERM (Provisional/Permanent) certification types in the following registered graduate programs will be discontinued. Please note that the INIT/PRF (Initial/Professional) certification types registered under these programs are active and should NOT be discontinued.

IRP PROG RAM CODE	PROGRAM NAME	DEGREE AWARD	CERTIFICATION TITLE	CERTICATI ON TYPES
25770	ALT CRT:EARLY CHLDHD ED W/BIL EX- TRANS B	MSED	BILNG/TCHR EXT	PRV/PERM
25770	ALT CRT:EARLY CHLDHD ED W/BIL EX- TRANS B	MSED	E CHLDHD BIRTH-2	PRV/PERM
25777	ALT CRT:EARLY CHILDHOOD ED - TRANS B	ADV CRT	E CHLDHD BIRTH-2	PRV/PERM
25778	ALT CRT:EARLY CHILDHOOD ED - TRANS B	MSED	E CHLDHD BIRTH-2	PRV/PERM
25779	ALT CRT:EARLY CHLDHD ED W/BIL EX- TRANS B	ADV CRT	BILNG/TCHR EXT	PRV/PERM
25779	ALT CRT:EARLY CHLDHD ED W/BIL EX- TRANS B	ADV CRT	E CHLDHD BIRTH-2	PRV/PERM
25781	ALT CRT:TCH ENG/SPKRS/OTH LANG- TRANS B	ADV CRT	ESOL	PRV/PERM

25782	ALT CRT:TCH ENG/SPKRS/OTH LANGS-TRANS B	MSED	ESOL	PRV/PERM
25789	ALT CRT:SCIENCE EDUCATION - TRANS B	ADV CRT	PHYSICS 7-12	PRV/PERM
25789	ALT CRT:SCIENCE EDUCATION - TRANS B	ADV CRT	BIOLOGY 7-12	PRV/PERM
25789	ALT CRT:SCIENCE EDUCATION - TRANS B	ADV CRT	CHEMISTRY 7-12	PRV/PERM
25789	ALT CRT:SCIENCE EDUCATION - TRANS B	ADV CRT	EARTH SCI 7-12	PRV/PERM
25789	ALT CRT:SCIENCE EDUCATION - TRANS B	ADV CRT	5-6 EXT	PRV/PERM
25790	ALT CRT: SCIENCE EDUCATION - TRANS B	MSED	PHYSICS 7-12	PRV/PERM
25790	ALT CRT: SCIENCE EDUCATION - TRANS B	MSED	5-6 EXT	PRV/PERM
25790	ALT CRT: SCIENCE EDUCATION - TRANS B	MSED	EARTH SCI 7-12	PRV/PERM
25790	ALT CRT: SCIENCE EDUCATION - TRANS B	MSED	CHEMISTRY 7-12	PRV/PERM
25790	ALT CRT: SCIENCE EDUCATION - TRANS B	MSED	BIOLOGY 7-12	PRV/PERM
25792	ALT CRT:SOCIAL STUDIES 7-12 - TRANS B)	ADV CRT	5-6 EXT	PRV/PERM
25792	ALT CRT:SOCIAL STUDIES 7-12 - TRANS B)	ADV CRT	SOCIAL STUD 7-12	PRV/PERM
25793	ALT CRT: SOCIAL STUDIES 7-12 - TRANS B	MA	SOCIAL STUD 7-12	PRV/PERM
25793	ALT CRT: SOCIAL STUDIES 7-12 - TRANS B	MA	5-6 EXT	PRV/PERM
25795	ALT CRT: ELEM EDUC W/BILING EXT-TRANS B	ADV CRT	BILNG/TCHR EXT	PRV/PERM
25795	ALT CRT: ELEM EDUC W/BILING EXT-TRANS B	ADV CRT	CHILDHOOD 1-6	PRV/PERM
25796	ALT CRT: ELEM EDUC W/BILING EXT-TRANS B	MSED	CHILDHOOD 1-6	PRV/PERM
25796	ALT CRT: ELEM EDUC W/BILING EXT-TRANS B	MSED	BILNG/TCHR EXT	PRV/PERM
25798	ALT CRT: ELEMENTARY ED - TRANS B	ADV CRT	CHILDHOOD 1-6	PRV/PERM

25799	ALT CRT: ELEMENTARY ED - TRANS B	MSED	CHILDHOOD 1-6	PRV/PERM
25801	ALT CRT: ENGLISH EDUC 7-12 - TRANS B	ADV CRT	ENGLISH 7-12	PRV/PERM
25801	ALT CRT: ENGLISH EDUC 7-12 - TRANS B	ADV CRT	5-6 EXT	PRV/PERM
25802	ALT CRT: ENGLISH EDUC 7-12 - TRANS B	MSED	5-6 EXT	PRV/PERM
25802	ALT CRT: ENGLISH EDUC 7-12 - TRANS B	MSED	ENGLISH 7-12	PRV/PERM
25804	ALT CRT:READ TCHR:MID CHILD 5-12-TRANS B	ADV CRT	LITERACY 5-12	PRV/PERM
25805	A C:READ TCHR:MID CHLD/ADOL 5-12-TRANS B	MSED	LITERACY 5-12	PRV/PERM
25807	ALT CRT:READ TCHR/E CHILD&CHILD-TRANS B	ADV CRT	LITERACY BIRTH-6	PRV/PERM
25808	ALT CRT:READ TCHR:E CHILD&CHILD-TRANS B	MSED	LITERACY BIRTH-6	PRV/PERM
25810	ALT CRT:SPEC ED - CHLDHD (TRANS B)	ADV CRT	SEV/MULT DIS ANN	PRV/PERM
25810	ALT CRT:SPEC ED - CHLDHD (TRANS B)	ADV CRT	SP ED 1-6	PRV/PERM
25811	ALT CRT:SPEC ED - CHLDHD (TRANS B)	MSED	CHILDHOOD 1-6	PRV/PERM
25811	ALT CRT:SPEC ED - CHLDHD (TRANS B)	MSED	SP ED 1-6	PRV/PERM
25811	ALT CRT:SPEC ED - CHLDHD (TRANS B)	MSED	SEV/MULT DIS ANN	PRV/PERM
25813	ALT CRT:SPEC EDUC-EARLY CHLDHD-TRANS B	ADV CRT	SEV/MULT DIS ANN	PRV/PERM
25813	ALT CRT:SPEC EDUC-EARLY CHLDHD-TRANS B	ADV CRT	SP ED BIRTH-2	PRV/PERM
25814	ALT CRT:SPEC EDUC-EARLY CHLDHD-TRANS B	MSED	E CHLDHD BIRTH-2	PRV/PERM
25814	ALT CRT:SPEC EDUC-EARLY CHLDHD-TRANS B	MSED	SP ED BIRTH-2	PRV/PERM
25814	ALT CRT:SPEC EDUC-EARLY CHLDHD-TRANS	MSED	SEV/MULT DIS ANN	PRV/PERM

	B			
25822	ALT CRT: MUSIC - TRANS B	ADV CRT	MUSIC	PRV/PERM
25823	ALT CRT: MUSIC - TRANS B	MAT	MUSIC	PRV/PERM
25825	ALT CRT: MATHEMATICS 7-12 - TRANS B	ADV CRT	5-6 EXT	PRV/PERM
25825	ALT CRT: MATHEMATICS 7-12 - TRANS B	ADV CRT	MATHEMATICS 7-12	PRV/PERM
25826	ALT CRT: MATHEMATICS 7-12 - TRANS B	MSED	MATHEMATICS 5-9	PRV/PERM
25826	ALT CRT: MATHEMATICS 7-12 - TRANS B	MSED	5-6 EXT	PRV/PERM
25826	ALT CRT: MATHEMATICS 7-12 - TRANS B	MSED	MATHEMATICS 7-12	PRV/PERM
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	5-6 EXT	PRV/PERM
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SEV/MULT DIS ANN	PRV/PERM
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED SOC ST7-12	PRV/PERM
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED MATH 7-12	PRV/PERM
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED PHYSICS7-12	PRV/PERM
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED EARTHSC7-12	PRV/PERM
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED GERMAN7-12	PRV/PERM
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED FRENCH7-12	PRV/PERM
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED ENGLISH7-12	PRV/PERM
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED CHEM 7-12	PRV/PERM
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED BIOLOGY7-12	PRV/PERM
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED SPAN 7-12	PRV/PERM
25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED RUSSN 7-12	PRV/PERM

25830	ALT CRT: SPEC EDUC - ADOLESC - TRANS B	MSED	SP ED ITALN 7-12	PRV/PERM
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED ENGLISH7-12	PRV/PERM
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED FRENCH7-12	PRV/PERM
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	5-6 EXT	PRV/PERM
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SEV/MULT DIS ANN	PRV/PERM
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED SOC ST7-12	PRV/PERM
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED MATH 7-12	PRV/PERM
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED PHYSCS7-12	PRV/PERM
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED EARTHSC7-12	PRV/PERM
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED CHEM 7-12	PRV/PERM
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED BIOLGY7-12	PRV/PERM
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED SPAN 7-12	PRV/PERM
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED RUSSN 7-12	PRV/PERM
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED ITALN 7-12	PRV/PERM
25831	ALT CRT: SPEC EDUC - ADOLES - TRANS B	ADV CRT	SP ED GERMAN7-12	PRV/PERM

3. **Rationale:**

These teacher certification types (PRV/PERM) no longer meet the regulatory requirements for New York State Teacher Certification.

4. **Date of departmental approval:**

School of Education Approval: February 23, 2015

School of Arts and Humanities Approval: February 23, 2015

Application to Change a Currently Registered Program¹ 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

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

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



Application to Change a Currently Registered Program² 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

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.

² 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)
Institution name and address	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:
Identify the program you wish to change	Program title: Obsolete Certification Types (PRV/PERM) of Educator Preparation Programs (see Appendix: Obsolete Certification Types) <u>Award</u> (e.g., B.A., M.S.): See Appendix Credits: See Appendix HEGIS code: See Appendix <u>Program code</u> : See Appendix: Obsolete Certification Types List the teacher or educational leader certificate titles the program leads to: See Appendix
Contact person for this proposal	Name and title: Gaoyin Qian, Associate Dean Telephone: 718-960-8307 mail:gaoyin.qian@lehman.cuny.edu Fax: 718-960-7855 E-
CEO (or designee) approval <i>Signature affirms the institution's commitment to support the program as revised.</i>	Name and title: Anny Morrobel-Sosa, Provost Signature and date: <div style="background-color: black; color: white; padding: 2px;"> If the program will be registered jointly³ with another institution, provide the following information: </div> 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.

³ If the partner institution is non-degree-granting, see CEO Memo 94-04 at 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: These teacher certification types (PRV/PERM) no longer meet the regulatory requirements for New York State Teacher Certification.

Please note: Only the PRV/PERM (Provisional/Permanent) certification types in the following registered graduate programs will be discontinued. The INIT/PRF (Initial/Professional) certification types registered under these programs are active and should NOT be discontinued.

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

Answer: See Appendix: Obsolete Certification Types

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: 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				
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"/>		
Term credit total:						

Term:		Credits per classification				
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"/>		
Term credit total:						

Term:		Credits per classification				
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"/>		
Term credit total:						

Term:		Credits per classification				
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"/>		
Term credit total:						

Term:		Credits per classification				
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"/>		
Term credit total:						

Program Totals:	Credits:	Liberal Arts & Sciences:	Major:	Elective & Other:
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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:				Term:			
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:			
Term:				Term:			
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:			
Term:				Term:			
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:			
Term:				Term:			
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"/>	
Term credit total:				Term credit total:			

Program Totals:	Credits:	
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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.**

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.

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

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.

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

Faculty to be Hired Table

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" 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
					02	06		
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	(ii);	(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

*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

*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*:

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days

*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 HISTORY**

CURRICULUM CHANGE

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

2.

Department(s)	History
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	World History
Course Prefix & Number	HIW 717
Course Title	History of Modern China
Description	Chinese history from 1800 to present, concentrating on transformations of the Chinese economy, relations with the rest of the world, and changing views of reform and revolution in the modern era.
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 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:** HIW 717 (History of Modern China) has been taught as a Special Topics

course for several years. Consistent demand for a timely topic warrants its entry into the Lehman College Bulletin.

4. Learning Outcomes:

- Identify the time period a primary source was produced, describe its likely biases, and report orally and in writing about what historical conclusions one can draw from the source.
- Ask questions about modern Chinese history, discuss the implications of different formulations of the question, and write a paper justifying a given question and answering the question using evidence from secondary sources.
- Collaborate with peers to apply conclusions about China's long-term historical trends to analyze China's recent social and economic transformations.
- Identify and critique common clichés about China, especially those circulating in American media.

5. Date of Departmental Approval: March 16, 2015

HERBERT H. LEHMAN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A DOCTOR OF NURSING PRACTICE (DNP) PROGRAM
LEADING TO THE DNP DEGREE

EFFECTIVE SPRING 2016

SPONSORED BY THE DEPARTMENT OF NURSING
OF LEHMAN COLLEGE, CUNY

APPROVED BY

LEHMAN COLLEGE SENATE APRIL 29, 2015

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Table of Contents

ABSTRACT	3
1. PURPOSE AND GOALS.....	4
2. NEED AND JUSTIFICATION	5
3. STUDENT INTEREST/ ENROLLMENT	8
4. CURRICULUM.....	10
5. FACULTY	16
6. COST ASSESSMENT	18
REFERENCES	Error! Bookmark not defined.
APPENDICES.....	22
Appendix A: Alignment of AACN Essentials with Program Objectives & Courses	23
Appendix B: The AACN DNP Essentials	24
Appendix C: COURSE SYLLABI	28
Appendix D: Graduates' DNP Assessment Survey Results May 2013	48
(b) Employer's Survey	49
LEHMAN COLLEGE DEPARTMENT OF NURSING /EMPLOYER SURVEY.....	49
Appendix E	50
(a)Data on Faculty Members Directly Associated With the Proposed Doctoral Program.....	50
(b)DNP Nursing Faculty CVs.....	51
Appendix F: Faculty to be Hired.....	62
Appendix G: Budget Tables.....	63
(a) New Resources Table	63
(b) Projected Revenue Table	64
(c) The Five-Year Revenue Projections for DNP Program	65
(d) The Five-Year Financial Projections for Program	69
Appendix H: LEHMAN COLLEGE NURSING FACILITY	71

List of Tables

Table 1: Projected Full-Time Enrollment for 5-Year Period.....	9
Table 2: Curriculum Plan.....	11
Table 3: New Course Descriptions.....	12
Table 4: DNP Evaluation Plan.....	15
Table 5: Faculty Credentials.....	16
Table 6: Faculty Teaching Assignments (including Interdisciplinary Collaborations).....	17

ABSTRACT

The purpose of this proposal is to present a Post-Master's Doctor of Nursing Practice (DNP) program to be offered by the Department of Nursing at Lehman College. This program is for students holding a degree as an *advanced practice registered nurse (APRN)*. The program will prepare APRNs in the specialty area of Family Nurse Practitioner (FNP) to translate research findings into evidence-based practice; and provide cost effective, clinically-focused, high quality care for culturally diverse populations in the state of New York and other communities. It is expected that the Lehman College DNP program will have no impact on existing doctor of nursing practice programs at other CUNY colleges. The Doctor of Nursing Practice at Hunter and College of Staten Island are approved as post baccalaureate Doctor of Nursing Practice (DNP) programs.

This practice-focused doctoral degree in Lehman's nursing education will meet the growing knowledgebase required for assuring quality patient outcomes as well as reduce shortages of doctorally prepared nursing faculty. This program is informed by the *American Association of Colleges of Nursing's (2006) essentials of doctoral education for advanced nursing practice*. Graduates will complete a 39-credit terminal degree in nursing practice, including a total of 500 hours of internship/ capstone clinical experience. The graduates will be prepared to act as catalysts for change and to assume primary roles for linking academic research and clinical practice for patient-sensitive outcomes research. It is anticipated that the DNP program will begin in Spring 2016.

PURPOSE AND GOALS

Background

This proposal describes the Lehman College (Department of Nursing) plan to offer a post-Master's doctoral program leading to the degree of Doctor of Nursing Practice (DNP). The DNP program will prepare advanced practice registered nurses (APRNs) in the specialty area of family nurse practitioner (FNP) to translate research findings into evidence-based practice and thus provide cost effective, clinically-focused, high quality care for culturally diverse populations in local communities, the state of New York, and across the country. This post-Master's DNP is a terminal professional degree representing the highest level of clinical nursing competence.

The mission of the City University of New York (CUNY), outlined in its *2012 -2016 Master Plan*,¹ is to maintain and expand its commitment to academic excellence through an integrated system of higher education facilitating articulation between units while expanding access and remaining responsive to the needs of its urban setting (CUNY, 2013). Its long and successful track record of educating nurses at the various campuses encompasses the associate, baccalaureate, master's, and doctoral degrees.² The impetus toward the doctoral degree in nursing practice reflects a national trend resulting from the American Association of Colleges of Nursing's (AACN) call for doctoral preparation as the entry level for advanced practice nursing by 2015, replacing all current master's degree nurse practitioner programs (other disciplines have established doctorate as standard while nurse clinicians increasingly lack parity in credentialing). It also responds to *the Affordable Care Act of 2010*,³ which projected the need for nurse practitioners to fill the gap in quality primary care services created by the health care reform. The growing knowledge base required for assuring quality patient outcomes in this nation's complex healthcare environment requires the practice-focused doctoral degree as an option in nursing education.

While both the doctor of nursing science and doctor of philosophy in nursing (DNS/PhD) and the DNP prepare nurses to assume leadership roles in the increasingly complex health care environments, they make their contributions in very different ways. The DNS/PhD prepares nurse scholars to advance education, research and scholarship in academic and health care settings. The DNP builds on the current master's curricula in order to prepare nurses for an advanced practice role as clinical scholars skilled in the translation of research and other evidence into clinical practice, in the measurement of patient outcomes, and in the transformation of health care systems to ensure quality and safety (AACN, 2006)⁴.

The curriculum of the proposed terminal practice DNP degree will include education in the generation of clinically relevant data and utilization of data from clinical information systems; in the diagnosis and treatment of health care issues of individuals, families and communities; and in the achievement of quality improvement. It will also focus on the societal and organizational

¹CUNY 2012-2016 Master Plan: <http://www.cuny.edu/news/publications/masterplan.pdf>

² The CUNY Annual Data Report: Nursing Degree Programs, March 2013, <http://www.cuny.edu/about/administration/offices/hhs/AnnualDataReportNursingDegreeProgramsCUNY2013FINAL.pdf>

³ American Association of Nurse Practitioners (AANP), Affordable Care Act, <http://www.aanp.org/legislation-regulation/federal-legislation/affordable-care-act-aca>

⁴ AACN (2006) <http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf>

context of the delivery of nursing services across various settings and on an understanding of cultural differences of various groups of people. The DNP graduates will be prepared as leaders in policy advocacy as part of the Institute of Medicine's (IOM) call for setting national agendas to decrease the use of acute care through community based services, thus increasing the Accountable Care Organizations (ACO). The curriculum of the proposed DNP program is guided by the following AACN essentials of doctoral education for advanced nursing practice (AACN, 2006, pp. 8-17) (see Appendix A for alignment of AACN Essentials with program Objectives & DNP courses):

- I. Scientific Underpinnings for Practice
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- V. Health Care Policy for Advocacy in Health Care
- VI. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
- VII. Clinical Prevention and Population Health for Improving the Nation's Health
- VIII. Advanced Nursing Practice

These essentials are foundational to any DNP specialty. The proposed DNP degree will prepare graduates for the highest level of nursing practice. The DNP is intended for nurses seeking a terminal degree in nursing practice. The program will provide course and clinical work, including an application-oriented capstone project bringing new scientific knowledge to the practice setting and systems of care.

1. NEED AND JUSTIFICATION

Some of the many factors building momentum for change in nursing education include the rapid expansion of knowledge underlying practice; increased complexity of patient care; national concerns about the quality of care and patient safety; shortages of nursing personnel; shortages of doctorally prepared nursing faculty; and increasing educational expectations for the preparation of other members of the healthcare team (AACN, 2013), as well as the increasing gap in quality primary care services created in part by the enactment of the Affordable Care Act of 2010 (Anderson, 2014).⁵

The Institute of Medicine (IOM), Joint Commission, Robert Wood Johnson Foundation (RWJF), and other authorities have called for re-conceptualizing educational programs that prepare today's health professionals (AACN, 2013). In view of this, the IOM has called for the doubling of the number of nurses with doctorates by 2020 in its 2011 Future of Nursing Report (Future of Nursing-NYS, 2012). The IOM further recommended that at least 10 percent of all baccalaureate nursing graduates should matriculate into a master's or doctoral program within 5 years of graduation (Future of Nursing-NYS, 2012).

Meeting the Nation's Health Care Needs

The DNP program focuses on preparing leaders who can "improve the quality of care, patient outcomes and health of society by advancing health policy" (NONPF, 2013). At this pivotal

⁵ <http://report.heritage.org/bg2887>

period in health care, where clinical expertise is critical for transforming health care systems, strong leadership from advanced practice nurses will contribute to the delivery of high-quality care while working collaboratively with leaders from other health professions (IOM, 2011). “Transforming Leadership” is cited by IOM (2011) as a fundamental transformation of the nursing profession for the future of nursing. The IOM Committee, supported by RWJF, developed an Initiative on the Future of Nursing with recommendations for an action-oriented blueprint. This report suggested that *“the nursing profession must produce leaders throughout the health care system, from the bedside to the boardroom, who can serve as full partners with other health professionals”* in order to support the shifting of the nation’s health system toward a greater emphasis on primary and preventive care, resulting from the enactment of the *Affordable Care Act* (2010) and the *Health Education and Reconciliation Act* (2010)⁶—which are designed to expand health coverage to 30 million Americans; increase benefits and lower costs for consumers; provide new funding for public health and prevention; bolster our health care and public health workforce and infrastructure; foster innovation and quality in our system; and more.

In order to support full transformation in health care, the need to develop a cadre of doctorally prepared advanced practice nurses who can provide the leadership and quality care required by the nation must be addressed. Lehman anticipates that its planned DNP program will meet a strong local, regional, and national demand for doctorally prepared clinicians who can competently provide the health services and leadership required. This is particularly true for the Bronx, the location of Lehman College, whose population is the most economically disadvantaged in New York City with some of the highest rates of the leading chronic diseases in the U.S.

Meeting the Nation’s Economic Needs

Evidence has shown that nurse practitioners have been providing high-quality and cost-effective care (Stanik-Hutt, Newhouse, White, Johantgen, Bass, Zangaro, Wilson, Fountain, Steinwachs, Heindel, & Weiner, 2013). There is a growing need for doctorally prepared, advanced clinical nurses to assure quality patient outcomes. In addition to providing many of the same services less expensively than physicians, nurse practitioners offer a focus on patient-centered care and preventive medicine (NNCC, 2013). In 2009, it was determined that nurse practitioners provide care of equivalent quality to that of physicians at a lower cost, while achieving high levels of patient satisfaction and providing more disease prevention counseling, health education, and health promotion activities than physicians (NNCC, 2013). The national average cost of a NP visit in 2009 was 20% less than a visit to a physician (NNCC, 2013). Clinics run by nurse practitioners create cost savings associated with reduced use of emergency rooms, urgent care centers, hospitals, and emergency medical services. In general, the DNP graduates will help in supporting and transforming health care systems.

Meeting the Community’s Health Care Needs

The anticipated need for high quality care provided by DNP’s nationwide has been echoed by local health care organizations. Accordingly, the Lehman DNP graduates are expected to be in demand. With the increasing morbidity and mortality rates and health disparities in the Bronx, it is apparent that there is a need in the Bronx for advanced practice nurses prepared at the

⁶ <http://www.dpc.senate.gov/healthreformbill/healthbill61.pdf>

doctoral level to deliver primary care to individuals and families in light of the new health legislations which will open access to primary health care services.

Lehman's students come primarily from the tri-state area, with the highest concentration from the Bronx. They are a heterogeneous, multicultural, dynamic group of students. Because most have family and community ties, they have roots in the area and have a sustained history of remaining in the community and working locally after graduation. This is precisely the kind of Lehman student who will become ideal clinical nursing experts to deliver primary health care to a diverse family population with varied life styles and a broad range of historical, social, economic, and ethnic differences.

The graduates of the Lehman College Doctor of Nursing Practice Program will be prepared as Doctor of Nursing Practice- Family Health. The majority of the students will have prior preparation as nurse practitioners. Others will be clinical specialists, nurse midwives or nurse anesthetist. These are titles that will more than likely be retained by their place of employment. In the 2011 survey of nurse practitioners done by American Academy of Nurse Practitioners nurse practitioners in NYC earned an average of \$117, 775 with a base salary of \$94,337. The salary is dependent on years of experience. The nurse practitioner with a Doctor of Nursing Practice Degree (DNP) earned on average an additional \$8, 576 per year (graduatenuisingedu.org, AACN, 2014). Each week the Department of Nursing Chairperson and Graduate Director receives information from recruiting agencies advertising availability of positions in NYC and other parts of the country.

Meeting the University's Needs

There are several DNP degree programs in NYC and surrounding areas. The majority are at private institutions. The private institutions are Columbia University, New York University, Pace University and Molloy College. There are also programs in NJ such as Farleigh Dickinson and Rutgers University. There are no DNP programs, public or private in the Bronx. It is expected that the Lehman program will have minimal impact on other existing CUNY DNP programs. Currently, there are DNP programs at Hunter College and the College of Staten Island. The proposed Lehman DNP program is expected to complement the DNS/PHD program offered through the CUNY Graduate Center—a consortium of three CUNY colleges including the College of Staten Island, Lehman and Hunter Colleges—from which CUNY doctoral degrees are awarded. The Lehman DNP program is designed for post-master's study in response to IOM's call to double the number of nurses with a doctorate by 2020 (*recommendation # 5*) in order to add to the cadre of nurse faculty and researchers, with attention to increasing diversity (IOM, 2011). Within the third year of this proposed program, Lehman plans to respond to the call from IOM to offer entry following the baccalaureate degree (BS). This is expected to attract academically strong and motivated nurses by offering the opportunity to advance toward the doctorate, which is the current trend. At present, Lehman plans to offer a DPN program with a specialty in family nurse practitioner. The survey to our 5 major clinical partners (Bronx Lebanon, Jacobi, Montefiore, Lincoln and St Barnabas hospitals in the Bronx with 100% response indicated support for the Family Nurse Practitioner DNP. ((See Appendix D for Employer Survey). The Department of Nursing will continue to reach out to clinical affiliates to determine their future needs for other specialty areas.

Meeting Nursing Student Needs

The DNP degree is transforming not only how nurses are educated to take on advanced practice clinical roles, but also to prepare nurses as administrators, educators, and leaders. To

meet role expectations, nurses must be prepared at higher levels of education (IOM, 2011). According to the AACN (2013), 217 DNP programs are currently enrolling students at schools of nursing nationwide, and an additional 97 DNP programs are in the planning stages.

2. STUDENT INTEREST/ ENROLLMENT

In spring 2013, using the *graduate student exit survey* to assess the interest and need for a DNP program, the Lehman College Department of Nursing conducted a survey of the 3 classes of 2011, 2012 and spring 2013 MS in nursing graduates via email. Of the 82 graduates targeted, 33% (27) responded, indicating unanimously that they were interested in attending a DNP program at Lehman. Prior to this, a similar survey was emailed to 88 spring 2012 graduates, mostly from the FNP program and the Adult Health specialties. A total of 31% (27 of 88) responded, of which 78% (21 of 27) indicated a high interest in enrolling in the DNP program at Lehman.

To gather further information about the pool of potential applicants, a link to an **updated graduate nursing student online SNAP survey** was emailed to *forty-three* spring 2013 and fall 2012 FNP graduates requesting additional information about their advanced practice experience as well as their enrollment preference. There was a 44% (19) response rate; of which 8 (42%) indicated an interest in attending a DNP program at Lehman, while 6 (32%) were uncertain. Detailed results of this online survey are provided in **Appendix D**.

Based on the overall student interest, there is certainly a need for a DNP program at Lehman. The terminal practice DNP program will provide formal education and access to nurses with an earned Master of Science degree in an advanced practice specialty (i.e. **direct care specialization**). MS prepared nurses in any of the following specialty areas will be eligible to apply to the Lehman College DNP program:

- **Nurse practitioner**
- **Clinical nurse specialist**
- **Nurse anesthetist, and**
- **Nurse midwife (CNM)**

The DNP curriculum extends the advanced nursing practice to include organizational and systems leadership, ongoing improvement of health outcomes, and patient safety (AACN, 2006). The culminating capstone project, which utilizes clinical experience to provide an application-oriented project bringing new scientific knowledge to the practice setting and systems of care, is usually conducted at students' place of work with the approval of their employers to do their practicum or at a health care facility of their choice. It is anticipated that students will be employed in clinical practices. The program is designed to foster a high degree of professional identification and support using peer colleagues.

This curriculum, however, is initially being offered on a full-time basis (*minimum of 12 credits*). Students pursuing this MSN to DNP pathway begin classes in the spring and fall semesters. Table 1 below illustrates the College's plan to enroll a total of 20 full-time students in the first year of the DNP program—**10 in the spring and fall semesters**, and the same for each of the four consecutive years.

Table 1: Projected Full-Time Enrollment for 5-Year Period

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2016	2017	2018	2019	2020
Continuing Students	0	17*	17*	17*	17*
Newly Enrolled Students**	20	20	20	20	20
Start of Year	20	37	37	37	37
<i>Attrition</i> (~8%)	0	(-3)*	(-3)*	(-3)*	(-3)*
Total Project Graduates	0	17	17	17	17
End of Year	20	20	20	20	20

**** Each year 10 students will enroll in the spring and fall semesters for a total enrollment of 20 students.**

*The attrition rate is calculated at 8% because of the small enrollment size

The post-master's students are expected to complete the 39-credit DNP in two years and must complete the program within 5 years.

Admission Criteria for Applicants with an MSN

The ideal candidate for Lehman's post-master's Doctor of Nursing Practice program is one who is already making an impact on the nursing practice and has strong leadership qualities.

- Earned master's degree in nursing in an advanced nursing practice specialty from a nationally accredited CCNE or NLNAC program
- Certification as an advanced practice nurse (if applicable)
- GPA 3.2 or above on a 4.0 scale
- Satisfactory score on GRE. Data will be collected to determine.
- Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year.
- Current licensure as a registered nurse
- Transcripts from all post-secondary institutions
- Three letters of reference pertaining to academic ability, professional competency and personal character.
- Personal statement
- In-person interview
- E-Portfolio (includes education, professional and community activity history)

PROGRESSION AND GRADUATION CRITERIA

In order to advance in the program students must:

- maintain a minimum cumulative 3.2 GPA and
- earn a minimum grade of 3.2 in all core courses
- earn a satisfactory grade in all clinical nursing courses.
- Complete clinical practicum hours within 2 semesters of course enrollment

Academic Probation

- Students who have a GPA of less than 3.2 will be placed on academic probation for one semester and must achieve a minimum GPA of 3.2 during the following semester.
- Students who do not meet the minimum GPA of 3.2 for two semesters will be dropped from the program
- Students who earn a failing grade will be dropped from the program
- Students who do not complete clinical practice hours during the semester and who are performing satisfactorily may receive an SP-satisfactory progress grade and must complete the hours by the end of the following semester or earn a grade of incomplete INC – at the discretion of the course faculty
- Clinical hours not completed within one year of starting will receive a grade of F
- Students who earn an unsatisfactory clinical grade will be dropped from the program.

Graduation Criteria

In order to graduate with the doctorate in nursing practice degree – DNP students must:

- complete all course work within 5 years of enrollment, including the capstone project
- earn a minimum cumulative GPA of 3.2
- complete all clinical practicum hours – 500 hours

Student Advisement and Counseling

Students upon entering the program will be assigned to a faculty member teaching in the DNP program, who will be the advisor for the student for the duration of their continued enrollment in the program. As with our current graduate students the name of the advisor will be placed on CUNYfirst. Each student will be required to see the advisor for permission for each course, at midterm and for permission to register for courses for the subsequent semester. Forms now used for advisement of graduate students will also be used for the DNP students. The Typhon software recently purchased for tracking clinical hours for graduate students will also be used to track clinical /practicum hours for the DNP students.

3. CURRICULUM

The proposed DNP curriculum consists of a total of 39 *credits*, including 500 internship and capstone clinical hours at the post-master's level (see *Tables 2 & 3*). The curriculum comprises coursework that covers two domains: *foundational outcome competencies* and *specialty competencies*. The AACN DNP Essentials (AACN 2006, pp.8-17) constitute the foundation of the program and are threaded throughout all the courses. The DNP graduate is prepared for a particular specialty practice through the core clinical nursing practice specialty competencies and didactic learning experiences. At the start of this program, the *Family Nurse Practitioner* specialization option is being offered to APRNs. This practice-focused doctoral program will include integrative practice experiences and an intense practice immersion experience that focuses on innovative and evidenced-based practice, reflecting the application of credible research findings.

- This program emphasizes advanced clinical care, health systems improvement, and leadership and the translation of research into direct patient care (see *Table 4 for descriptions of new DNP courses*).
- Advanced-practice registered nurses with a master's degree in a clinical specialty area may enroll in this post-Master's DNP program to obtain a DNP terminal degree.
- **The College plans to open this track to students with a bachelor's degree in nursing beginning the third year (2018) of the program launch.**

- The post-baccalaureate students will complete **84 credits**, depending on their advanced practice specialty concentration.
- Part-time option will be reviewed following the first year of program launch.
- Descriptions of the proposed **eleven** new courses are listed in Table 4 below. This proposed post-Master's DNP curriculum is designed to admit master's prepared certified APRNs in the Family Nurse Practitioner specialty (see Appendix C for Course Syllabi).

*Upon starting the DNP program, students are provided with a Portfolio Benchmark Matrix to help maintain the targeted evidence for each course

Table 2: Post Master's Doctor of Nursing Practice Full-time Plan of Study
Spring 2016 Entry

SPRING 2016		SUMMER 2016		FALL 2016	
Course Title	Crs	Course Title	Crs	Course Title	Crs
• Evidence Based Practice I: Methods	3	• Evidence Based Practice II: Implementation & Evaluation	3	• Financial Management and Budget Planning	3
• Leadership in Complex Health Care Systems	3	• Epidemiology	3	• Health Policy	3
• Theories in Transcultural Nursing & Health	3	• Genomics	3	• Practicum I (100 cl hours)	3
Total Credits	9	Total Credits	9	Total Credits	9
SPRING 2017		SUMMER 2017			
Course Title	Crs	Course Title	Crs	Course Title	Crs
• Practicum II & Capstone (200 cl hours)	6	• Practicum III & Capstone (200 cl hours)	6		
Total Credits	6	Total Credits	6	Total Credits	39

Fall 2016 Entry

FALL 2016		SPRING 2017		SUMMER 2017	
Course Title	Crs	Course Title	Crs	Course Title	Crs
• Evidence Based Practice I: Methods	3	• Evidence Based Practice II: Implementation & Evaluation	3	• Financial Management and Budget Planning	3
• Leadership in Complex Health Care Systems	3	• Epidemiology	3	• Health Policy	3
• Theories in Transcultural Nursing & Health	3	• Genomics	3	• Practicum I (100 cl hours)	3
Total Credits	9	Total Credits	9	Total Credits	9
FALL 2017		SPRING 2018			
Course Title	Crs	Course Title	Crs	Course Title	Crs
• Practicum II & Capstone (200 cl)	6	• Practicum III & Capstone (200 cl)	6		

hours)		hours)			
Total Credits	6	Total Credits	6	Total Credits	39

Table 3: New Course Descriptions

NUR 800	<p>LEADERSHIP IN COMPLEX HEALTH CARE SYSTEMS (3 credits; 3 hours) This course addresses the leadership role of the advanced practice nurse within healthcare organizations to affect change and ensure quality improvement, with a focus on inter- and intra-professional collaboration. Students will explore strategies for managing complex issues related to health care systems and delivery based on nursing, organizational, political, and economic sciences. Learners will examine social justice, equity, and ethical policies to determine current and future needs of diverse and vulnerable populations. <i>Pre-requisite and Co-requisites EBP-I</i></p>
NUR 801	<p>EVIDENCE BASED PRACTICE I: METHODS (3 credits; 3 hours) The course examines research principles and evidence-based practice process and the knowledge and skills necessary for translation of evidence into advanced clinical practice. Emphasis will also be on critical appraisal skills essential to meaningful translation of scientific evidence into practice that ensures high quality care for clients resulting in optimal outcomes. <i>Pre-requisite: Admission to the DNP program and Masters level statistics course.</i></p>
NUR 802	<p>EVIDENCE BASED PRACTICE II: IMPLEMENTATION AND EVALUATION (3 credits; 3 hours) The course builds upon an introductory knowledge of nursing theory and the ability to analyze and evaluate selected theoretical models within nursing. Students will critically evaluate, compare and contrast relevant theoretical approaches for utilization in advanced nursing practice. Using theory as a guide, students will develop their theoretical model using clinically relevant strategies aimed at improving health and/or health care in diverse settings. <i>Pre-requisite: EBP-I</i></p>
NUR 803	<p>THEORIES IN TRANSCULTURAL NURSING AND HEALTH (3 credits; 3 hours) This course provides essential tools for understanding cultural differences, values, belief systems and practices that are specific to various groups of people/cultures, and approach to providing nursing care that is both culturally competent and culturally sensitive in nature. <i>Pre-requisite: EBP-I</i></p>
NUR 805	<p>EPIDEMIOLOGY (3 credits; 3 hours) This course focuses on improving individual and population health outcomes through the use of descriptive and epidemiologic principles and advanced nursing science in health promotion and disease management. Measures of disease frequency (prevalence, incidence) and association (odds and risk ratios), causality and confounding, and epidemiological designs are examined and applied in the areas of clinical prevention and population health. <i>Prerequisite: EBP-I; Co-requisite: EBP-II</i></p>
NUR 806	<p>GENOMICS (3 credits; 3 hours) This course provides for in-depth review and analysis of genetic influences and determinants affecting the health of individuals, families and communities. The scientific study of complex diseases and diagnostic methods, treatments and therapies for these conditions. The course focuses on the use of data to support decision making to improve the health of individuals and aggregates. Approaches to generating clinically relevant data and utilizing data from clinical information systems are addressed. Ethical, legal, and social implications of genomic knowledge are appraised. <i>Prerequisite: Completion of semester course work</i></p>
NUR 807	<p>FINANCIAL MANAGEMENT AND BUDGET PLANNING (3 credits; 3 hours) This course provides students with the financial management tools needed to analyze financial statements and cost considerations in health care and to employ effective methods for initiating change within health care systems. <i>Pre-requisites: Completion of first year course work</i></p>
NUR 808	<p>HEALTH POLICY (3 credits; 3 hours) This course focuses on the societal and organizational context of the delivery of nursing services across various settings. Cases and current trends are emphasized in this seminar. <i>Pre-requisite: Completion of first year course work</i></p>
NUR 809	<p>PRACTICUM I (3 credits; 100 Clinical hours) This practicum course provides the student a beginning opportunity for directed practice experiences with healthcare experts in the Family Nurse Practitioner specialty area. The course focuses on identifying a clinical problem, developing a feasibility study, and designing a strategic plan within the context of the organization. The emphasis is on application rather than statistical theory. <i>Pre-requisite: Completion of first year course work</i></p>

NUR 810	PRACTICUM II & CAPSTONE (6 credits; 200 Clinical hours) This practicum course provides the student with continued opportunities for directed practice experiences with healthcare experts in the <i>Family Nurse Practitioner</i> specialty area. The learner will build upon advanced specialty knowledge and skills at increasing levels of complexity. In collaboration with faculty and practice experts, the student will design, implement, evaluate, and disseminate the DNP Scholarly Project. <i>Enrollment in this course will be repeated in the subsequent semester until requirements for the DNP capstone project are met. Pre-requisite: Practicum I</i>
NUR 811	PRACTICUM III & CAPSTONE (6 credits; 200 Clinical hours) This course involves the continuation of the practice and quality improvement initiative begun in DNP Practicum I and DNP Practicum II. The DNP program culminates in the successful completion of a scholarly project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. This substantive project should make a significant, evidence-based contribution to existing nursing knowledge. <i>Pre-requisites: Practica I & II</i>

Student portfolio:

Each student will develop an E-portfolio that serves as a repository for evidence of completion of program learning outcomes. One project in the portfolio may illustrate the completion of multiple required outcomes. Students identify at the beginning of the project/ course the outcomes that are to be met and the Essentials of Doctoral Education for Advanced Nursing Practice that they fall within. Review of this portfolio is conducted by DNP Executive Team at the end of the first academic year. DNP Executive Team will review the portfolio again prior to graduation. **The portfolio is electronically held on the learning management system Blackboard. Its organization is based on the eight DNP Essentials which coincide with the DNP Outcomes.**

DNP Practicum Courses

Students complete *three practicum courses*, which offer mentored opportunities to identify, develop, implement, evaluate and disseminate the independent, analytical scholarly project. Each course assumes the synthesis of knowledge gleaned from subsequent and concurrent DNP courses and the unique practice expertise of the DNP student. Although these courses are separate entities, course objectives and student's individual objectives may transition into a subsequent practicum course reflecting the student's progress with the project in collaboration with the Committee Chair and course faculty. During these three courses, the student is expected to practice **a total of 500 hours** in an area related to their practice inquiry.

Practicum I (100 Hrs.)

- Commencement of project development
- Selection of Committee Chair
- Successful completion of written proposal
- Successful defense of the project proposal
- Submission of approved DNP Scholarly Project Proposal form, signed by Committee Chair and members
- Submission of Institutional Review Board (IRB) documents
- Documentation of meeting DNP competencies and practice hours in electronic DNP student portfolio

Practicum II and Capstone (200 Hrs.)

- Implementation of scholarly project
- Documentation of meeting DNP competencies and practice hours in electronic DNP student Portfolio

Practicum III and Capstone (200 Hrs.)

- Successful completion of final paper
- Successful defense of Scholarly Project
- Submission of signed DNP Scholarly Project Defense Evaluation Form to the DNP Program Director, who is responsible for obtaining signature from the Provost.
- Documentation of meeting DNP competencies and practice hours in electronic DNP student Portfolio

Project Progression

Students are expected to meet the requirements for completing the scholarly project in conjunction with the practicum courses. These three courses provide a mechanism for formal grading of progress through the scholarly project.

DNP Evaluation

The DNP program evaluation, outlined in Table 5 below, is based on outcomes objectives, which are aligned with the AACN *Essentials of Doctoral Education for Advanced Nursing Practice* (2006). This plan addresses student learning and progression, and program quality and effectiveness. Program assessment will include formative evaluation, involving systematic monitoring and assessment of all aspects of the DNP program, and summative evaluations establishing the alignment of program objectives with the AACN essentials as well as the implementation of program plan. Both evaluative processes will involve qualitative and quantitative measures. Results from these measures will be used as a feedback loop to improve and strengthen the program.

Table 4: DNP Evaluation Plan

EVALUATION	METHOD	TIMELINE	BENCHMARK	FEEDBACK LOOP
STUDENT LEARNING OUTCOMES & PROGRESSION	<u>DIRECT ASSESSMENT</u> <ul style="list-style-type: none"> • Student course grades • Preceptor evaluation of student clinical performance • Faculty evaluation of students • Doctoral project progress • DNP Scholarly Project Proposal Defense 	<ul style="list-style-type: none"> • Each semester • Each semester (Practicum is taken) • Each semester • Each semester (advisor to ensure progression) • Yearly (beginning 2nd YR of program) 	<ul style="list-style-type: none"> • 95% achieve GPA of B or higher to maintain placement in DNP (95% progression rate) • 100% satisfactory clinical performance • 95% student pass rate (100% faculty response rate) • 100% Project Proposal Approval • 85% graduation rate (100% pass oral defense of project proposal--5th semester) 	Evaluate DNP course syllabi to determine congruence with the AACN Essentials.
	<u>INDIRECT ASSESSMENT</u> <ul style="list-style-type: none"> • Student narrative formative self-evaluation** (E-portfolio) • Student enrollment • End-of-semester survey*** 	<ul style="list-style-type: none"> • Each semester • Each semester • Each semester 	<ul style="list-style-type: none"> • 100% Student update of E-Portfolio • 92% student retention • 100% response rate 	Evaluate student portfolio content, to determine whether program outcomes and AACN Essentials were met
PROGRAM QUALITY & EFFECTIVENESS	<ul style="list-style-type: none"> • Clinical placement • Student end-of-program survey (course evaluation) • Alumni survey • Employer survey 	<ul style="list-style-type: none"> • Each semester (beginning 3rd semester of program) • Each semester • Yearly • Yearly 	<ul style="list-style-type: none"> • 100% practicum placement rate • 80% student response rate • 40% response rate • 25% response rate 	Evaluation and revision of curriculum and course syllabi as needed by DNP executive leadership and DNP Graduate Committee
	<u>INSTRUCTIONAL STAFF</u> <ul style="list-style-type: none"> • Student evaluation of instruction • Faculty peer review • Faculty feedback 	<ul style="list-style-type: none"> • Each semester • Each semester • Each semester 	<ul style="list-style-type: none"> • 80% student response rate • 100% faculty peer review • 100% faculty response rate 	Instructional staff including Interdisciplinary collaboration and faculty support and development plan to be reviewed

****Narrative formative self-evaluation** of attainment of DNP Program Outcomes and DNP Essentials, as reflected in the portfolio materials, are performed at regular intervals throughout the program, in consultation with the Faculty Advisor. Upon completion of all coursework, a comprehensive narrative summative self-evaluation must be included in the final Portfolio submission.

4. FACULTY

Lehman's capacity to initiate a DNP program is based on the Department of Nursing's doctorally prepared faculty with clinical practice experience in areas that support student education. Faculty members teaching the DNP program possess diverse backgrounds and intellectual perspectives in areas of advanced nursing practice. The CVs of these faculty members, outlining relevant occupational experience, are included as Appendix E.

The Department of Nursing faculty members for this degree program are the same as those currently teaching in the graduate program. The majority of full-time and some part-time faculty members hold doctoral degrees. The faculty includes CNS's, NP's, and other specialty certified professionals. As members of an interdisciplinary team, faculty and clinical instructors are qualified to deliver patient-centered care--emphasizing evidence-based practice, quality improvement, and informatics. Table 6 below identifies the active clinical practices of the DON faculty for the proposed DNP program.

Table 5: Faculty Credentials

Nurse Faculty	Credentials	Academic/ Clinical	Preparation Functional
Eleanor Campbell	Ed.D., M.Ed, M.A. B.S.	Parent/ Child Nursing Curriculum & Teaching	Nurse Educator
Brigitte Cypress	Ed.D., M.S., B.S.	Adult Health Nursing	Nurse Educator
Cassandra Dobson	PhD, M.S., B.S.	Public Health	Researcher; Administrator
Catherine Alicia Georges	Ed.D., M.A., B.S	Community Health, Nursing Education/ Health Policy	Administrator; Educational Leadership & Policy Studies
Gina Miranda-Diaz	D.N.P., MPH, M.S.,B.S., CBPN-1, HO	Community Health Nursing, Adult Health Public Health Nursing	Clinician; Educator
Ivreen Robinson	Ph.D., M.S., B.S.	Adult Education, Leadership	Family Nurse Practitioner
Scott Saccomano	Ph.D., M.S., B.S.	Health Leadership	Older Adult
Linda Scheetz	Ed.D., M.A., B.S.N.	Outcomes Measurement, Emergency-Trauma, Older Adults	Educator; Researcher
Mary Tesoro	D.N.S., M.S., B.S.	Adult Health Nursing, Oncology Nursing	Clinician, Educator
Martha Whetsell	Ph.D., M.S., B.S.	Psychology, Pediatric Nursing	Educator; Researcher; Pediatrics

In addition to the current Lehman nursing faculty, a total of **two new full-time faculty members, at the assistant or associate rank, will be hired to teach (in year one and year three)** in the DNP program (see Appendix F). A current faculty member will serve as the coordinator of the Doctor of Nursing Practice program. Additional doctorally prepared adjunct faculty will also be employed especially when students begin working on capstone projects in years 2 through 5. **With the inclusion of new faculty members, there will be no impact on the current faculty workload.**

The faculty teaching assignment for the DNP program is outlined in Table 6. The inclusion of interdisciplinary collaboration within faculty teaching assignments is to draw on the diverse perspectives of experts from different disciplines; thus allowing students to learn curriculum content from a broader perspective, which focuses on diverse community settings and opportunities for advanced practice nurses to become actively engaged in research and its application to evidence-based practice. Evidence-based nursing practice adds to the knowledge

base relevant to the provision of nursing care to diverse populations. Collaborative and interdisciplinary research instructions will include the departments of Health Sciences (Epidemiology), Mathematics & Computer Science (Genomics), and Economics & Accounting and Political Science (Financial Management and Budget Planning). This faculty-teaching structure is also aimed at advancing faculty learning through Interdisciplinary collaboration development of a culture of collaborative research (ENA, 2009).

Table 6: Faculty Teaching Assignments (including Interdisciplinary Collaborations)

Course Name	Faculty	Department
Evidence Based Practice I: Methods	Dr. Brigitte Cypress; Dr. Martha Whetsell Dr. Karen Roush	Nursing
Leadership in a Complex Health Care System	Dr. Catherine Alicia Georges; Dr. Scott Saccomano	Nursing
Theories in Transcultural Nursing and Health	Dr. Eleanor Campbell Dr. Korto Scott	Nursing
Evidence Based Practice II: Implementation and Evaluation	Dr. Scott Saccomano; Dr. Linda Scheetz <i>New Faculty (2)</i>	Nursing
Epidemiology	Dr. Gina Miranda-Diaz; (Interdisciplinary collaboration)	Nursing; Health Sciences
Genomics	Dr. Gina Miranda-Diaz Dr. Martha Whetsell (Interdisciplinary collaboration)	Nursing; Mathematics & Computer Science
Financial Management and Budget Planning	Dr. Dene Hurley; Ira Bloom, Esq. (Interdisciplinary collaborations)	Economics & Accounting; Political Science
Health Policy	Dr. Catherine Alicia Georges; (Interdisciplinary collaboration)	Nursing
Practicum I (100 cl hours)	Dr. Cassandra Dobson; Dr. Mary Tesoro <i>New Faculty (1)</i> <i>New Faculty (2)</i>	Nursing
Practicum II & Capstone (200 cl hours)	Dr. Ivreen Robinson <i>New Faculty (1)</i> <i>New Faculty (2)</i>	Nursing
Practicum III & Capstone (200 cl hours)	All Faculty Members	Nursing

5. COST ASSESSMENT

Costs will include faculty salary, administrative program support, information technology support, seminar costs, materials/supplies, and accreditation costs. Tuition revenue from student enrollment will support any additional costs for adjunct faculty (*see Appendix G: Budget*).

Program Funding

The program will be fully funded using existing general funds and tuition revenues. No additional funds will be requested (*see Appendix G*). Existing funds and resources will be reallocated. External funds will be sought to supplement existing funding.

Resources Required and Resources Available

Faculty

The Lehman Department of Nursing has 15 full-time faculty, of these 11 (73%) hold doctoral degrees, while the remainder are master's prepared. The Department has several current part-time faculty members who are qualified to teach the new DNP courses. In the first year, one full-time faculty will be hired to support the program; and, in the third year an additional faculty member will be hired as students enter into the capstone courses. The program will provide interdisciplinary learning via courses and seminars with faculty from the School of Natural and Social Sciences, the School of Health Sciences, Human Services and Nursing, and members of the health care team at clinical sites.

Library Resources

The Lehman College Leonard Lief Library is fully equipped to support the DNP program. A continually updated Reserve collection includes current textbooks, journal articles, and course materials. The electronic databases pertinent to nursing include the Cumulative Index to Nursing and Allied Health Literature (CINAHL), Medline, ERIC, and Social Sciences Abstract and the Cochrane Network. Nursing students have access to all the resources of the library including access to other libraries in the CUNY system. Students and faculty are able to access the electronic databases from remote locations. A librarian designated as a resource for students and faculty in the nursing programs provides individual and group orientation on request. Books are placed on reserve each semester as needed. A nursing faculty member serves on the Library Committee and provides input on references and resources pertinent to the discipline of nursing.

Physical Resources

The T-3 building provides two floors of classroom and faculty offices for Lehman Department of Nursing. The largest space on the first floor houses a computer center with 38 individual work stations and a teacher's station. The computer center is equipped for distance learning and for controlled instructions.

The plans for simulation have already taken into account advanced practice nursing education needs. The requisite equipment is already in place at the Nursing Arts and Simulation lab, which contains health care equipment for simulated clinical practice and is used by students to practice selected nursing skills. It is equipped with five (5) Laerdal Vital Signs Simulators, one

(1) Sim Man 3G, and one (1) “Harvey” Cardiopulmonary Patient Simulator. One (1) Meti Man, one (1) Meti Child and one (1) Meti Baby, along with Laerdal’s Sim NewB are available to students. There is a separate physical assessment/treatment room equipped for our advanced health assessment course and use by the nurse practitioner faculty and students.

The City University of New York Office of Facilities Planning and Construction is now designing a new building at the southern end of the campus that will house the Department of Nursing and other departments in the newly approved School of Health Sciences, Human Services and Nursing. **The proposed new building will allow the Department of Nursing to extend its research capabilities and outreach to community in the possible use of the facility as a nurse managed clinic staffed by Nurse Practitioners.** Students will learn in an inter-professional environment with participation of the science faculty and expert clinicians from Affiliate Hospitals. (Tentative plans for this new facility are outlined in Appendix H).

No additional classroom or lab space will be required in the first two years of the DNP program, since the current facility will be operational for additional classroom space.

Other Resources Required

No other additional resources will be required for the Lehman DNP program. The Office of Academic Advisement and the Office of Graduate Studies provide support to students from admission through to graduation. Admission advisement includes the evaluation of transcripts and transfer credits and the appropriate placement of students, and the Office of Institutional Research, Planning and Assessment monitors student progression.

Academic Cost and Revenue

The preliminary cost assessment is based on projected income of the DNP program and expenses associated with implementing the program (see *Appendix G: a, b, & c*). The cost-benefit analysis makes the following assumptions, with the understanding that amount will vary depending on infrastructure capacity:

- The DNP students are full-time students;
- All DNP students will be admitted spring and fall of each year;
- The DNP program is 39 credits;
- The tuition costs (provisionally calculated using other CUNY colleges’ figures) will be set by CUNY;
- Revenue from the DNP program will cover the costs of hiring two additional faculty members (one in year 1, and another in year 3) to support projected program needs;
- The DNP students’ use of the simulation lab will require more coverage time by staff; and
- The Department’s new and enhanced facility is expected to accommodate the steadily increasing DNP enrollment numbers.

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APPENDICES

Appendix A
Alignment of AACN Essentials with Program Objectives & Courses

AACN Essentials	Program Objectives
I. Scientific Underpinnings for Practice	<ul style="list-style-type: none"> • Demonstrate advanced levels of clinical practice, judgment, and scholarship in nursing based on scientific knowledge underpinning practice.
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking	<ul style="list-style-type: none"> • Assume leadership roles in the development of excellence in clinical care and health care delivery systems through advanced nursing roles in clinical practice, education, or management settings. • Analyze the cost-effectiveness of practice initiatives taking into account risks and improvements in health outcomes.
III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice	<ul style="list-style-type: none"> • Implement analytical methodologies for the evaluation and formulation of health care policies and practices for the clinical situations, practice environment, and the health care delivery system.
IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care	<ul style="list-style-type: none"> • Access, utilize, and manage information system technology and health care informatics systems for care delivery, systems operations and quality improvement.
V. Health care policy for advocacy in health care	<ul style="list-style-type: none"> • Analyze the scientific, social, ethical, economic, political, legal, and policy components of health care systems which impact health care planning, access, and delivery.
VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes	<ul style="list-style-type: none"> • Collaborate with interdisciplinary teams in the delivery, evaluation, and quality improvement of health care to create change in complex health care delivery systems;
VII. Clinical prevention and population health for Improving the nation's health	<ul style="list-style-type: none"> • Design, implement, and evaluate care delivery models and strategies to improve population health.
VIII. Advanced nursing practice	<ul style="list-style-type: none"> • Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating care in complex situations.

* Each DNP Program Outcome and DNP Essential is addressed, in some cases, in multiple courses. Each DNP course syllabus denotes the specific DNP Program Outcomes and DNP Essentials addressed within the course content

Appendix B The AACN DNP Essentials

DNP Essentials⁷: At the end of the program the student will be able to:

I. Scientific Underpinnings for Practice
a. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
b. Use science-based theories and concepts to: <ul style="list-style-type: none"> • Determine the nature and significance of health and health care delivery phenomena; • Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and • Evaluate outcomes.
c. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
a. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
b. Ensure accountability for quality of health care and patient safety for populations with whom they work: <ul style="list-style-type: none"> • Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems. • Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery. • Develop and/or monitor budgets for practice initiatives. • Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes. • Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
c. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research
III. Clinical Scholarship & Analysis Methods for Evidence-Based Practice
a. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
b. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
c. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
d. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
e. Use information technology and research methods appropriately to: <ul style="list-style-type: none"> • collect appropriate and accurate data to generate evidence for nursing practice • inform and guide the design of databases that generate meaningful evidence for nursing practice • analyze data from practice • design evidence-based interventions • predict and analyze outcomes • examine patterns of behavior and outcomes • identify gaps in evidence for practice
f. Function as a practice specialist/consultant in collaborative knowledge-generating research
g. Disseminate findings from evidence-based practice and research to improve healthcare outcomes

⁷ American Association of College of Nursing. (2006). *The Essentials of Doctoral Education for Advanced Nursing Practice*. Retrieved August 20, 2013 at: <http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf>

IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
a. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.
b. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.
c. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and database.
d. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
e. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.
V. Health Care Policy for Advocacy in Health Care
a. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
b. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
c. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.
d. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.
e. Advocate for the nursing profession within the policy and healthcare communities.
f. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.
g. Advocate for social justice, equity, and ethical policies within all healthcare arenas.
VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
a. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
b. Lead interprofessional teams in the analysis of complex practice and organizational issues.
c. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.
VII. Clinical Prevention and Population Health for Improving the Nation's Health
a. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
b. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
c. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.
VIII. Advanced Nursing Practice
a. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
b. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
c. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
d. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes
e. Guide, mentor, and support other nurses to achieve excellence in nursing practice
f. Educate and guide individuals and groups through complex health and situational transitions.
g. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

LEHMAN COLLEGE DEPARTMENT OF NURSING
GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER:	NUR 800
COURSE TITLE:	Leadership in Complex Health Systems
PLACEMENT IN CURRICULUM:	<u>First Semester</u>
PRE-REQUISITES:	Admission to the DNP program
CO-REQUISITES:	None
CREDITS:	3 Credits: 3 hours lecture
FACULTY:	Dr. Scott Saccomano; Dr. Catherine Alicia Georges
OFFICE HOURS:	TBA

COURSE DESCRIPTION:

This course addresses the leadership role of the advanced practice nurse within healthcare organizations to affect change and ensure quality improvement, with a focus on inter- and intra-professional collaboration. Students will explore strategies for managing complex issues related to health care systems and delivery based on nursing, organizational, political, and economic sciences. Learners will examine social justice, equity, and ethical policies to determine current and future needs of diverse and vulnerable populations.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Analyze theories of leadership and management relevant to advanced practice nursing including organizational, financial and regulatory forces that impact patient care
2. Evaluate the impact of organizational and management theories and nursing care delivery models on healthcare organizations
3. Evaluate the role of teamwork to promote interprofessional collaboration for improving healthcare outcomes
4. Analyze patient safety goals and the advanced practice nurse's role in developing and implementing initiatives to promote quality outcomes
5. Evaluate frameworks for quality improvement in healthcare including theories of quality management and the principles of risk management
6. Discuss legal, regulatory, advocacy and ethical issues in the workplace as they relate to advanced practice nursing.
7. Analyze the impact that cultural and generational gaps play in leadership style
8. Analyze social justice, equity, and ethical policies to determine current and future needs of diverse and vulnerable.

Required Text: TBA

Required Readings – articles from selected professional journals and websites will be assigned.

Recommended Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. 6th Edition. Washington, DC: American Psychological Association. \$28.95

A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.

Teaching/Learning Strategies:

This course designed to stimulate students' discussion on the interplay of leadership in organizations affecting a range of healthcare leadership issues. Leadership analysis papers, reflective journal writing via Blackboard and in –class discussions will be a part of the evaluation.

EVALUATION METHODS:

1. Leadership Analysis Action Plan– 40%
2. Regulatory Practice Change Assignment – 25%
3. Reflections on assigned readings (healthcare policies, laws, institutional, government, international regulations, ethics and healthcare policies) – 35%

<u>Grading Scale:</u>	<u>Percentage</u>	<u>Grade</u>
	>93	A
	90-92	A-
	87-89	B+
	83-86	B
	80-82	B-
	77-79	C+
	73-76	C
	<72	F

Course Topical Outline:

- Nature of health care organizations and nursing organizations
- Theories of change in organizational systems.
- Health care delivery and financial management.
- Regulatory forces affecting health care.
- Current and emerging leadership practice models.
- Leadership and the political process
- Leadership and quality management
- Influence of social climate and culture on health care organizational leadership.
- Strategic planning process
- Consultation, collaboration and Advocacy
- Selected issues in advanced nursing practice leadership role development.

Appendix C: COURSE SYLLABI

LEHMAN COLLEGE DEPARTMENT OF NURSING

GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER:	NUR 801
COURSE TITLE:	Evidence Based Practice I: Methods
PLACEMENT IN CURRICULUM:	<u>First Semester</u>
PRE-REQUISITES:	Admission to the DNP program
CO-REQUISITES:	None
CREDITS:	3 Credits: 3 hours lecture
FACULTY:	Dr. Martha Whetsell; Dr. Brigitte Cypress
OFFICE HOURS:	TBA

COURSE DESCRIPTION:

The course examines research principles and evidence-based practice process and the knowledge and skills necessary for translation of evidence into advanced clinical practice. Emphasis will also be on critical appraisal skills essential to meaningful translation of scientific evidence into practice that ensures high quality care for clients resulting in optimal outcomes.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Critically appraise existing literature, research studies, clinical guidelines and protocols for translation to clinical practice.
2. Distinguish between quality improvement, research and evidence-based practice approaches to improve health outcomes
3. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations
4. Evaluate research designs for congruence and merit to generate sound evidence for clinical practice.
5. Synthesize relevant theory and research on a relevant clinical practice issue for application to practice.

Required Text: TBA

Required Readings – articles from selected professional journals & websites will be assigned.

Recommended Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. 6th Edition. Washington, DC: American Psychological Association. \$28.95

A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.

Teaching/Learning Strategies:

Teaching strategies will include lecture, discussion, group work, peer feedback and discussion, and use of information technology.

EVALUATION METHODS:

1. EBP Application Paper– 40%
2. Scholarly Participation – 25%
3. Reflections on Research Articles (e-Journal) – 35%

<u>Grading Scale:</u>	<u>Percentage</u>	<u>Grade</u>
	>93	A
	90-92	A-
	87-89	B+
	83-86	B
	80-82	B-
	77-79	C+
	73-76	C
	<72	F

Course Topical Outline

- Scientific evidence: Nursing research & evidence-based practice
- Review research process & concepts; Theoretical/conceptual context (mid-level)
- EBP process, concepts & models; Conceptualizing & framing clinical questions; Research to practice
- Finding & reading relevant clinical evidence (literature reviews, electronic databases, meta-research; primary & secondary sources)
- Review research designs/methods (quantitative & qualitative): descriptive, correlational/observational, experimental (RCT), systematic reviews
- Ethics & evidence measurement/tool quality: Design, rigor, validity, reliability, trustworthiness & power.
- Individual quantitative research: Critique & appraisal (credibility, clinical significance, applicability to practice.
- Qualitative Research: Analysis styles, controversies, quality criteria, mixed methods (designs, strategies, & appraisal)
- Integrative research reviews, meta-synthesis and meta-analysis: Scope, application, & appraisal
- Clinical protocols and guidelines: Appraisal and recommendations.
- Integrating evidence into EBP recommendations and practice

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LEHMAN COLLEGE DEPARTMENT OF NURSING
GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER:	NUR 802
COURSE TITLE:	Evidence Based Practice II: Implementation & Evaluation
PLACEMENT IN CURRICULUM:	<u>Second Semester</u>
PRE-REQUISITES:	Evidence Based Practice I: Methods
CO-REQUISITES:	None
CREDITS:	3 Credits; 3 Hours Lecture
FACULTY:	Dr. Scott Saccomano; Dr. Linda Scheetz
OFFICE HOURS:	TBA

COURSE DESCRIPTION:

The course builds upon an introductory knowledge of nursing theory and the ability to analyze and evaluate selected theoretical models within nursing. Students will critically evaluate, compare and contrast relevant theoretical approaches for utilization in advanced nursing practice. Using theory as a guide, students will develop their theoretical model using clinically relevant strategies aimed at improving health and/or health care in diverse settings.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable patient-centered care.
2. Apply relevant findings to develop practice guidelines and improve practice
3. Use information technology and research methods appropriately to generate evidence for nursing practice
4. Synthesize evidence from quantitative and qualitative studies used in advanced practice nursing.
5. Design a theoretical approach to explain a phenomenon in advanced clinical nursing practice.

Required Text: TBA

Required Readings – articles from selected professional journals and websites will be assigned.

Recommended Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. 6th Edition. Washington, DC: American Psychological Association. \$28.95

A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.

Teaching/Learning Strategies:

EVALUATION METHODS:

1. Theoretical Model Presentation– 25%
2. Theory Model Paper – 40%
3. Discussion board – 35%

<u>Grading Scale:</u>	<u>Percentage</u>	<u>Grade</u>
	>93	A
	90-92	A-
	87-89	B+
	83-86	B
	80-82	B-
	77-79	C+
	73-76	C
	<72	F

Course Topical Outline:

- Compare and contrast various theoretical models and approaches
- Design and implement processes to evaluate outcomes of various practice setting
- Evaluate outcomes of various practice settings against national benchmarks to determine variances in practice outcomes and, population trends.
- Evaluate quality improvement methodologies to promote safe and effective patient-centered care.
- Apply relevant findings to develop practice guidelines and improve practice
- Synthesize evidence from qualitative and quantitative evidence
- Information technology and research methods

LEHMAN COLLEGE DEPARTMENT OF NURSING
GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER:	NUR 803
COURSE TITLE:	Theories in Transcultural Nursing and Health
PLACEMENT IN CURRICULUM:	<u>First Semester</u>
PRE-REQUISITES:	Admission to the DNP program
CO-REQUISITES:	None
CREDITS:	3 Credits: 3 hours lecture
FACULTY:	Dr. Eleanor Campbell
OFFICE HOURS:	TBA

COURSE DESCRIPTION:

This course provides essential tools for understanding cultural differences, values, belief systems and practices that are specific to various groups of people/cultures, and approach to providing nursing care that is both culturally competent and culturally sensitive in nature.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Synthesize various theories on culture and health as they relate to advanced nursing practice
2. Employ research methods that investigate cultural phenomena and evaluate interventions
3. Develop understanding of and sensitivity to diverse cultural populations and organizations
4. Develop approach to work collaboratively with culturally diverse individuals, groups and organizations to facilitate best practices in research and health policy development
5. Use analytic methods to determine the best approaches to culturally congruent care using inter-professional and transcultural teams in various healthcare delivery systems

Required Text: Jeffreys, (2010). *Teaching Cultural Competence in Nursing and Health Care: Inquiry, Action, and Innovation*, 2nd Edition. New York: Springer

Required Readings – articles from selected professional journals and websites will be assigned.

Recommended Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. 6th Edition. Washington, DC: American Psychological Association. \$28.95

A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.

Teaching/Learning Strategies:

This is a seminar course designed to stimulate students' discussion on culture and healthcare topics from weekly readings and assignments. Reflective writing, papers and group discussion in class and on Blackboard journal will be a part of the evaluation.

EVALUATION METHODS:

1. Paper on a theory of culture and health – 20%
2. Cultural assessment paper & presentation – 30%
3. Cultural phenomenon paper – 25%
4. Reflections on assigned readings (Case Studies of selected cultures and healthcare beliefs practices) – 25%

<u>Grading Scale:</u>	<u>Percentage</u>	<u>Grade</u>
	>93	A
	90-92	A-
	87-89	B+
	83-86	B
	80-82	B-
	77-79	C+
	73-76	C
	<72	F

Course Topical Outline:

- Overview of Cultural Phenomena, Culture and Health, and the role of the DNP nurse
- Leininger Theory of Culture Care Diversity and Universality
- Purnell Model of Transcultural Healthcare–
- Campinha-Bacote Culturally Competent Model of Care
- Giger & Davidhazar -Transcultural Assessment; Cultural Assessment measurement and evaluation
- Specter – Cultural Diversity in Health and Illness
- Evaluating cultural phenomena
- Culturally focused healthcare policies
- Providing culturally competent healthcare to individuals in various settings
- Providing culturally competent healthcare for various communities
- Evaluating the delivery of culturally competent healthcare
- Student presentations
- Student presentations

LEHMAN COLLEGE DEPARTMENT OF NURSING
GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER:	NUR 805
COURSE TITLE:	Epidemiology
PLACEMENT IN CURRICULUM:	<u>Second Semester</u>
PRE-REQUISITES:	Evidence Based Practice I: Methods
CO-REQUISITES:	EBP-II
CREDITS:	3 Credits: 3 hours lecture
FACULTY:	Dr. Gina Miranda-Diaz (Interdisciplinary Collaboration with Health Sciences Department)
OFFICE HOURS:	TBA

COURSE DESCRIPTION:

This course focuses on improving individual and population health outcomes through the use of descriptive and epidemiologic principles and advanced nursing science in health promotion and disease management. Measures of disease frequency (prevalence, incidence) and association (odds and risk ratios), causality and confounding, and epidemiological designs are examined and applied in the areas of clinical prevention and population health.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Articulate the importance of epidemiology to advanced practice nursing.
2. Describe concepts of disease rates, sensitivity, specificity, predictive values, risk, and probability.
3. Access vital statistics essential to community health policy.
4. Evaluate screening and surveillance programs (including sensitivity, specificity, and predictive values).
5. Evaluate existing data as sources of information for primary, secondary, and tertiary levels of prevention.
6. Evaluate published epidemiologic studies for findings applicable to one's practice as an advanced practice nurse.
7. Use an epidemiologic approach to measure the occurrence of health, disease, or injury in selected populations.
8. Compare and contrast research designs commonly used in epidemiologic research.

Required Text: TBA

Required Readings – articles from selected professional journals and websites will be assigned.

Recommended Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. 6th Edition. Washington, DC: American Psychological Association. \$28.95

A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.

Teaching/Learning Strategies:

This course is designed to provide students with an intensive introduction to epidemiologic concepts. In addition, opportunities will be provided for students' to engage in, collaborate in, and to interpret the results of epidemiologic research as a substantial component of this course. Oral presentation, written work (concept paper, exam), the use of discussion board via Blackboard and in-class discussions will be a part of the evaluation.

EVALUATION METHODS:

1. Epidemiology concept paper– 35%
2. Power point presentation of a public health issue – 30%
3. Written exam based on Epidemiologic concepts– 35%

<u>Grading Scale:</u>	<u>Percentage</u>	<u>Grade</u>
	>93	A
	90-92	A-
	87-89	B+
	83-86	B
	80-82	B-
	77-79	C+
	73-76	C
	<72	F

Course Topical Outline:

- Overview of course syllabus. Historical events in Epidemiology
- Basic terminology and definitions of epidemiology
- Common causes of disease incidence & mortality
- Measures of disease occurrences and frequency
- Basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data
- Descriptive Epidemiology
- Calculate basic epidemiology measures/ draw appropriate inferences from epidemiologic data
- Measures of Disease Association
- Causality & Conceptual Models
- Communicate epidemiologic information to lay and professional audiences
- Cross-sectional Studies
- Cohort Studies: Observational & Interventional
- Confounding issues/informational bias/selection bias
- Special Topics in Infectious Disease Methodology
- Standardization and Data analysis

LEHMAN COLLEGE DEPARTMENT OF NURSING

GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER:	NUR 806
COURSE TITLE:	Genomics
PLACEMENT IN CURRICULUM:	<u>Second Semester</u>
PRE-REQUISITES:	Completion of first semester courses
CO-REQUISITES:	None
CREDITS:	3 Credits; 3 Hours Lecture
FACULTY:	Dr. Gina Miranda-Diaz , Dr. Martha Whetsell Mathematics & Computer Science Faculty (TBA)
OFFICE HOURS:	TBA

COURSE DESCRIPTION:

This course provides for in-depth review and analysis of genetic influences and determinants affecting the health of individuals, families and communities. The scientific study of complex diseases and diagnostic methods, treatments and therapies for these conditions. The course focuses on the use of data to support decision making to improve the health of individuals and aggregates. Approaches to generating clinically relevant data and utilizing data from clinical information systems are addressed. Ethical, legal, and social implications of genomic knowledge are appraised.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Analyze basic patterns of biological inheritance and variations of care of families and within populations.
2. Utilize knowledge of disease-associated genetic variations to facilitate interprofessional interventions.
3. Design a holistic approach to nursing care for patients with genetic disorders; considering legal and ethical issues, and various factors that influence the patient's ability to use genetic information and services.

Required Text:

- Kenner, C. & Lewis, J.A. (2013). *Genetics and genomics in nursing*. Boston, MA: Pearson.
- Beery, T.A. & Workman, M.L. (2012). *Genetics and genomics in nursing and healthcare*. Philadelphia, PA: F.A. Davis.
- Black Monsen, R. (2009). *Genetics and ethics in healthcare*. Silver Spring, MD: American Nurses Association.

Required Readings – articles from selected professional journals and websites will be assigned.

Teaching/Learning Strategies:

This course involves lecture and lab components, in which theory and methods will be taught using textbooks, journal articles, and technology/databases. Some lecture and lab times will be devoted to seminars on methods and papers related to lecture or laboratory components of the course. In the lab component, students will have the opportunity to use genomic techniques to address research questions.

EVALUATION METHODS:

- Class Discussions: 20%
- Group Assignment: 30%
- Lab Participation: 10%
- Research Paper: 40%

<u>Grading Scale:</u>	<u>Percentage</u>	<u>Grade</u>
	>93	A
	90-92	A-
	87-89	B+
	83-86	B
	80-82	B-
	77-79	C+
	73-76	C
	<72	F

Course Topical Outline:

- Genomics in health care
- Human diversity and Variations
- Types of genetic disorders influences on chromosome and gene action
- Using BLAST (Basic Local Alignment Search Tool); Similarity searches and comparing two sequences (including Lab: Visualizing and aligning whole genomes)
- Technical foundations of genomics (including Lab: Class Discussion-Bioinformatics integration)
- Global gene expression profiling
- Comparative genomics
- Ethical issues in genetic testing and therapy
- Assessing patients with a genetic “Eye”: Histories, Pedigrees, and physical assessment (including Lab: In vivo technologies for assessing gene expression, analysis/visualization and issues with imaging)
- Community and public health nursing and genomics
- Trends, social policies, and ethical issues in genomics.

LEHMAN COLLEGE DEPARTMENT OF NURSING
GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER:	NUR 807
COURSE TITLE:	Financial Management and Budget Planning
PLACEMENT IN CURRICULUM:	<i>Third Semester</i>
PRE-REQUISITES:	Completion of first year courses
CO-REQUISITES:	None
CREDITS:	3 Credits: 3 hours lecture
FACULTY:	Dene Hurley (Economics & Accounting) & Ira Bloom (Political Science)
OFFICE HOURS:	TBA

COURSE DESCRIPTION:

This course provides students with the financial management tools needed to analyze financial statements and cost considerations in health care and to employ effective methods for initiating change within health care systems.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Critically examine financial management models and strategies for their application to healthcare systems
2. Analyze political and market forces affecting financial management of healthcare.
3. Examine the financial requirements of healthcare systems in the provision of quality, affordable, and accessible healthcare.
4. Design plans for long-term financial management of specific healthcare systems
5. Analyze the leadership role of nursing in strategic planning of the financial needs for various health systems.

REQUIRED TEXTBOOKS: TBA

ADDITIONAL REQUIRED READINGS:

Selected articles from professional journals and websites will be assigned

RECOMMENDED TEXTBOOKS:

American Psychological Association (2010). Publication Manual of the American Psychological Association, 6th ed. Washington, DC: American Psychological Association. \$28.95

EVALUATION METHODS

Assignment	% of Grade
• Paper – Analysis of political and market forces affecting financial management of healthcare	30
• Paper – Design of a long-term financial management plan for a selected healthcare organization	30
• Case Study Presentation – Critical examination of a selected financial management model, including financial requirements, and application to a healthcare system	25
• Journal reflections on assigned readings and class discussions (analysis of nursing leadership role in strategic planning for financial needs)	15

Grading Scale:	Percentage	Grade
	>93	A
	90-92	A-
	87-89	B+
	83-86	B
	80-82	B-
	77-79	C+
	73-76	C
	<72	F

TOPICAL OUTLINE

Week	Topic
1	Course introduction Healthcare environment Financial management and nursing leadership
2	Paying for healthcare Health insurance and fee-for-service
3	Managed care and performance Measuring nursing care
4	Budgeting concepts
5	Analyzing financial statements Reporting and managing budgets
6	Strategic planning Planning budgets
7	Cost-finding, break-even and charges
8	Economic evaluation: cost benefit analysis, cost effectiveness analysis, cost utility analysis, cost effectiveness research
9	Benchmarking and productivity Healthcare financial management
10	Student case study presentations
11	Student case study presentations

LEHMAN COLLEGE DEPARTMENT OF NURSING
GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER:	NUR 808
COURSE TITLE:	Health Policy
PLACEMENT IN CURRICULUM:	<u>Third Semester</u>
PRE-REQUISITES:	Completion of first year courses
CO-REQUISITES:	None
CREDITS:	3 Credits: 3 hours lecture (8 weeks)
FACULTY:	Dr. Catherine Alicia Georges (interdisciplinary collaboration)
OFFICE HOURS:	TBA

COURSE DESCRIPTION:

This course focuses on the societal and organizational context of the delivery of nursing services across various settings. Cases and current trends are emphasized in this seminar.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Analyze historical, political and economic forces that influence health policy.
2. Critically examine various policy models and their impact on healthcare.
3. Forecast healthcare policy changes using normative issues and cross-national perspectives.
4. Examine the DNP role in contributing to the development of health policy within the context of health promotion and disease prevention activities, and reduction of healthcare disparities.

Required Text: TBA

Required Readings – articles from selected professional journals and websites will be assigned.

Recommended Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association. 6th Edition*. Washington, DC: American Psychological Association. \$28.95

A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.

Teaching/Learning Strategies:

This is a seminar course designed to stimulate students' discussion on local and international policies and laws affecting a range of healthcare issues. Policy analysis papers, reflective journal writing via Blackboard and in-class discussions will be a part of the evaluation.

EVALUATION METHODS:

1. Policy Analysis paper– 35%
2. Reflections on assigned readings (healthcare policies, laws, institutional, government, international regulations, ethics and healthcare policies) – 25%
3. Development of a Health Policy Outline to reduce a health disparity– 40%

<u>Grading Scale:</u>	<u>Percentage</u>	<u>Grade</u>
	>93	A
	90-92	A-
	87-89	B+
	83-86	B
	80-82	B-
	77-79	C+
	73-76	C
	<72	F

Course Topical Outline:

Week 1	Overview of course syllabus. Historical overview of health policies
Week 2	Health policy regulations – rules, laws, policies and systems
Week 3	Politics and healthcare, role of government in healthcare
Week 4	Impact of external forces on healthcare policies
Week 5	Models of health policy – ecological model, behavioral model, healthcare reform AHCA, International health policies
Week 6	Research and healthcare policy
Week 7	Nursing and health policy
Week 8	Health policy development and evaluation

LEHMAN COLLEGE DEPARTMENT OF NURSING

GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER:	NUR 809
COURSE TITLE:	Practicum I
PLACEMENT IN CURRICULUM:	<u>Third Semester</u>
PRE-REQUISITES:	Completion of first year courses
CO-REQUISITES:	None
CREDITS:	3 credits; 100 Clinical hours (8 weeks)
FACULTY:	Dr. Cassandra Dobson; Dr. Mary Tesoro
OFFICE HOURS:	TBA

COURSE DESCRIPTION:

This practicum course provides the student a beginning opportunity for directed practice experiences with healthcare experts in the Family Nurse Practitioner specialty area. The course focuses on identifying a clinical problem, developing a feasibility study, and designing a strategic plan within the context of the organization. The emphasis is on application rather than statistical theory.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Identify a clinical problem to improve patient care outcomes within a health care organization
2. Use outcomes from EBP-I and EBP-II to design a strategic plan to improve patient care outcomes within a health care organization
3. Work collaboratively with an expert in selected clinical focus area
4. Develop an evidence-based practice proposal

Required Text: TBA

Required Readings – articles from selected professional journals and websites will be assigned.

Recommended Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association. 6th Edition*. Washington, DC: American Psychological Association. \$28.95

Teaching/Learning Strategies:

This course is a clinical practicum supported by a clinical seminar. Learning experiences include the clinical practicum, small group discussions, case-based presentations, and peer review. Students will work with sample data using SPSS.

EVALUATION METHODS:

1. Reflection (E-portfolio) – 15%
2. Article critiques – 15%
3. Final project (proposal) – 60%
4. Presentation of final project – 10%

Grading Scale

This clinical course is graded pass/fail. The course faculty evaluates student's seminar participation. The decision to accept the DNP portfolio as satisfactory is made by a committee consisting of the course faculty, the clinical practicum mentor, and the student's advisor for the practicum and doctoral project. Two of the three evaluators must agree the portfolio is satisfactory.

DNP Portfolio

The portfolio is a scholarly quantitative and qualitative document, which in its entirety presents evidence of mastery of the DNP program objectives. A brief synopsis must be provided with each item, detailing the achievement of the specific program objective. The portfolio is considered a comprehensive, yet unique reflection of a student's mastery of the DNP program objectives. The student is to consult his/her advising faculty and clinical mentor in the selection and choice of portfolio documents.

Scholarly participation in clinical seminar

Students are expected to be prepared to analyze, synthesize and integrate the written and electronic clinical literature as it relates to DNP practice. Students will assume leadership roles for weekly seminars in peer based teams and are also expected to substantively contribute to all classroom discussions.

Proposal

Students are to begin DNP Scholarly Project development. They must successfully complete a written proposal, defend the Project Proposal, and submit approved DNP Scholarly Project Proposal form signed by Committee Chair and members to the Department of Nursing.

LEHMAN COLLEGE DEPARTMENT OF NURSING
GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER:	NUR 810
COURSE TITLE:	Practicum II & Capstone
PLACEMENT IN CURRICULUM:	<u>Fourth Semester</u>
PRE-REQUISITES:	Practicum I
CO-REQUISITES:	None
CREDITS:	6 credits; 200 Clinical hours
FACULTY:	Dr. Ivreen Robinson
OFFICE HOURS:	TBA

COURSE DESCRIPTION:

This practicum course provides the student with continued opportunities for directed practice experiences with healthcare experts in the *Family Nurse Practitioner* specialty area. The learner will build upon advanced specialty knowledge and skills at increasing levels of complexity. In collaboration with faculty and practice experts, the student will design, implement, evaluate, and disseminate the DNP Scholarly Project. *Enrollment in this course will be repeated in the subsequent semester until requirements for the DNP capstone project are met.*

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Analyze elements of scientific rigor in research.
2. Synthesize major findings in the literature related to specific nursing questions
3. Critically evaluate research reports and levels of evidence in terms of design, sampling, instrumentation, data collection and analysis, and interpretation of findings.
4. Analyze research findings for their applicability to evidence based practice and advancement of nursing science.
5. Develop a research utilization paper regarding a specific nursing practice question or problem using published research findings as evidence for the solution proposed.

Project Specific Objectives

These objectives will be generated by the student in conjunction with the faculty advisor and should be linked to the DNP program objectives.

Project Committee:

Student's work is mentored by a committee consisting of a minimum of 2 members: the student's faculty advisor, and a clinical mentor (usually the practicum mentor) with expertise in the area of clinical practice interest or a second faculty member, who contributes theoretical, methodological or practice related expertise unique to the project.

EVALUATION METHODS:

- Identify a clinical practice problem or issue and review the relevant literature
- Develop a comprehensive, site-specific project plan in collaboration with the sponsoring health facility that addresses an advanced practice problem within the clinical context
- Implement a context-sensitive clinical project
- Evaluate and disseminate clinical scholarship knowledge
- Documentation of meeting DNP competencies and practice hours in electronic

Grading Scale

This clinical course is graded pass/fail. The Committee Chair and Clinical Mentor evaluate a student's progress on his/her DNP Scholarly Project and the written self-reflection entered in the DNP portfolio.

LEHMAN COLLEGE DEPARTMENT OF NURSING
GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER:	NUR 811
COURSE TITLE:	Practicum III & Capstone
PLACEMENT IN CURRICULUM:	<u>Fifth Semester</u>
PRE-REQUISITES:	Practica I & II
CO-REQUISITES:	None
CREDITS:	6 credits; 200 Clinical hours
FACULTY:	DNP Faculty
OFFICE HOURS:	TBA

COURSE DESCRIPTION:

This course involves the continuation of the practice and quality improvement initiative begun in DNP Practicum I and DNP Practicum II. The DNP program culminates in the successful completion of a scholarly project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. This substantive project should make a significant, evidence-based contribution to existing nursing knowledge.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Synthesize and integrate theory and knowledge from nursing science with the biophysical, psychosocial, analytical and organizational sciences as the foundation for the highest level of nursing practice.
2. Enact leadership, critical thinking and effective communications skills to design, evaluate, and improve the implementation of quality advanced nursing services.
3. Analyze the evidence for its validity, predicted impact, and potential applicability to the proposed question or issue.
4. Synthesize findings and draw conclusions to address the issue and propose solutions
5. Analyze the limitations of the project and proposed solutions.
6. Provide a scholarly presentation related to the project.
7. Defend an evidence-based practice proposal.

Project Specific Objectives

These objectives will be generated by the student in conjunction with the faculty advisor and should be linked to the DNP program objectives.

Project Committee:

Student's work is mentored by a committee consisting of a minimum of 2 members: the student's faculty advisor, and a clinical mentor (usually the practicum mentor) with expertise in the area of clinical practice interest or a second faculty member, who contributes theoretical, methodological or practice related expertise unique to the project.

EVALUATION METHODS:

- Successfully complete DNP Scholarly Project that addresses an advanced practice problem within a clinical context
- Evaluate and disseminate clinical scholarship knowledge
- Successfully defend Scholarly Project
- Document meeting of DNP competencies and practice hours in electronic

Grading Scale

This clinical course is graded pass/fail. The Committee Chair and Clinical Mentor evaluate a student's progress on his/her DNP Scholarly Project and the written self-reflection entered in the DNP portfolio.

Appendix D

Graduates' DNP Assessment Survey Results May 2013

Questions:

1. When did you graduate from the Master of Science in Nursing Program?
2. Are you nationally certified? (Yes; No)
3. If yes, please indicate the certification below: (AANP; ANCC)
4. Are you currently employed as a Nurse Practitioner? (Yes; No)
5. If yes, name of employer: _____
6. Are you interested in pursuing a Doctor of Nursing Practice (DNP) degree? (Yes; No; Uncertain)
7. If you answered yes to question 6, how soon would you like to start? (Within 1-2 year; Within 3-4 years; Within 5 or more years; Uncertain)
8. If you answered yes to question 6, what is your study preference? (*Part-time study; Full-time study; Uncertain*)

Summary of Findings

Who responded?

- Of the 43 Alumni of the FNP program contacted (2012 & 2013 graduates), 19 (44%) responded.
- Of those responded, 8 (42%) indicated an interest in attending a DNP program at Lehman, while 6 (32%) were uncertain.
- Of the 19 respondents, 13 were 2012 graduates and 6 were 2013 graduates.

Of our alumni, who is likely to attend a DNP offering? When?

- Of the 13 Alumni indicating interest in the DNP program, 8 (62%) were nationally certified: 3 (38%) AANP certified and 5 (62%) ANCC certified.
- Currently 47% (9 of 19) are employed as NPs. Of those employed, 5 (63%) are employed as NPs.

What do our respondents see as primary advantages? Disadvantages?

Advantage: The program is soon to be launched:

- All 13 (100%) respondents who indicated interest, wanted to begin the program within 1-2 years.

Disadvantages: Alumni who are not certified and/or not working as an FNP were uncertain about advancing their education:

- Of the 32% (6 of 19) indicating uncertainty in registering for the program, 5 were not certified; the remaining 1, who is certified is not employed as an NP.
- Of those indicating interest in the program, 62% (8 of 13) preferred part-time study. This program, however, is a full-time study.

Other findings

- There were no significant differences relating to the year of graduation among the respondents.



(b) Employer's Survey

LEHMAN COLLEGE Department of Nursing /EMPLOYER Survey

250 Bedford Park Blvd. West • Bronx, New York 10468 • (Ph) 718-960-8793 • (Fax) 718-960-8488

Doctor of Nursing Practice 2013 Needs Survey:

To continue to serve our health care community, the Lehman College Department of Nursing is conducting a needs assessment for a proposed **Doctor of Nursing Practice degree program in the Family Nurse Practitioner (DNP-FNP) track**. Your participation is greatly appreciated.

1. Does your institution anticipate any interest in hiring graduates of a Family Nurse Practitioner doctoral program (DNP-FNP) in the future?

___ Yes; ___ No

2. If no, but interested in other specialty area(s), please indicate below.

3. We welcome any additional comments you would like to provide.

Summary of Survey

- **5 of the clinical partners surveyed responded (100%)**
- **5 indicated that they would hire FNP-DNP graduates**
- **None indicated NO**
- **One(1) institution Jacobi expressed an interest in nurse anesthetist**

Appendix E

Institution	Lehman College (CUNY)	Date	02/10/14
Program	Nursing	Degree	Doctor of Nursing Practice

(a)Data on Faculty Members Directly Associated With the Proposed Doctoral Program

Name (Use "D" to Specify Program Director and "C" to Specify Core Faculty)	FT/PT	Dept	Sex M/F	R/E ¹	Articles in Refereed Journals in the past 5 yrs	External Research Support in Current AY <u>2013- 14</u> ²	Dissertation Load Current AY <u>2013 - 2014</u> ²		Any Dissertation Load in the previous 5 yrs.		# of Advisees Current AY <u>2013 -2014</u> ²		# of Classes Taught Current AY <u>2013-14</u> ²		% FTE Time to Proposed Program
							Com	Chr	Com	Chr	Doc	Mstrs	GR	UG	
Full Professor															
Catherine Alicia Georges (C)	FT	NUR	F	B	2	0	3	1	3	0	3	0	3	0	15%
Associate Professor															
Martha Whetsell (C)	FT	NUR	F	W	6	0	3	10	10	6	6	10	5	1	30%
Linda Scheetz (C)	FT	NUR	F	W	5	0	0	0	1	0	0	10	3	2	30%
Assistant Professor															
Eleanor Campbell (D)	FT	NUR	F	B	3	1	2	0	1	0	5	20	4	2	30%
Brigitte Cypress (C)	FT	NUR	F	A	10	0	5	0	7	0	1	5	3	2	25%
Cassandra Dobson (C)	FT	NUR	F	B	3	0	0	0	0	0	0	10	3	2	30%
Gina Miranda-Diaz (C)	FT	NUR	F	H	0	0	0	0	0	0	0	5	6	1	40%
Ivreen Robinson (C)	FT	NUR	F	B	0	0	0	0	0	0	0	10	3	0	30%
Scott Saccomano (C)	FT	NUR	M	W	7	0	0	0	0	0	0	10	5	1	30%
Mary Tesoro	FT	NUR	F	W	1	0	0	0	0	0	0	0	0	5	10%

¹ Racial/Ethnic Groups - Black (B), White (W), Hispanic (H), Native American Indian/Alaskan Native (N), Asian/Pacific Islander (A), Foreign (F)

² Specify the academic year.

(b)DNP Nursing Faculty CVs

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
Eleanor Campbell	<ul style="list-style-type: none"> • EdD: Nursing, Teachers College, Columbia University (1998) • MEd: Nursing, Teachers College, Columbia University (1989) • MA: Nursing, Teachers College, Columbia University (1980) • BS: Nursing, Alfred University (1975) 	<ul style="list-style-type: none"> • Assistant Professor /Graduate Program Director, Dept. of Nursing, Lehman College (2004-Present) • Sub-Assistant Professor, Hunter College - Bellvue School of Nursing (2003-2004) • Adjunct Professor, Mount Saint Mary College, Newburgh, NY (2003) • Assistant Professor, Dept. of Nursing, Lehman College (1998 – 2003) 	<ul style="list-style-type: none"> • Graduate Seminar in Transcultural Nursing, Kean University (2002) 	<ul style="list-style-type: none"> • Isasi, C., Florez, Y., Campbell, E., Wylie-Rosett, J. & Whiffen, A. (2011). High school prevalence of obesity among inner city adolescent boys in the Bronx, NY: Forgetting our boys. <i>Preventing Chronic Disease</i>. 8, 1. E-Journal. • Campbell, Eleanor T. (2009). Dietary choices of urban minority high school students - Pediatric Nursing. 35, 3, 171-180. • Campbell, Eleanor T. (2009). Teaching Korean RN-BSN students. <i>Nurse Educator</i>. 34, 3, 122-125. • Campbell, Eleanor T. (2008). Gaining insight into student nurses' clinical decision-making process. <i>Achiquan. Universidad De La Sabana Facultad De Enfermería. Chia, Columbia</i>. 8 (1) 19-32.
Brigitte Cypress	<ul style="list-style-type: none"> • EdD: Nursing (2009), Teachers College, Columbia University • MS: Nursing (2004), Lehman College (CUNY) • BS: Nursing (1988), Lehman College (CUNY) 	<ul style="list-style-type: none"> • Tenure Track Assistant Professor, Department of Nursing, Lehman College (CUNY) (2009 - Present) • Assistant Professor, The Graduate Center City University of New York: (09/2009 – present) • Research Associate (per 	<ul style="list-style-type: none"> • Critical Care Registered Nurse • Basic Cardiac Life Support • Advanced Cardiac Life Support • Pediatric Advanced Cardiac Life Support • Trauma Nursing Core Course 	<p><u>Refereed Publications:</u></p> <ul style="list-style-type: none"> • Cypress, B. (2013). Using the synergy model of patient care in understanding the lived emergency department experiences of patients, family members and their nurses during critical illness: A phenomenological study,

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		<p>diem), Montefiore Medical Ctr. Institute for Clinical and Translational Research (2010)</p> <ul style="list-style-type: none"> • Staff and Charge Nurse, St. Barnabas Hospital (1991-2008) • Staff and Charge Nurse (1988-1991), Phil Heart Center Manila, Philippines 	<ul style="list-style-type: none"> • Post Certificate in Higher Education (2004): Lehman College, CUNY 	<p>Dimensions of Critical Care Nursing 32(6), 310 - 321.</p> <ul style="list-style-type: none"> • Cypress, B. (2013). Transfer Out of Intensive Care: An Evidence-Based Literature Review: Dimensions of Critical Care Nursing, 32(5), 244 - 261. • Cypress, B. (2012). Family Presence in Rounds: An Evidence-Based Review: Dimensions of Critical Care Nursing, 31(1), 53 – 63. • Cypress, B. (2011). Patient-Family-Nurse Intensive Care Unit Experience: A Roy Adaptation Model-Based Qualitative Study: Qualitative Research Journal, 11(2), 3-16.
Cassandra Dobson	<ul style="list-style-type: none"> • PhD: Nursing/Research (SCD (pain mgmt.) Columbia University (10/2006) • MS: Nursing, Lehman College (CUNY) – 6/1992 • BS: Nursing, Lehman College (CUNY)- 6/1990 • AAS, Nursing, Flushing Hospital of Nursing, School of Nursing (1/1987) 	<ul style="list-style-type: none"> • Assistant Professor (tenured track, full time), Dept. of Nursing, Lehman College (2006-Present) • Administrative Nurse Manager (per-diem), Network Care Mgmt., Montefiore Med. Ctr. (2012-2013) • Admin. Nurse Manager (per-diem), Palliative Care, Montefiore Medical Ctr. (2010-2011) • Research Associate, Dept. of Diabetic Research, Albert Einstein College of 	<ul style="list-style-type: none"> • Postdoctoral Certificate (Public health/ Epidemiology) Yeshiva University, Institute for Public Health Science, Albert Einstein College of Medicine (5/2010) • Outstanding Service Award: Sickle Cell Thalassemia Patients Network (2013) • Preceptor Award, NY University: The Steinhardt School of Education (2002) 	<ul style="list-style-type: none"> • Dobson, C. Byrne, M.(2014) Using Guided Imagery to Manage Pain in Young Children with Sickle Cell Disease American Journal of Nursing 114 (4) 26-37 Dobson, C. (2013) Sickle Cell Disease and Thalassemia: Finding Community Venues to Manage These Conditions. The Journal of the National Black Nurses Association 24(2) 34-37 • Tsai, H., Dobson, C. Thrombotic Thrombocytopenic Purpura-caused by ADAMTS13 Deficiency. In submission phase

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		<p>Medicine (2010-2011)</p> <ul style="list-style-type: none"> • Chairperson: Nursing Research Symposium. Montefiore Med. Ctr. (2010-2011) • Asst. Director of Nursing, Nursing Administration, Montefiore Medical Ctr. (2006-2006) • Adjunct Associate Professor, Dept. of Nursing, Lehman College (2003-2006) • Administrative Nurse Manager, Dept. of Hospice, Montefiore Medical Ctr. (2002-2006) 		<ul style="list-style-type: none"> • Newland, J., Dobson, C. (2006). Chapter: Understanding Sickle cell Disease in African American Women. African American Women's Health and Social Issues. Edited by Catherine Fisher Collins, Ed.D. • Raff, J.P., Dobson, C, Tsai, H. (2002). Transfusion of polymerized human hemoglobin in a patient with severe sickle cell anemia. The Lancet, 360(933), 464-465.
Catherine Alicia Georges	<ul style="list-style-type: none"> • EdD: Educational Leadership and Policy Studies (2001), University of Vermont • MA: Community Health Nursing (1973), New York University • BS: Nursing (1965), Seton Hall University 	<ul style="list-style-type: none"> • Full Professor / Chair, Dept. of Nursing, Lehman College (CUNY) (2005-present) • Assistant Professor, , Dept. of Nursing, Lehman College (CUNY) (2001-2004) • Lecturer, Dept. of Nursing, Lehman College (CUNY) (1980-2001) • Instructor, Dept. of Nursing, Lehman College (CUNY) (1975- 1980) 	<p><u>National & State Committees /Councils:</u></p> <ul style="list-style-type: none"> • Board of Directors, AARP (2010-2016) • Chairperson, Bronx Westchester Area Health Council (2006 - Present) • Member, Robert Wood Johnson Foundation National Advisory Committee on the New Jersey Nursing Initiative (2008-2012) • Dartmouth Leadership and Improvement Institute, (2007, 2008, 2009, 2010, 2011, 2012) 	<p><u>Peer Reviewed:</u></p> <ul style="list-style-type: none"> • Georges, C. A. (2012) Project to expand diversity in the nursing workforce. <i>Nursing Management</i> Vol. 19 2 , pp. 22-26 • Georges, C.A. Honoring black nurses. (2010). <i>American Journal of Nursing</i>, Vol. 110,2 p 7 • Georges, C.A. (2007). Diversity in nursing: A long road ahead. Policy and Politics in Nursing and Health Care. St. Louis: Saunders /Elsevier p. 559-567 • Georges, C.A. (2005). Professional nursing organizations: Influencing policy affecting the health status of African American communities

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
				<p>Nurse Leader Vol 3 5</p> <ul style="list-style-type: none"> • Georges, C. A. , Bolton, L, Bennett, C (2004). Test of functional health literacy in <i>African Americans Journal of the National Black Nurses Association</i> Vol. 15 1 • Georges, C. A. (2004). African American nurse leadership: pathways and opportunities. <i>Nursing Administration Quarterly</i> Vol. 28 3 pp. 170-172 • Bolton, L. Giger, J., Georges, C. A. (2004) Structural and racial barriers to health care. <i>Annual Review of Nursing Research</i>. Vol. 22, pp. 39-58 • Georges, C. A., & Bolton, L., (2003). Quality of care in African American communities and the nursing shortage. <i>Journal of National Black Nurses Association</i> Vol. 14 2 • Bolton, L. Giger, J., & Georges, C. A. (2003). Eliminating structural and racial barriers: A plausible solution to eliminating health disparities. <i>Journal of National Black Nurses Association</i> Vol. 14 1

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
Gina Marie Miranda-Díaz	<ul style="list-style-type: none"> • DNP: UMDNJ-School of Nursing (2009-2012) • MPH: Public Health Education (1990-1997) • MS: Community Health Education (1991-1997) • B.S. Registered Nurse, Adelphi University (1979-1983) 	<ul style="list-style-type: none"> • Clinical Professor, Dept. of Nursing, Lehman College • Director of Allied Health Programs-Adult Education (Lehman) • Adjunct Clinical Faculty (Bloomfield College) • Adjunct Clinical Faculty(Rutgers School of Nursing) • Nursing Faculty (Ramapo State College of NJ) 	<ul style="list-style-type: none"> • CBPN-I (Certified Breast Patient Navigator-Imaging) 2011 - current. • NYS Infection Control Educator • New Jersey State Licensed Health Officer, June 9, 2012-current • Certified Harold P. Freeman Patient Navigation Curriculum- March 2011 • Intravenous Certification- CNJNE and ANCC-2009 • NJ State-Certified Nursing Assistant Educator-NJ State Attorney General-2008 • Intravenous Certification- New York State Nurses Association-1998 • Certification in PPD Interpretation-1988 • Certified Childbirth Education Specialist (Lamaze)-1984 	<p><u>Book Chapter:</u> Mason, D. J., & Leavitt, J.K. & Chaffee, M.W. (2014). Policy & politics in nursing and health care. St. Louis, Mo: Saunders Elsevier .Policy & Politics in Health Care. Chapter in Progress A Public Health Nurse as a Health Officer.</p> <p><u>Journal:</u> Breast Patient Navigation Program Hopes to Reduce Disparities Among Hispanic/Latina Women. (2011, May) <i>Journal of Oncology Navigation and Survivorship</i>, 2(3), 21-21.</p>
Ivreen Robinson	<ul style="list-style-type: none"> • PhD: Adult Education (2005) Walden University • MS: Nursing (1994), College of New Rochelle • BS: Nursing (1991), College of New Rochelle • Diploma: Family Nurse Practitioner (1984), University of the West 	<ul style="list-style-type: none"> • Assistant Professor, Department of Nursing (2011 –Present)—Lehman College (CUNY) • Adjunct Clinical Instructor (4/2006 – 8/2010) Helen Fuld School of Nursing • Family Nurse Practitioner (8/2000 – 8/2010), Bronx- 		<p><u>Peer Reviewed Abstract:</u></p> <ul style="list-style-type: none"> • Spirituality: The meaning as experienced by nurses enrolled in graduate nursing programs • First Annual Nursing research: Nursing Research on the Move, Montefiore Medical Center, Bronx, NY May 16, 2011 Symposium

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
	Indies, Jamaica <ul style="list-style-type: none"> • Diploma: Nursing (1975), Kingston School of Nursing, Jamaica 	Lebanon Hospital, Bronx, NY <ul style="list-style-type: none"> • Private Nursing (1997-2001), Lenox Hill Hospital • Primary Care Provider (1988 – 1991), Franklin Men’s Shelter • Family Nurse Practitioner (1984 – 1985), Christian Pen Health Center, Jamaica, WI • Staff nurse (1975 – 1978), Annotto Bay Hospital, Jamaica, WI 		<ul style="list-style-type: none"> • Spirituality: The meaning as experienced by nurses enrolled in graduate nursing programs. Research Symposium Queens Black Nurses Chapter of the National Black Nurses Association, York College, April, 2007 • Obesity and Children on Psychotropic Drugs, Research Day hosted by Bronx Lebanon Medical Staff, Bronx Lebanon Hospital, Bronx, NY (2003)
Scott Saccomano	<ul style="list-style-type: none"> • PhD: Health Sciences (May 2003 - May 2009) Seton Hall University, Graduate School of Health and Medical Sciences • MS: Nursing Administration (February 1983), Hunter College (CUNY) • BS: Nursing (February 1980), City College of New York (CUNY) • BA: Biology (May 1977), Adelphi University 	<ul style="list-style-type: none"> • Assistant Professor, Department of Nursing (2009 –Present)—Herbert H. Lehman College (CUNY) • Adjunct Assistant Professor, Doctoral Program in Health Professions Leadership (2011 – 2013) Seton Hall University, School of Health and Medical Sciences • Adjunct Professor (Online Instructor), Nursing (2008 – Present) Pace University • Assistant Professor (2008 – 2009): Nursing, State University of New York, New Paltz • Assistant Professor (2006 	<ul style="list-style-type: none"> • President and Organizer of the first NY City Chapter of the American Assembly for Men In Nursing (AAMN) 2012—Present • Committee Member – Mentoring New Leaders Conference – CUNY Men in Nursing, Delta Zeta of Sigma Theta Tau & Northeast Chapter, Transcultural Nursing Society (2013). • Post-Graduate Certificate: Nursing Care of the Elderly (May 1995) New York University. • Gerontological Nurse Practitioner, American Nurses Credentialing 	<u>Peer Reviewed Publications:</u> <ul style="list-style-type: none"> • Saccomano, S. Sleep Disorders in the Older Adult, Journal of Gerontological Nursing Accepted for publication May 30, 2013. • Ferrara, L. and Saccomano, S. Diabetes management: Strategies for patient-centered nursing care, accepted for publication, April 19, 2013, Nursing 2013. • Saccomano, S. and Ferrara, L. (2013). Infectious Mononucleosis, Clinician Reviews, 23(6):42-49. • Saccomano, S. and Pinto-Zipp, G. Integrating delegation into the curriculum, submitted for review, The Journal of Creative Nursing, accepted for publication June 2, 2013, anticipated publication date February 2014.

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		<p>– 2008): Nursing, Southern Connecticut State University</p> <ul style="list-style-type: none"> • Assistant Professor (2003 – 2006): Nursing Seton Hall University 	<p>Center</p> <ul style="list-style-type: none"> • Advanced Practice Registered Nurse, American Nurses Credentialing Center 	<ul style="list-style-type: none"> • Saccomano, S. and Abbatiello, Cultural considerations at end of life, <i>The Nurse Practitioner Journal</i> accepted for publication, • Saccomano, S. and Ferrara, L. Management of Corneal Abrasions, accepted for publication January 1, 2013, the <i>Nurse Practitioner Journal</i>. • Saccomano, S. and Ferrara, L. (2012) Evaluation of the acute abdomen, <i>The Nurse Practitioner Journal</i>, Accepted for publication May 17, 2012 • Ferrara, L and Saccomano, S. (2012). Crohn’s disease recognition is key, <i>The Nurse Practitioner Journal</i>, 37(12); 23 - 28. • Saccomano, S (2012). Dizziness, vertigo and presyncope: What’s the difference, <i>The Nurse Practitioner Journal</i>, 37(12); 46 – 52 • Saccomano, S. (2012) Ischemic stroke: the first 24 hours <i>The Nurse Practitioner Journal</i>, 36(10); 12 - 19 • Saccomano, S. and DeLuca, D. (2012). Living with chronic kidney disease: related issues and treatment, <i>The Nurse Practitioner Journal</i>. 37(8); 32 – 38. • Saccomano, S. and Pinto–Zipp, G.

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
				(2011). Registered nurse leadership style and confidence in delegation, <i>Journal of Nursing Management</i> , 19(4), 522-533
Linda Scheetz	<ul style="list-style-type: none"> • EdD: Columbia University-Teachers College • MA: New York University • BSN: Trenton State College 	<ul style="list-style-type: none"> • Associate Professor, Department of Nursing (2012-present)—Lehman College, CUNY • Chairperson, Department of Nursing, SUNY College of New Paltz • Associate Professor, Department of Nursing, SUNY College of New Paltz 	<ul style="list-style-type: none"> • Current active RN licensure in New York and New Jersey • Certified Emergency Nurse, Emergency Nurses Association, 1991-2005 • Advanced Practice Registered Nurse, Board Certified (Medical-Surgical Nursing), American Nurses Credentialing Center, 2000-2005 • Clinical Specialist, Medical-Surgical Nursing, American Nurses Credentialing Center, 1991-1999 	
Mary Tesoro	<ul style="list-style-type: none"> • DNS: CUNY Graduate Center (5/2011) • MS: Nursing, Lehman College, CUNY (6/1999) • BA: Biology, Lehman College, CUNY (6/1981) • AAS: Nursing, Queensborough Community College, CUNY (6/1976) 	<ul style="list-style-type: none"> • Assistant Professor, Department of Nursing (1999-present)—Lehman College • Assistant Director of Nursing: Evidence Based Practice and Nursing Quality: per diem (2008-present)—Montefiore Medical Center • Team leader for development of CUNY on the Concourse Human Patient Simulator 	<ul style="list-style-type: none"> • Nursing Expert Consultant for multiple legal firms (2002-present) • Developed Certified Nursing Assistant Program (1999 - 2001), Hostos Community College (CUNY) 	<p><u>Peer Reviewed Journals:</u></p> <ul style="list-style-type: none"> • Tesoro, M.G. (2012). Effects of using the Developing Nurses' Thinking model on nursing students' diagnostic accuracy. <i>Journal of Nursing Education</i>, 51(8), 346-443. • Sen, M. & Tesoro, M. (2007). A Mock Trial Approach to Nursing Competency. <i>Journal for Nurses in Staff Development</i>, 23(6), 289-292. <p><u>Book Chapter:</u></p>

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		<p>Consortium (2009-2010)</p> <ul style="list-style-type: none"> • Staff Development Specialist-per deim: Med/Surg & Oncology—Nursing Education (1999-2008)—Our Lady of Mercy Health Care System 		<ul style="list-style-type: none"> • McCaffery-Tesoro, M. (2009). Man with renal calculi and stent placement. In Lunney, M. Critical Thinking to Achieve Positive Health Outcomes: Nursing Case Studies and Analysis. Ames, Iowa: Wiley-Blackwell. <p><u>Video:</u></p> <ul style="list-style-type: none"> • Lunney, M. & Tesoro, M.G. (2011). Patient Safety and Accuracy of Nursing Diagnosis. Staten Island: College of Staten Island, N.Y. Donated to NANDA International for distribution, see www.NANDA.org.
Martha Whetsell	<ul style="list-style-type: none"> • PhD: Educational Psychology (1985); University of South Carolina • MS: Pediatric Nursing, Nursing Education and Health Nursing (1976); USC School of Nursing • BSN: Nursing (1975); USC School of Nursing 	<ul style="list-style-type: none"> • Associate Professor (2007-Present)—CUNY Graduate Center • Associate Professor (2007-Present)—Lehman College • Adjunct Associate Professor (2006-2007)—Lehman College • Visiting Scholar (2009-Present)—Connell School of Nursing • Adjunct Distinguish Professor (2004-Present) Doctoral Program—Universidad de Alicante España • Associate Professor (2001-2005)—Planning Committee for 	<ul style="list-style-type: none"> • Supervised and chaired more than 60 masters' thesis and doctoral dissertations in the United States, Spain, Mexico and Panama • 2008 to Present Supervising, 12 Doctoral Dissertations and Sponsoring 6 dissertations at the CUNY Graduate Center Doctoral Science Nursing Program. Program Started Fall 2008 • Nominated to the Institutional Review Board of CUNY (Lehman) Research Committee (2008- Present) 	<p><u>Book:</u></p> <p>Butts.J., Rich, K (editors) 2010. Philosophies and Theories for Advanced Nursing Practice, Barlett and Jones. Chapter, 11 “Models and Theories focused on a systems approach”.</p> <p><u>Journal Articles (Refereed):</u></p> <ul style="list-style-type: none"> • Whetsell, M. “Overcoming barriers and facing challenges. Book review, 2012. • Whetsell , M. V, Cabora. I M (2012). Effects of Hands-On Containment on the Frequency of Apnea Episodes on the Premature Infants with Respiratory Distress Syndrome. Enfoque Revista Científica de Enfermería. Vol. VII. No 2 Panamá, Rep. de Panamá.

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		<p>Development & Implementation of 1st PhD nursing program in Latin America Universidad Autonoma de Nuevo León College of Nursing</p> <ul style="list-style-type: none"> • Chair Person (1994-1997) Dept. of Family and Community Health Nursing College of Health Sciences—Florida International, University • Assistant Professor/ Director, Pediatric Division and Pediatric Nurse Practitioner Program (1991-1994)—Lehman College 	<ul style="list-style-type: none"> • Member of the Students Affairs Committee Lehman, Department of Nursing (2006- Present) • Nominated ambassador to Evaluation Committee Lehman College (2009- Present) 	<p>2012. In Print</p> <ul style="list-style-type: none"> • Caboral, M, Whetsell, M.V. (2012) Review of the Diagnosis and Treatment of Diastolic Heart Failure, . Enfoque Revista Científica de Enfermería. Vol. VII. No 2 Panamá, Rep. de Panamá. D 2012. In Print. • Caboral. M, Whetsell, M. V. Hope in Older Adults with Heart Failure: A Concept Analysis (2012) Investigación y Educación en Enfermería. Colombia, SA. • Alarcon, S. Whetsell, M. et al. Experiencias vividas de Madres que tienen un hijo con Labio Leporino y Paladar Hendido . Desarrollo Cientifico de enfermería . 19, N 5 Junio 2011 • Roy, C., Whetsell, M., Frederickson. K. (2009) The Roy Adaptation Model and Research. Global Perspective. Nursing Science Quarterly, Vol. 22 pp 209-211 • Whetsell, M., (2009) Conceptual clarification of the Development of Courage” as a Central Concept for Adaptation in the Latin Culture. Enfoque Revista Científica de Enfermería. Vol. VI. No 1 Panamá, Rep. de Panamá. December. 2010. PP. 33-40. • Whetsell, M. Roy, Callista.

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
				<p>Frederickson, K, Cadena F. (2009) Concept Development of Courage: A study of Elderly Mexicans ,Nursing Science Quarterly, (In print)</p> <ul style="list-style-type: none"> • Whetsell M. Frederickson K. Lauchner K. (2009). Towards Courage Adaptation Model: A Middle Range Theory. Nursing Science Quarterly. (In print) • Aguilera P. Whetsell, M. Creencias Maternas en las prácticas de alimentación del niño de 0 a 12 meses, Biblioteca de las Casas (2009) Alicante, España (2009)

Appendix F: Faculty to be Hired

Lehman College (CUNY)

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
Assistant/Associate Professor	1	Doctorate in Nursing	FT	60%	<ul style="list-style-type: none"> • Evidence Based Practice I: Methods • Practicum I • Practicum II & Capstone • Practicum III & Capstone 	Spring 2016
Assistant/Associate Professor (DNP)	1	Doctorate in Nursing	FT	60%	<ul style="list-style-type: none"> • Evidence Based Practice II: Implementation and Evaluation • Practicum I • Practicum II & Capstone • Practicum III & Capstone 	Spring 2018

Appendix G: Budget Tables

(a) New Resources Table

Expenditures	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020
Full Time Faculty*	109,458	109,458	222,981	227,054	234,228
Part Time Faculty	0	0	0	0	0
Full Time Staff	0	0	0	0	0
Part Time Staff**	44,513	44,513	46,275	46,275	48,151
Library (Includes Staffing)	0	0	0	0	0
Equipment	0	0	0	0	0
Laboratories	0	0	0	0	0
Supplies & Expenses (OTPS)	10,500	10,500	7,200	7,530	11,493
Capital Expenditures	0	0	0	0	0
Other	0	0	0	0	0
Total all	164,471	164,471	276,456	280,859	293,872

*2 full-time faculty members (one hired in the first year, and another in the third year); salary includes 33% fringe benefits.

**1 part-time staff (RN/Lab Assistant) working 20hrs/wk; total amount includes 10% fringe benefits

The salaries for faculty were estimated based on the AAUP Faculty Salary Survey of the Chronicle of Higher Education, April 2014.

(b) Projected Revenue Table

<u>Revenues</u>	1st Year	2nd Year	3rd Year	4th Year	5th Year
<u>Tuition Revenue</u>					
01. From Existing Sources	0	0	0	0	0
02. From New Sources	242,200	457,024	466,163	475,487	484,996
03. Total	242,200	457,024	466,163	475,487	484,996
<u>State Revenue</u>					
04. From Existing Sources	0	0	0	0	0
05. From New Sources	0	0	0	0	0
06. Total	0	0	0	0	0
<u>Other Revenue</u>					
07. From Existing Sources	0	0	0	0	0
08. From New Sources	4,000	7,400	7,400	7,400	7,400
09. Total	4,000	7,400	7,400	7,400	7,400
<u>Grand Total</u>					
10. From Existing Sources	0	0	0	0	0
11. From New Sources	246,200	464,424	473,563	482,887	492,396
TOTAL	246,200	464,424	473,563	482,887	492,396

(c) The Five-Year Revenue Projections for DNP Program

SENIOR COLLEGE WORKSHEET					
	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
<i>Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.</i>					
Number of Majors (Enter # of EXISTING <u>FULL TIME</u> In State Students)					
Tuition Income (\$6,055 per semester) calculates 2% increase per year	\$12,110	\$12,352	\$12,599	\$12,851	\$13,108
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
Total Instate Tuition & Fees	\$0	\$0	\$0	\$0	\$0
Tuition & Fees:					
Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$820	\$836	\$853	\$870	\$887
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
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING FULL TIME TUITION REVENUE	\$0	\$0	\$0	\$0	\$0
	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
Number of Majors (Enter # of EXISTING PART-TIME In State Students)					
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	\$510	\$520	\$530	\$541	\$552
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
Total Instate Tuition & Fees	\$0	\$0	\$0	\$0	\$0
Tuition & Fees:					
Number of Majors (Enter # of EXISTING PART-TIME Out of State Students)					
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	\$820	\$836	\$853	\$870	\$887
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
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING PART TIME REVENUE	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)	\$0	\$0	\$0	\$0	\$0
	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
<i>New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.</i>					
Number of Majors (Enter # of NEW FULL TIME In State Students)—see Table 1 (p.7) for attrition #s	20	37	37	37	37
Tuition Income ((\$6,055 per semester)) calculates 2% increase per year	\$12,110	\$12,352	\$12,599	\$12,851	\$13,108
Total Tuition	\$242,200	\$457,024	\$466,163	\$475,487	\$484,996
Student Fees (enter ANNUAL program fees other than standard CUNY fees)	\$200	\$200	\$200	\$200	\$200
Total Fees	\$4,000	\$7,400	\$7,400	\$7,400	\$7,400
Total Instate Tuition & Fees	\$246,200	\$464,424	\$473,563	\$482,887	\$492,396
Tuition & Fees:					
Number of Majors (Enter # of NEW FULL TIME Out of State Students)					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$820	\$836	\$853	\$870	\$887

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
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL NEW FULL TIME TUITION REVENUE	\$246,200	\$464,424	\$473,563	\$482,887	\$492,396
	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
Number of Majors (Enter # of NEW PART-TIME In State Students)					
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	\$510	\$520	\$530	\$541	\$552
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
Total Instate Tuition & Fees	\$0	\$0	\$0	\$0	\$0
Tuition & Fees:					
Number of Majors (Enter # of NEW PART-TIME Out of State Students)					
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	\$820	\$836	\$853	\$870	\$887
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
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL NEW PART TIME REVENUE	\$0	\$0	\$0	\$0	\$0
TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)	\$0	\$0	\$0	\$0	\$0

	Year One	Year Two	Year Three	Year Four	Year Five
State Revenue from EXISTING sources-identify sources	0	0	0	0	0
STATE BUDGET APPROPRIATIONS FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9	\$0	\$0	\$0	\$0	\$0
State Revenue from NEW sources-identify sources	0	0	0	0	0
STATE BUDGET APPROPRIATIONS FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11	\$0	\$0	\$0	\$0	\$0
FOR YEARS 2-5 INCLUDE CONTINUING RESOURCES FROM PREVIOUS YEARS					
	Year One	Year Two	Year Three	Year Four	Year Five
Other Revenue From Existing Sources (specify and explain)-LINKS TO REVENUE SPREADSHEET ROW 13)		0	0	0	0
Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)		0	0	0	0

(d) The Five-Year Financial Projections for Program

	Year 1	Year 2	Year 3	Year 4	Year 5
Direct Operating Expenses (Include additional expenses incurred by other programs when satisfying needs of new program):					

Current Full Time Faculty Replacement Costs (list separately)					
Current Full Time Faculty Overload (include summer)					
New Full Time Faculty Base Salary (list separately)	82,299	82,299	167,655	170,717	176,112
New Full Time Faculty Overload (include summer)					
New Faculty Re-assigned Time (list separately)					
Full Time Employee Fringe Benefits (33.0%)	27,159	27,159	55,326	56,337	58,116
Total (Links to Full-Time Faculty on New Resources Worksheet)	109,458	109,458	222,981	227,054	234,228

Part Time Faculty Actual Salaries	0	0	0	0	0
Part Time Faculty Actual Fringe Benefits (10%)	0	0	0	0	0
Total (Links to Part-Time Faculty Program Exp. Worksheet)	0	0	0	0	0

Full Time Staff Base Salary (list separately)					
Full Time Staff Fringe Benefits (33%)	0	0	0	0	0
Total (Links to Full-Time Staff on Program Exp. Worksheet)	0	0	0	0	0

(DO NOT INCLUDE NEW LIBRARY STAFF IN THIS SECTION)

Part Time Staff Base Salary (list separately)					
RN/Lab Assistant (20 hrs./wk.)	40,466	40,466	42,068	42,068	43,774
Part Time Employee Fringe Benefits (10.0%)	4,047	4,047	4,207	4,207	4,377
Total (Links to Part-Time Staff on New Resources Worksheet)	44,513	44,513	46,275	46,275	48,151

LIBRARY

Library Resources					
Library Staff Full Time (list separately)					
Full Time Staff Fringe Benefits (33%)	0	0	0	0	0
Library Staff Part Time (list separately)					
Part Time Employee Fringe Benefits (10.0%)	0	0	0	0	0
TOTAL (Links to Library on New Resources Worksheet)	0	0	0	0	0

EQUIPMENT

Computer Hardware

Office Furniture

Other (Specify)

Total (Links to Equipment on New Resources Worksheet)

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	0	0	0

LABORATORIES

Laboratory Equipment

Other (list separately)

TOTAL (Links to Laboratories on New Resources Worksheet)

0	0	0	0	0

SUPPLIES AND EXPENSES (OTPS)

Consultants and Honoraria

Office Supplies

Simulation Lab Supplies

Faculty Development

Conferences/ Guest Speakers

Membership Fees

Licenses

Computer Lab Software / Materials

Computer License Fees

Computer Repair and Maintenance

Equipment Repair and Maintenance

New Total Supplies and OTPS Expenses (Links to Supplies on New Resources Worksheet)

3,000	3,000	3,300	3,630	3,993
0	0	0	0	0
3,000	3,000	3,000	3,000	3,000
900	900	900	900	900
3,600	3,600	--	--	3,600
10,500	10,500	7,200	7,530	11,493

CAPITAL EXPENDITURES

Facility Renovations

Classroom Equipment

Other (list separately)

TOTAL (Links to Capital Expenditures on Prog. Exp. Worksheet)

0	0	0	0	0
0	0	0	0	0

Other (list separately)**TOTAL (Links to Other on Program Exp. Worksheet)**

0	0	0	0	0

Appendix H

Cost of laboratory space (wet and dry lab) Consultant for research center

LEHMAN COLLEGE NURSING FACILITY Davis Hall/ Davis Hall Addition (Davis Parking Lot)

Program	Quantity	Program Unit	Actual Subtotal	
Class Labs/Training		5,900		
Medical Simulation Suite				
Intensive Care Unit	1		320	
Meti Simulation Lab	1		480	
Recovery Room	1		745	
Simulation Suite Center	1		280	
Control Room	1		100	
Maternal/child simulation Suite				
Neonatal Training Lab	1		500	
Pediatrics Training Lab	1		1400	
Birthing Training Lab	1		225	
Medical/Surgical Training Lab	1		1500	
Visiting Nurse Lab	1		350	
Teaching Support		1,840		
Storage	1		120	
Medi/Surge Storage	1		400	
Student Lockers	1		275	
Lab Tech Room	2	130		each
Server Equipment	1		150	
Lab Equipment Storage (Sub-Basement)		615		
Academic		3,400		
Computer Lab	1		1300	
Classroom (30)	1		900	
Classroom (30)	1		1200	
Department Office		5,225		
Chair	1		200	
Professor	4	130		each
Associate Professor	5	130		each
Assistant Professor	6	130		each
Lecturer	7	130		each
Adjuncts	18	40		each
Program Coordinator	1		130	
Senior Lab Tech	1		130	
Assistants	3	80		each
Workroom	1		150	
Conference Room	1		500	
Storage	1		200	
Waiting Area		95		

Program	Quantity	Program Unit	Actual Subtotal	
Research		1,335		
Faculty Research Lab	1		315	
Workroom	1		130	
Workroom	1		70	
Consultation Room	3	50		each
Graduate Research Assistants	8	40		each
Research Suite (includes Patient Receiving, & Records	1		370	
Student/Faculty Services		700		
Student Workroom (lounge)	1		450	
Faculty Workroom (break/lounge)	1		250	
Miscellaneous		1,800		
Campus Services Support	1	900	900	
Grand Total		20,220		
Gross Square Feet		35,500		

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

1. **Type of Change:** Withdrawal of courses

2. **Description:**

SOC	530	Migratn Grps Metros
SOC	720	Population
SOC	730	Urban Community
SOC	740	Small Grp Dynamics
SOC	744	Intergroup Tensions
SOC	746	Socializatn Process
SOC	750	Family
SOC	770	Mass Comm & Society
SOC	775	Modernizatn-Lat Amer
SOC	780	Deviant Behavior
SOC	785	Educ As Socl Instits

3. **Rationale:**

These courses have not been offered in the department for 10 years or more.

4. **Date of departmental approval:** March 11, 2015

Senate Meeting – April 29, 2015

Undergraduate Curriculum Committee (UCC) Report (Revised)

The following proposals were approved unanimously by the UCC, without a quorum present (6 members in attendance) on March 11, 2015:

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

Journalism, Communication and Theatre

- Change in degree requirements and addition of concentration area in BFA in Multimedia Performing Arts
- Change in degree requirements for BA in Dance
- Change in degree requirements for BA in Theatre
- New course DNC 252
- New course DNC 323
- New course DNC 371
- New course DNC 449
- New course DNC 306
- New course DNC 307
- New course DNC 421
- New course DNC 4951
- New course THE 305
- New course THE 306
- New course THE 307
- New course THE 323
- New course THE 485
- New course THE 4951
- Change in course DNC 101
- Change in course DNC 220
- Change in course DNC 221
- Change in course DNC 235
- Change in course DNC 302
- Change in course DNC 351
- Change in course DNC 352

- Change in course DNC 420
- Change in course DNC 445
- Change in course DNC 485
- Change in course DNC 493
- Change in course DNC 3210
- Change in course DNC 4210
- Change in course THE 220
- Change in course THE 344
- Change in course THE 449

The following proposals were approved unanimously by the UCC, without a quorum present (4 members in attendance) on April 1, 2015:

Social Work

- Change in course SWK 237
- Change in course SWK 250
- Change in course SWK 2410
- Change in course SWK 251
- Change in course SWK 351
- Change in course SWK 440

Art

- Change in course ART 313

Chemistry

- Change in degree requirements for BA in Chemistry

History

- New minor in History
- New course HIW 351

Psychology

- Change in course PSY 165
- Change in course PSY 250
- Change in course PSY 320
- Change in course PSY 330
- Withdrawal of courses PSY 101, 230, 494

Earth, Environmental, and Geospatial Sciences

- Change in course GEP 310
- New course GEP 330

Sociology

- Change in degree requirements for BA in Sociology

- Change in course SOC 281
- Change in course SOC 324
- Change in course SOC 345
- Withdrawal of courses SOC 101, 232, 280,282,295,360, 362, 530

Speech, Language & Hearing Sciences

- Change in degree requirements for BA in Speech Language Pathology & Audiology

Economics & Business

- Change in degree requirements for BBA
- Change in degree requirements for BA in Economics
- Change in course ACC 171
- Change in course ACC 272
- Change in course ACC 334
- Change in course ACC 335
- Change in course ACC 342
- Change in course ACC 348
- Change in course ACC 439
- Change in course ACC 440
- Change in course ACC 441
- Change in course ACC 442
- Change in course ACC 444
- Change in course ACC 445
- Change in course ACC 446
- Change in course ACC 449

African-American & African Studies

- Withdraw AAS 341

Political Science

- Withdrawal of courses POL 203, POL 206, POL 231, POL 295, POL 298

The following proposals were approved unanimously by the UCC, without a quorum present (6 members in attendance) on April 22, 2015:

Earth, Environmental, and Geospatial Sciences

- GEO (GEP) 228 for Scientific World Area

Informational Items:

The following experimental courses were approved:

Department of Biological Sciences

- BIO 255
- BIO 402

Next meeting: Fall, 2015, to be announced

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF AFRICAN AND AFRICAN AMERICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** Course Withdrawal
2. **Description:** **AAS 341 (Black Feminisms)**, 3 hours, 3 credits. Contemporary Black feminist thought.
3. **Rationale:** The Department has withdrawn AAS 341 (Black Feminisms) AAS 341 (Black Feminisms) is not needed because the course already exists as WST (AAS) 347 (Black Feminisms).
4. **Date of Departmental Approval:** March 19, 2015

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Art
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	Studio Art
Course Prefix & Number	ART 313
Course Title	The Artist's Multiple
Description	Examination of artistic multiples—ready-mades, mass production, and limited editions. Demonstrations in traditional, experimental, and digital print techniques. Print theory and how multiples may relate to a variety of studio art and digital practices.
Pre/ Co Requisites	Declared Art Major; completion of one 200-level Studio Art course
Credits	3 (maximum 6 credits)
Hours	4 (2 lecture, 2 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

	____ Scientific World
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3. Rationale:

Printmaking is categorically a discipline that relates to many different media and artistic practices. This course will be modeled after a professional, collaborative printmaking studio. Master print studios typically collaborate with sculptors, painters, digital artists, designers and photographers to produce prints that explore new artistic possibilities that arise when creating a multiple instead of an original object. ART 313 will emphasize the conceptual possibilities of print that follow once technical competency is learned in 103, 203, 303, 318, 208, 212, 205, 206, 202, 200, 207. Course demonstrations will also include techniques that are relevant and familiar to other studio disciplines like digital printing, mono-printing, mold making and preparing digital images for print. This course is designed to draw on a variety of skill sets from across the studio art curriculum. It is an opportunity for students in different concentrations to refine their individual ideas while examining new concepts in printmaking. This course can only be repeated once for the purpose of developing an advanced, multi-disciplinary body of work.

4. Learning Outcomes:

- Describe, analyze and interpret prints and multiples of their own creation.
- Analyze, interpret and evaluate the form and content of works of art: specifically the difference between creating a multiple or print versus an original object.
- Produce creative works that demonstrate innovation in concepts, formal language and/or materials.
- Compare and contrast contemporary works with their art historical antecedents.
- Students will demonstrate their problem-solving skills by providing a step-by-step approach to specific issues that surround creating a multiple. For example: audience and economy of design, also the creation of public works.
- Defend visual projects through individual and group critiques.
- Reflect on art after visiting museums, galleries, and artists' studios.
- Recognize key theoretical debates within the discipline of contemporary printmaking practice.
- Create work and write short critiques about art after visiting museums, galleries and artists' studios.

5. Date of Departmental Approval: March 5, 2015

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biological Sciences
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	Biology
Course Prefix & Number	BIO 255
Course Title	The Evolution of Female and Male Behavioral Preferences
Description	This course will critically evaluate Darwin's theory of sexual selection as it applies to humans; we will examine whether many female-typical and male-typical behaviors are partly controlled by the genes. The course will first review Darwin's theory of evolution by natural selection as well as the associated theory of sexual selection, which describes the evolution of female/male mating strategies and the different types of evidence used to evaluate genetic contributions to human behavior. Sexual selection theory will be examined to determine if it adequately describes female/male differences in mating strategies, parental care, jealousy, aggression, and other behaviors. Finally the moral implications of genetic control over human behaviors will be explored.
Pre/ Co Requisites	BIO 166/167
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N.A.
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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3. **Rationale:**

The study of sexual selection, which is a branch of Darwin's natural selection, will greatly deepen the students' understanding of evolution, a foundation of the biological sciences. In addition, some portions of sexual selection theory are controversial. Therefore, an evaluation of the pro- and con-arguments will further the abilities of students to perform critical thinking and writing. Finally, because this course combines findings from biology, psychology, sociology, and anthropology, it will encourage interdisciplinary thinking and evaluation.

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

- 1) understand and articulate the theories of evolution by natural selection and sexual selection
- 2) understand the methods used to evaluate genetic control of behavior
- 3) compare competing theories of behavior.

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

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

DEPARTMENT OF Biological Sciences

CURRICULUM CHANGE

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

2.

Department(s)	Biological Sciences
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	Bioinformatics
Course Prefix & Number	BIO 402
Course Title	Bioinformatics
Description	This course will be an interactive workshop with lecture and in class computer activities to introduce students to the field of bioinformatics. The course will introduce students to bioinformatics tools being used in the analysis of DNA, protein, and cellular activities. Students will learn how to apply bioinformatic analyses to develop testable hypotheses for new research avenues.
Pre/ Co Requisites	Prerequisites: Genetics (BIO238), Biological Chemistry (BIO400 or CHE 446), and Molecular Biology (BIO420).
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 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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3. **Rationale:** Research today is informed through use of bioinformatic tools, which have become a mainstay for a wide range of disciplines including, but not limited to, the fields of genomics, structural biology, molecular biology, and medicine. The course will provide an introduction in the use of bioinformatic tools for research.

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

To understand the application of bioinformatic tools in conducting biological research.

To be able to identify motifs in DNA, RNA, and protein using computational tools.

To become familiar with the tools of comparative genomics.

To know how to access and analyze large data sets.

To know how to find and utilize internet-based resources for biological research.

5. **Date of Departmental Approval:** March 25th 2015

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

Name of Program and Degree Award: Chemistry BA

Hegis Number: 1905

Program Code: 34241

Effective Term: Fall 2015

1. **Type of Change**: Creation of a second concentration in the BA degree

2. From: Chemistry, B.A. (54-59 Credit Major)

This major is recommended for those students in chemistry who are preparing for (1) admission to medical, veterinary, or dental school; (2) certification as secondary school teachers of chemistry; or (3) positions in the chemical industry. The required courses and credits are distributed as follows:

Credits (54-59)

34-37 In chemistry: CHE 166-167 (or equivalent), 168-169, 232-233, 234-235, 249, 342, 344, and 345, and either CHE 347 or 449.

20-22 In mathematics and physics: MAT 175-176, MAT 226, and either PHY 166-167 or 168-169.

3. To: Chemistry, B.A. (56-61 Credit Major)

The Chemistry BA is comprised of a core of 36-38 credits and an area of concentration in chemistry or biochemistry. This major is recommended for those students in chemistry who are preparing for (1) admission to medical, veterinary, or dental school; (2) certification as secondary school teachers of chemistry; or (3) positions in the chemical industry.

Chemistry Core (required) (36-38 credits)

20 In chemistry: CHE 166-167 (or equivalent), 168-169, 232-233, 234-235.

16-18 In mathematics and physics: MAT 175-176, and either PHY 166-167 or 168-169.

Biochemistry Concentration (23 credits)

15 In chemistry: CHE 334, 444, 446, 447, and one 3 credit elective Chemistry

course at the 200 level or above, excluding 391 and 491.

8 In biology: BIO 166-167.

Chemistry Concentration (20-22 credits)

16-18 In chemistry: 249, 342, 344, 345, 347 and one 3 credit elective Chemistry course at the 200 level or above, excluding 391 and 491.

4 In mathematics: MAT 226.

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

The Chemistry Department has two BS degree programs -- one in Chemistry and one in Biochemistry. The department also offers a BA degree in Chemistry but no concentration in Biochemistry. The BA in Biochemistry will complement the BS in biochemistry and give students to choice of an intensive science degree (BS) or a liberal arts science degree (BA) in biochemistry. The BA in Chemistry with a concentration in Biochemistry will allow students to pursue a liberal arts degree that prepares them broadly with a liberal education in the context of a rigorous science program. The BA in chemistry with a concentration in biochemistry will still prepare students for subsequent graduate work in chemistry or biochemistry. Students can complement their degree requirements with specific course work if desired. The BA in chemistry with a concentration in biochemistry will also prepare students to pursue post-graduate work in medicine, dentistry, veterinary medicine or other health related areas and simultaneously provide time for them to acquire internship experiences necessary for application to these programs.

5. Date of departmental approval:

March 12, 2015

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).^{*} 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.

^{*} **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>
Institution name and address	Lehman College of the City University of New York <i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Chemistry <u>Award</u> (e.g., B.A., M.S.): BA Credits: 54-59 HEGIS code: 1905 <u>Program code</u> : 34241
Contact person for this proposal	Name and title: Professor Pamela Mills, Chair Telephone: 718-960-8743 Fax: E-mail: Pamela.mills@lehman.cuny.edu
CEO (or designee) approval	Name and title: Signature and date:
<i>Signature affirms the institution's commitment to support the program as revised.</i>	If the program will be registered jointly ¹ with another institution, provide the following information:
	Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

- 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.

¹ If the partner institution is non-degree-granting, see CEO Memo 94-04 at 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.

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.²
- 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.

² 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.

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:

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

- b) Proposed dual-degree program (title and award):³
- 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.

³ 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 CHEMISTRY – Add a concentration to an existing major

Side-by-Side Comparison

From: Chemistry, B.A. (54-59 Credit Major)	To: Chemistry, B.A. (56-62 Credit Major)
<p>This major is recommended for those students in chemistry who are preparing for (1) admission to medical, veterinary, or dental school; (2) certification as secondary school teachers of chemistry; or (3) positions in the chemical industry. The required courses and credits are distributed as follows:</p>	<p>The Chemistry BA is comprised of a core of 36-38 credits and an area of concentration in chemistry or biochemistry. This major is recommended for those students in chemistry who are preparing for (1) admission to medical, veterinary, or dental school; (2) certification as secondary school teachers of chemistry; or (3) positions in the chemical industry.</p>
<p>Credits (54-59)</p>	<p>Chemistry Core (required) (36-38 credits)</p>
<p>34-37: In chemistry: CHE 166-167 (or equivalent), 168-169, 232-233, 234-235, 249, 342, 344, and 345, and either CHE 347 or 449.</p>	<p>20: In chemistry: CHE 166-167 (or equivalent), 168-169, 232-233, 234-235.</p>
<p>20-22: In mathematics and physics: MAT 175-176, MAT 226, and either PHY 166-167 or 168-169.</p>	<p>16-18: In mathematics and physics: MAT 175-176, and either PHY 166-167 or 168-169.</p>
	<p>Biochemistry Concentration (24 credits)</p>
	<p>15: In chemistry: CHE 334, 444, 446, 447, and one 3 credit elective Chemistry course at the 200 level or above, excluding 391 and 491.</p>
	<p>8: In biology: BIO 166-167.</p>
	<p>Chemistry Concentration (20-22 credits)</p>
	<p>16-18: In chemistry: 249, 342, 344, 345, 347 and one 3 credit elective Chemistry course at the 200 level or above, excluding 391 and 491.</p>
	<p>4: In mathematics: MAT 226.</p>

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

**DEPARTMENT OF EARTH, ENVIRONMENTAL, AND GEOSPATIAL
SCIENCES**

CURRICULUM CHANGE

1. **Type of Change:** Change in pre-requisites

2. **From:**

Department(s)	Earth, Environmental, and Geospatial Sciences (EEGS)
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	Geographic Information Science
Course Prefix & Number	GEP 310
Course Title	Geography of Urban Health
Description	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.
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
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3. To:

Department(s)	Earth, Environmental, and Geospatial Sciences (EEGS)
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	Geographic Information Science
Course Prefix & Number	GEP 310
Course Title	Geography of Urban Health
Description	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.
Pre/ Co Requisites	<u>GEP 204 or GEP 205 or instructor's permission.</u>
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

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

The course was originally approved and offered without a pre-requisite. However, the course content requires a basic background knowledge of GISc, and students lacking that skill set have been at a disadvantage and not well-prepared for course material.

5. **Date of Departmental Approval:**

February 18, 2015

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

**DEPARTMENT OF EARTH, ENVIRONMENTAL, AND GEOSPATIAL
SCIENCES**

CURRICULUM CHANGE

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

2.

Department(s)	Earth, Environmental, and Geospatial Sciences
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	GEP – Physical Geography (Geographic Information Science - GISc)
Course Prefix & Number	GEP 330
Course Title	Spatial Statistics and Advanced Quantitative Methods in Geography
Description	A focus on geospatial statistics and the application of advanced 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.
Pre/ Co Requisites	GEP 204 or GEP 205 or instructor’s permission. An introductory course in descriptive statistics is recommended.
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 Geography Major, Geography Minor, and GISc Certificate Program, as well as Environmental Science Major, and Health Science Majors. It will provide students with an introduction to geographic quantitative analysis techniques using a variety of software packages. The prerequisite will ensure that students have a sufficient background knowledge of GISc to succeed in the course.

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;
- 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:

February 18, 2015

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

DEPARTMENT OF EARTH, ENVIRONMENTAL & GEOSPATIAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Change of General Education Status

2. **From:**

Department(s)	Earth, Environmental, and Geospatial Sciences
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	GEP (GEO)
Course Prefix & Number	228
Course Title	Weather and Climate
Description	Introductory study of atmospheric processes and phenomena and the elements of weather and climate such as radiation, temperature, precipitation and humidity, air pressure, and winds. A study of the world's climates, atmospheric circulation patterns, severe weather events (such as thunderstorms, tornadoes, and hurricanes), weather forecast, and climate change.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p style="padding-left: 20px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 20px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 20px;"><input type="checkbox"/> World Cultures</p>

	<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. **To:** Underline the changes

Department(s)	Earth, Environmental, and Geospatial Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	GEP (GEO)
Course Prefix & Number	228
Course Title	Weather and Climate
Description	Introductory study of atmospheric processes and phenomena and the elements of weather and climate such as radiation, temperature, precipitation and humidity, air pressure, and winds. A study of the world's climates, atmospheric circulation patterns, severe weather events (such as thunderstorms, tornadoes, and hurricanes), weather forecast, and climate change.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input 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

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

The course was approved by CCCRC for inclusion in the Flexible Core, Scientific World area.

5. **Date of departmental approval:**

April 20, 2015

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: **Bachelor of Business Administration Degree**

Hegis Number: 0506.00

Program Code: 27660

Effective Term: Fall 2015

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

2. **From:**

Bachelor of Business Administration B.B.A. (46-47 Credits)

The B.B.A. program equips students with the necessary managerial skills to function in today's rapidly changing business environment. The program, stressing the place of business organizations in the larger community, prepares its enrollees to meet this challenge by helping them develop appropriate technical, conceptual, and interpersonal competencies. The curriculum also emphasizes the role of non-profit and governmental organizations in societal life. As such, students majoring in this program are introduced to the art and science of planning, organizing, controlling, and leading the physical, financial, human, and informational resources of any and all organizations—private or public, for-profit or not-for-profit, corporate or entrepreneurial.

Departmental Credits (36 credits):

6 credits in economics: ECO 166, 167

6 credits in accounting: ACC 171, 272

6 credits in quantitative methods for business: BBA 303, 403

9 credits in management: BBA 204, 405, 407

9 credits in one area of concentration:

Finance: BBA 207, 308, 310

Marketing: BBA 332, 367, 467

Accounting: ACC 334, 335, 348

Human Resource Management: BBA 327, 328, 329

Business Law: BBA 336, 337 and 339

International Business: ECO 324, BBA 432, BBA 433

Business Economics: ECO 305, 326, 431

E-Business: BBA 333, 340, 433

Hospitality Management: BBA 345, 346, 347

Students who wish to elect a second concentration should consult with a Departmental advisor.

Credits in Other Departments (10-11 credits):

3 credits in ethical and legal responsibilities: PHI 330

3 credits in business writing: ENW 300

4-5 credits in mathematics: MAT 132 or 171 or 172 or 174 or 175

~~Note: CIS 211 is recommended but not required.~~

NOTE: All students are admitted to this major on a provisional basis. To maintain matriculation, the enrollees must attain a minimum cumulative index of 2.7 (B-) in the first four BBA-Pre-fixed courses they will have taken at Lehman College at first trial. Students who fail to maintain this minimum index will be removed from the BBA program.

3. To:

Bachelor of Business Administration B.B.A. (46-47 Credits)

The B.B.A. program equips students with the necessary managerial skills to function in today's rapidly changing business environment. The program, stressing the place of business organizations in the larger community, prepares its enrollees to meet this challenge by helping them develop appropriate technical, conceptual, and interpersonal competencies. The curriculum also emphasizes the role of non-profit and governmental organizations in societal life. As such, students majoring in this program are introduced to the art and science of planning, organizing, controlling, and leading the physical, financial, human, and informational resources of any and all organizations—private or public, for-profit or not-for-profit, corporate or entrepreneurial.

Departmental Credits (36 credits):

6 credits in economics: ECO 166, 167

6 credits in accounting: ACC 171, 272

6 credits in quantitative methods for business: BBA 303, 403

9 credits in management: BBA 204, 405, 407

9 credits in one area of concentration:

Finance: BBA 207, 308, 310

Marketing: BBA 332, 367, 467

Accounting: ACC 334, 335, 348

Human Resource Management: BBA 327, 328, 329

Business Law: BBA 336, 337 and 339

International Business: ECO 324, BBA 432, BBA 433

Business Economics: ECO 305, 326, 431

E-Business: BBA 333, 340, 433

Hospitality Management: BBA 345, 346, 347

Students who wish to elect a second concentration should consult with a Departmental advisor.

Credits in Other Departments (10-11 credits):

3 credits in ethical and legal responsibilities: PHI 330

3 credits in business writing: ENW 300

4-5 credits in mathematics: MAT 132 or 171 or 172 or 174 or 175

NOTE: All students are admitted to this major on a provisional basis. To maintain matriculation, the enrollees must attain a minimum cumulative index of 2.7 (B-) in the first four BBA-Pre-fixed courses they will have taken at Lehman College at first trial. Students who fail to maintain this minimum index will be removed from the BBA program.

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

The CIS 211: Computer Systems course does not have any computer/software use component to the course. This course as structured does not add any new skills/knowledge to the students. Additionally, a recommended course taken by a student may make them ineligible for receiving TAP. The more urgent need to build mathematical and statistical knowledge is satisfied when students are allowed to choose a course from the existing list of courses offered by the same department.

5. Date of departmental approval:

March 4, 2015

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: **Economics, B.A. (34 Credit Major)**

Hegis Number: 2204.00

Program Code: 34023

Effective Term: Fall 2015

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

2. **From:**

Economics, B.A. (34 Credit Major)

This major provides an understanding of the structures, processes, and trends in the private and public economy and offers academic and technical training in the analysis and handling of economic issues and problems:

Core Course Requirement (22 credits):

12 *in economic analysis*: ECO 166-167 and 300-301

10 *in quantitative methods*: ECO 302-402 and either MAT 174 or 175

Elective Courses (12 credits):

Select four courses from the following list:

ECO 305: Consumer Economics

ECO 306: Money & Banking

ECO 311: Public Economics

ECO 322: Economic Development

ECO 324: International Economics

ECO 326: Labor Economics

ECO 331: Industrial Organization

ECO 338: Law and Economics

ECO 401: Introduction to Mathematical Economics

ECO 431: Managerial Economics

BBA 310: Security and Investment Analysis

3. **To:**

Economics, B.A. (34 Credit Major)

This major provides an understanding of the structures, processes, and trends in the private and public economy and offers academic and technical training in the analysis and handling of economic issues and problems:

Core Course Requirement (22 credits):

12 *in economic analysis*: ECO 166-167 and 300-301

10 *in quantitative methods*: ECO 302-402 and either MAT 174 or 175

Elective Courses (12 credits):

Select four courses from the following list:

ECO 305: Consumer Economics

ECO 306: Money & Banking

ECO 311: Public Economics

ECO 322: Economic Development

ECO (LAC) 323: Economic Development in Latin America

ECO 324: International Economics

ECO 326: Labor Economics

ECO 331: Industrial Organization

ECO 338: Law and Economics

ECO 401: Introduction to Mathematical Economics

ECO 431: Managerial Economics

BBA 310: Security and Investment Analysis

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

Adding another elective for economic majors.

5. Date of departmental approval:

March 4, 2015

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 171
Course Title	Principles of Accounting I
Description	Balance sheets and income statements; the theory of debit and credit; controlling accounts and mercantile transactions.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 171
Course Title	Principles of Accounting I
Description	<u>Financial accounting as a means of recording, classifying and reporting financial data, including accounting cycle and preparation of financial statements for sole proprietorships.</u>
Pre/ Co Requisites	
Credits	3
Hours	4
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

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

The new description more accurately reflects and incorporates the topics covered in the course. These changes will not impact the learning outcomes of the department and Major/Program.

5. Date of departmental approval:

March 4, 2015

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 272
Course Title	Principles of Accounting II
Description	Partnership and corporation accounting, the voucher records, and uses of accounting in management.
Pre/ Co Requisites	ACC 171
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 272
Course Title	Principles of Accounting II
Description	<u>Financial accounting for partnerships and corporations. Introduction of fundamentals of managerial accounting.</u>
Pre/ Co Requisites	ACC 171
Credits	3
Hours	4
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

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

The new description more accurately reflects and incorporates the topics covered in the course.

These changes will not impact the learning outcomes of the department and Major/Program.

5. Date of departmental approval:

March 4, 2015

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 334
Course Title	Intermediate Accounting I
Description	Partnership and corporation accounting, the voucher records, and uses of accounting in management.
Pre/ Co Requisites	ACC 171
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 334
Course Title	Intermediate Accounting I
Description	<u>In depth analysis of the income statement, balance sheet, and the concepts relating to accounting for assets and liabilities.</u>
Pre/ Co Requisites	ACC 272
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The new description more accurately reflects and incorporates the topics covered in the course. These changes will not impact the learning outcomes of the department and Major/Program.

5. Date of departmental approval:

March 4, 2015

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 335
Course Title	Intermediate Accounting II
Description	A study of stockholders' equity, dilutive securities and investments, and a review of special problems: revenue recognition, financial statements analysis, accounting changes, accounting for income taxes, pension plans, leases, and price level changes.
Pre/ Co Requisites	ACC 334
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 335
Course Title	Intermediate Accounting II
Description	<u>In depth analysis of statement of cash flows, revenue recognition, accounting for stockholders' equity, earnings per share, investments, leases, and pension plans.</u>
Pre/ Co Requisites	ACC 334
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The new description more accurately reflects and incorporates the topics covered in the course. These changes will not impact the learning outcomes of the department and Major/Program.

5. Date of departmental approval:

March 4, 2015

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 342
Course Title	Advanced Accounting
Description	Problems relating to income, fiduciaries, liquidation, branch houses, consolidations, and other special topics.
Pre/ Co Requisites	ACC 335
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 342
Course Title	Advanced Accounting
Description	<u>Accounting for business combinations and preparation of consolidated financial statements.</u>
Pre/ Co Requisites	ACC 335
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The new description more accurately reflects and incorporates the topics covered in the course. These changes will not impact the learning outcomes of the department and Major/Program.

5. Date of departmental approval:

March 4, 2015

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 348
Course Title	Computer-Based Accounting
Description	Acquisition and implementation of information systems for accountants.
Pre/ Co Requisites	ACC 272
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 348
Course Title	Computer-Based Accounting
Description	<u>Practical introduction to Excel and to accounting information systems using accounting software.</u>
Pre/ Co Requisites	ACC 272
Credits	3
Hours	4
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

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

The new description more accurately reflects and incorporates the topics covered in the course. These changes will not impact the learning outcomes of the department and Major/Program.

5. Date of departmental approval:

March 4, 2015

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 439
Course Title	Cost Accounting I
Description	Cost accounting, a managerial tool in planning and control; cost systems and methods; process and job order; direct and full costing; the application of standard costs to historical statements and projection of budgets; special costing problems; joint by-products and marketing analysis.
Pre/ Co Requisites	ACC 272
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 439
Course Title	Cost Accounting I
Description	<u>Cost systems and methods including process and job order costing, cost-volume-profit, joint and by-products, and activity-based costing.</u>
Pre/ Co Requisites	ACC 272
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The new description more accurately reflects and incorporates the topics covered in the course. These changes will not impact the learning outcomes of the department and Major/Program.

5. Date of departmental approval:

March 4, 2015

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 440
Course Title	Cost Accounting II
Description	The use of advanced tools in the managerial decision-making process; inventory planning and control, transfer pricing, determinants of profit, capital budgeting; behavioral implications of accounting and budgeting.
Pre/ Co Requisites	ACC 439.
Credits	2
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 440
Course Title	Cost Accounting II
Description	<u>Focus on budgeting, relevant costs, inventory costing and management.</u>
Pre/ Co Requisites	ACC 439.
Credits	2
Hours	2
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

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

The new description more accurately reflects and incorporates the topics covered in the course. These changes will not impact the learning outcomes of the department and Major/Program.

5. Date of departmental approval:

March 4, 2015

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

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

2. **From**

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 441
Course Title	Auditing
Description	Auditing theory and practice; the ethics of the accounting profession; procedures for auditing the balance sheet and income statement; special investigations and reports.
Pre/ Co Requisites	ACC 342
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 441
Course Title	Auditing
Description	<u>Introduction to professional auditing theory and practice, the ethics of the accounting profession, procedures for auditing the balance sheet and income statement, special investigations and reports.</u>
Pre/ Co Requisites	342
Credits	4
Hours	4
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

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

The new description more accurately reflects and incorporates the topics covered in the course. These changes will not impact the learning outcomes of the department and Major/Program.

5. Date of departmental approval:

March 4, 2015

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 442
Course Title	Introduction to Federal Taxation
Description	The Internal Revenue Code: regulations, rules, and court decisions as they affect individual and corporate taxpayers. Emphasis on basic tax principles.
Pre/ Co Requisites	ACC 335 or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 442
Course Title	Introduction to Federal Taxation
Description	<u>Introduction to basic tax principles as they affect individual taxpayers. Emphasis on Internal Revenue Code: regulations, rules, and court decisions. Manual preparation of individual tax returns.</u>
Pre/ Co Requisites	ACC 335 or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 444
Course Title	Advanced Accounting Problems
Description	Application of accounting principles to the solution of advanced problems taken from professional examinations and actual business situations.
Pre/ Co Requisites	ACC 342 or Departmental permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 444
Course Title	Advanced Accounting Problems
Description	<u>In depth examination of advanced accounting concepts and its application to the solution of problems from professional examinations and business situations.</u>
Pre/ Co Requisites	ACC 342 or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The new description more accurately reflects and incorporates the topics covered in the course. These changes will not impact the learning outcomes of the department and Major/Program.

5. Date of departmental approval:

March 4, 2015

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 445
Course Title	Forensic Accounting
Description	
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 445
Course Title	Forensic Accounting
Description	<u>Examination of financial fraud with historical perspective, psychology of the fraudster, role of auditor and forensic accounting investigator, and fraud detection techniques.</u>
Pre/ Co Requisites	<u>ACC 342</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The changes should have been part of the course since its inception. These changes correct an oversight. These changes will not impact the learning outcomes of the department and Major/Program.

5. Date of departmental approval:

March 4, 2015

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 446
Course Title	Not for profit and International Accounting
Description	
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 446
Course Title	Not for profit and International Accounting
Description	<u>Focus on governmental, partnerships, international accounting, and accounting for not for profit organizations.</u>
Pre/ Co Requisites	<u>ACC 342</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The changes should have been part of the course since its inception. These changes correct an oversight. These changes will not impact the learning outcomes of the department and Major/Program.

5. Date of departmental approval:

March 4, 2015

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

1. **Type of Change:** Course description and title

2. **From:**

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 449
Course Title	Advanced Tax Problems
Description	Internal Revenue Code and various regulations affecting property transactions, corporations, and partnerships.
Pre/ Co Requisites	ACC 442
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

--	--

3. To:

Department(s)	Economics and Business
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	Accounting
Course Prefix & Number	ACC 449
Course Title	Taxation of Business Entities
Description	<u>Introduction to tax principles as they affect businesses. Emphasis on Internal Revenue Code: regulations, rules, and court decisions.</u>
Pre/ Co Requisites	ACC 442
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The new description and the revised title more accurately reflects and incorporates the topics covered in the course. These changes will not significantly impact the learning outcomes of the department and Major/Program.

5. Date of departmental approval:

March 4, 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

April 29, 2015

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

CONTENTS

Purpose and Goals	4
Program Purpose:	4
Educational goals:	4
Brief Rationale for Program:	5
National or Local Educational Trends	5
Faculty Interest and Commitment	6
Relation to Existing Departmental or College Offerings	6
Relation to Other Programs throughout CUNY	6
Need and Justification.....	7
Needs of Students:.....	7
Needs of College:	8
Needs of the University:	8
Needs of the Community:.....	9
Needs related to Economy:.....	9
Needs related to the Nation:	9
Student Interest and Enrollment	10
Evidence for Student Interest: Demographics of Prospective Students.....	10
Evidence for Student Interest: enrollment in the Lehman public health minor.....	10
Enrollment estimates for the first five years	10
Enrollment in similar programs at the college and elsewhere in the CUNY School of Public Health.....	10
Enrollment in other BSPH programs outside of CUNY.....	11
Anticipated attrition rate	11
Special Admission Requirements.....	11
Preparation of Students to Qualify for Admission.....	11
Specific Groups	11
Curriculum.....	12
Rationale for the Curriculum	12
Course Descriptions	13
Accrediting or Licensure Requirements.....	16
Non-Course Requirements (e.g., thesis or comprehensive exam)	16
Undergraduate Program Schedule	16
Articulation Agreements.....	16
Faculty.....	16
Current Full-time Faculty Available to Teach in the Program.....	16

Anticipated Number of Full-time Faculty.....	16
Anticipated Number of Adjunct Faculty	17
Staffing of Existing Offerings when Program is Instituted	17
Effect on Established Programs	17
Cost Assessment	17
Comparison of Anticipated Costs with Anticipated Outcomes	17
Anticipated Cumulative Costs and Revenues (first five years)	17
Explanation how College will Ensure Funds Remain Available	21
External Letters of Support.....	21
References	21
Appendices.....	23
Appendix A: Job Postings for Public Health Graduates.....	23
Appendix B: Job Postings that prefer an MPH with GIS skills	66
Appendix C: External Letters of Support.....	67
Appendix D: Course Descriptions (existing courses).....	73
Appendix E: New Course Proposals (Curriculum change forms – New Course).....	76
Appendix F: New Course Proposals (Syllabi).....	94
Appendix G: Undergraduate Program Schedule (SED form)	146
Appendix H: Articulation Agreements	148
Appendix I: Faculty Teaching Assignments (SED forms)	155
Appendix J: Faculty to Be Hired (SED form)	159
Appendix K: Five Year Financial Projections for Program	160

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 trends¹.

A shortage of properly trained public health workers has been recognized for some time now², 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”³.
2. Nationally, the ASPPH estimates that 250,000 new workers will be needed by 2020⁴. 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 health⁵.
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 professionals⁶.
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.”⁷ See Figure 1 for detailed trends observed from this study.

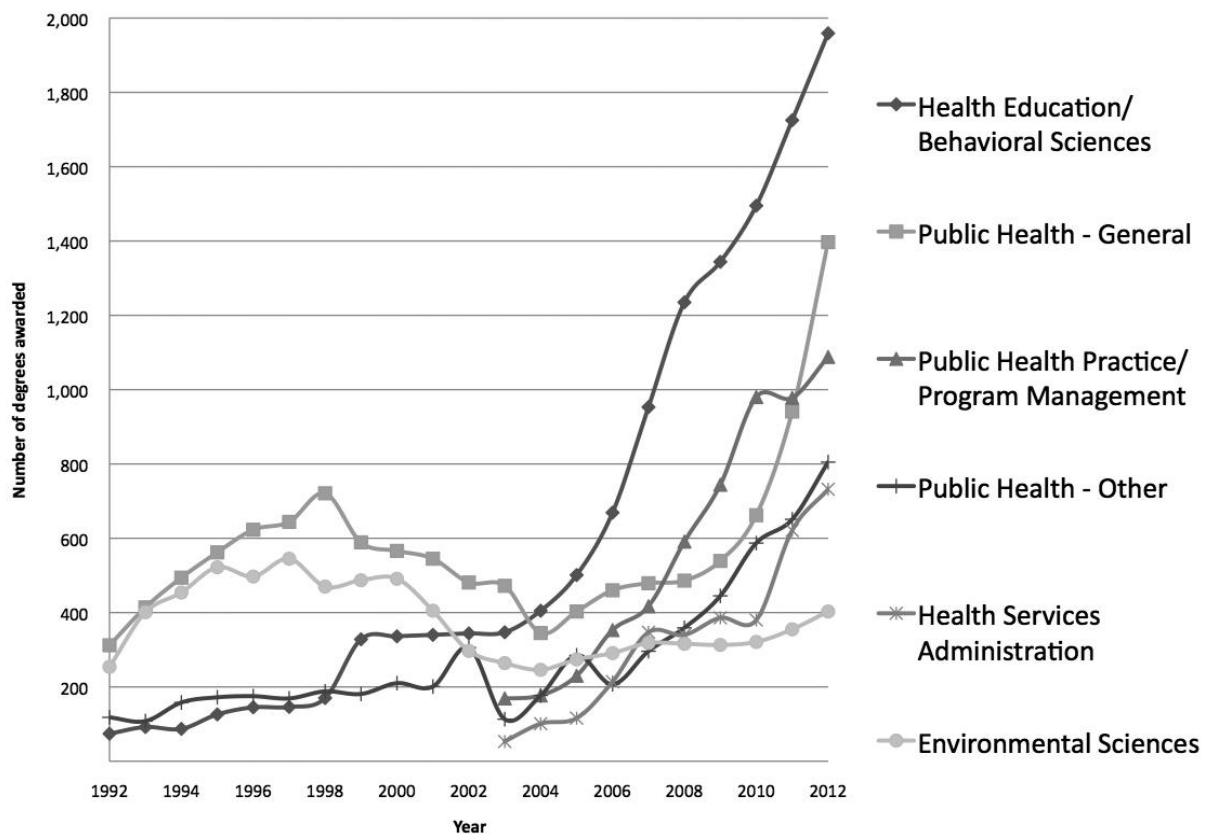


Figure 1: Number of undergraduate public health conferrals in the U.S., by ASPPH program area, 1992–2012. Source: Leider, JP, et al (2015)⁷

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 health⁸; 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.

Additionally, two more full-time tenure track faculty are planned for Lehman's public health program. A search is currently being organized to fill a faculty line that was recently vacated. Further, a new tenure-track faculty position has been committed to this program and the new position will be posted by summer 2015. Both of these lines have been fully committed and the searches will focus on faculty with global health expertise.

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 both a minor in public health, as further elaborated upon in a later section of this document, and a Master of Public Health (MPH) degree that is also part of the CUNY School of Public Health. The MPH program is accredited by the Council on Education for Public Health (CEPH),⁹ which establishes core competencies that the curriculum must satisfy. The MPH competencies are far more extensive and rigorous than the more general list of educational goals listed above for a BSPH; however, the MPH program provides a natural continuum for BSPH students who desire graduate-level education.

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 Health¹⁰, 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 GISc¹¹ 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. For those students who choose the GISc “option” and also go on to pursue an MPH at Lehman, they will have further opportunity to develop more in-depth competencies and “real-world” applications for public health solutions through the GISc “specialization” of the MPH program, as detailed elsewhere¹².

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 Services¹³ and international organizations like the World Health Organization¹⁴ and the United Nations¹⁵. 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). For global health, many positions may be in places like Washington DC; however, the subset of global health-related postings in the appendix shows evidence of many “bachelor’s-level” positions located in New York City. For the bachelor’s-level job postings classified under “Geographic Information Science”, many employers specify that geographic information systems (GIS) and mapping skills “are a plus”, or “are desired”, clearly indicating the competitive edge that the GISc option offers.

It is important to note the distinction between expectations of a student at the undergraduate level through the BSPH GISc “option” and at the graduate level through the MPH GISc “specialization”. At the master’s level a student develops more in-depth competencies and experience with “real-world” solutions through a required workshop and both fieldwork and capstone courses that pair MPH students with a public health GISc faculty mentor. The table in Appendix B: Job Postings that prefer an MPH with GIS skills, helps illustrate the types of jobs minimally requiring an MPH or similar degree, where skills in GIS are either essential or highly preferred. For jobs that minimally require master’s-level training and “prefer” GIS skills, those students who pass the BSPH with the GISc option may enter an MPH program without further GIS training; however, for those jobs that minimally require master’s-level training and “require” GIS skills as a focus of the job, then students who continue with an MPH and the GISc “specialization” will be properly qualified. At the time of writing, there are currently multiple positions available through the NYC Department of Health and Mental Hygiene in a new office in Harlem, where they are clearly building GIS capacity through recruiting master’s-level candidates with different levels of GIS skills.

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,¹⁶ 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 Foundation¹⁷. 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 2022¹⁸. 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 region³.

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 events⁶. 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 2020⁴, while only 20% of the current workforce has formal training in public health⁵.

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 conferrals⁷. Given that approximately 80% of undergraduate students enrolled at Lehman College are Hispanic or Black/non Hispanic¹⁹ 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.

Enrollment in other BSPH programs outside of CUNY

While several colleges in the United States offer undergraduate degrees in public health or, to a lesser extent, global health, the University of Alabama Birmingham (UAB) has very recently launched a program most similar to the proposed BSPH at Lehman College.

The BSPH program at UAB was officially added to the UAB catalogue in the fall of 2014, offering three track options: Global Health, Environmental Health and a General track. There are currently 170 undergraduate students committed to the major, where 80 have chosen the Global Health track. The UAB BSPH program administration projects that these enrollment numbers will maintain the same ratio going forward. In spring 2015, the first 9 students will graduate with a BSPH, where 6 are committed to graduate programs in public health, 2 are committed to medical school, and 1 student is committed to graduate school not in public health.²⁰

Anticipated attrition rate

According to the Lehman College Data Book 2013¹⁹, 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 recommend 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.

component	credits
Core Courses:	30
Specialization Courses: GISc or Global Health	18
Fieldwork and Capstone	6

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 (18 credits)

Required Specialization Courses (12 credits)

GEP 204: Basic Mapping: Applications and Analysis (3 credits, 4 hours: 2 lecture; 2 lab)

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

GEH 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 232: Medical Geography (3 hours, 3 credits)

GEP 321: Introduction to Remote Sensing (4 credits, 5 hours)

GEP 330: Spatial Statistics and Advanced Quantitative Methods in Geography (3 credits, 4 hours)

GEP 360: Geovisualization and Analytic Cartography (4 credits, 6 hours)

GEP 350: Special Projects in Geographic Information Systems (4 credits, 6 hours)

GEH 490: Honors in Geography (4 credits, 4 hours) or (2 credits, 2 hours)

Global Health (18 credits)

Required Specialization Courses (12 credits)

PHE 304: Fundamentals of Global Health (3 credits, 3 hours) [proposed new course]

PHE 306: Global Burden of Communicable and Non-Communicable Disease (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)

POL 343: International and Regional Organizations (3 credits, 3 hours) The United Nations' system and other global and regional organizations.

HEA 348: Latino Health (3 credits, 3 hours)

PHE 305: Community-based Participatory Research Methods (3 credits, 3 hours) [proposed new course]

GEH232: Medical Geography (3 hours, 3 credits)

Required Fieldwork and Capstone(6credits)

PHE 470: Applied/Field Experience in Public Health (3 credits, 3 hours)

PHE 472: Capstone Seminar (3 credits, 3 hours)

Course Descriptions

Course catalogue descriptions appear in

April 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 Professor Sonmez:

I am very pleased to write this enthusiastic letter of support for the Bachelors of Science in Public Health (BSPH) proposal at Lehman College. When you originally sent me the proposal in early March, I was very pleased to see the inclusion of Global Health as a track in your BSPH proposal as we have had an exceptionally successful global health track in our BSPH program here at UAB. For example, now ending its first full year, approximately 80 of the 110 undergraduates who enrolled in the BSPH program at UAB and have selected a track elected global health as their track of specialization making it the most popular undergraduate major in public health. Additionally, each student our first graduating class of 9 students has secured their desired next step in their training such that 5 will be entering Master's in public health programs, 3 will be entering medical school, and 1 will be entering graduate school.

I am also very much appreciated my recent phone call with Dr. Glen Johnson and Dean Latimer where we reviewed the UAB program alongside the proposed BSPH program at Lehman and found a great many points of connection. Notably, we are in the process of changing the credit requirements of the BSPH program at UAB such that the requirement of 39 credit hours for the public health core will be reduced from 39 to 27 credit hours and the global health concentration requirement has been reduced from 21 credit hours to 12 global health core credit hours plus 6 elective global health credit hours. As such, this structure is nearly identical to the proposed structure of the BSPH at Lehman where you have 30 core course credit requirements and, as a result of our conversation, increased the global health core requirements from 9 to 12 credits and maintained your global health elective credits at 6 which is identical to ours. Thus, the current total credit requirements at UAB for the BSPH in global health is now 45 credits as opposed to the 60 credits currently shown online, which lines up very closely to the 54 credits required in your proposed BSPH program. More generally, I think your course offerings across each element of the curriculum line up very nicely with UAB; they are not identical but there is much commonality. More importantly, the extent and breadth of the areas of global health that you are covering are very appropriate and are very much in line with what we have done at UAB.

Following our recent discussion, I believe your addition of a global health course on communicable and non-communicable diseases also adds a very important component that the global health core courses needed to your overall curriculum. Additionally, the inclusion of two new global health elective courses offered by Political Science focusing more directly on international issues seems like the a very positive change. Finally, the foci of the various courses you are offering and the syllabi of the new courses you are proposing look excellent and entirely in line with courses we currently offer or would like to offer in the future.

School of Public Health	The University of
517 Ryals Public Health Building	Alabama at Birmingham
1665 University Boulevard	Mailing Address:
205.975.7693	RPHB 517
Fax: 205.975.7685	1720 2 nd Ave. South
www.sparkmancenter.org	Birmingham, AL 35294-0022

I would also like to emphasize that we would be very open to a variety of forms of collaboration across our two programs, including but not limited to faculty exchanges, student exchanges, development of field courses in international settings and development of internships focusing on global health issues. I believe there are many exciting opportunities for collaboration across our two programs. Our BSPH program is newly established and so is still very much in transition. As such, we are very excited to partner with Lehman College as this essential new program moves forward.

Please let me know if there's anything else that I can assist with this initiative. I wish you all the best in your new program.

Sincerely,



Craig M. Wilson, MD
Professor of Epidemiology, Pediatrics and Microbiology
Director, UAB Sparkman Center for Global Health
Director, DrPH International Health and SOPH Global Health Studies Programs
University of Alabama at Birmingham

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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 G: 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 H: 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 professional 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 I: Faculty Teaching Assignments (SED forms)], where their qualifications and expected teaching assignments are also found.

Anticipated Number of Full-time Faculty

Nine full-time faculty are expected to participate in the BSPH, including the seven faculty discussed above plus two additional full-time tenure track assistant/associate professors to be hired.

Anticipated Number of Adjunct Faculty

There are currently ten adjunct faculty available to teach in the public health program. See Appendix I: 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 K: 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
Tuition Revenue					
From Existing Sources	\$0	\$0	\$0	\$0	\$0
From New Sources	\$189,900	\$379,800	\$379,800	\$379,800	\$379,800
Total	\$189,900	\$379,800	\$379,800	\$379,800	\$379,800
State Revenue					
From Existing Sources	\$0	\$0	\$0	\$0	\$0
From New Sources	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0
Other Revenue					
From Existing Sources	\$0	\$0	\$0	\$0	\$0
From New Sources	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0
Grand Total					
From Existing Sources	\$0	\$0	\$0	\$0	\$0
From New Sources	\$189,900	\$379,800	\$379,800	\$379,800	\$379,800
TOTAL	\$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 C: 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. 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

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

Reference the job title and 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.

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

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

Senior Analyst, Program Evaluation

Analytics | Arlington, VA

Senior Analyst, Program Evaluation

Evolent Health is rapidly building a world-class analytics function leveraging advanced evaluative methodologies, data mining tools and analytic techniques (e.g., predictive modeling, optimization), and quasi-experimental and experimental study designs to enable fact-based decision making. These analytics inform identification of opportunities, risk assessment, direct marketing sales and engagement campaigns, population health program design, medical and pharmacy benefits design and incentives, and investment decisions,. Collectively, this information is foundational to our innovative delivery system and payer collaboration model.

The Senior Analyst will support the development and execution of program evaluation and performance research studies. The individual will be actively involved throughout the entire study cycle from conception, to methodology design, to analysis and creation of presentation materials. These studies typically culminate in activities where findings and insights are presented to clinical program managers, healthcare executives, and health system clients, in close collaboration with Evolent's subject matter experts as well as market and client facing teams across the organization. Additionally, Senior Analysts may have opportunity to contribute substantially to Evolent's research and publishing efforts – including its branded white papers, peer-reviewed technical publications, newsletters, and conference presentations.

Qualifications and Skills:

Required

- **Bachelor's degree**, with either a quantitative major (e.g. actuarial, statistics, economics, engineering, computer science, operations research, applied math) or healthcare (health administration, **public health**, medicine)
- At least 2 years prior experience with either SQL, SAS, R, Microsoft Excel (advanced), Microsoft Access (advanced), **GIS**, or other programming language

Preferred

- Experience with clinical program evaluation methodology and execution
- At least 2 years professional experience in an analytics role at a health plan/payer/insurer, consulting firm, hospital system or other healthcare related experience
- Exceptionally strong analytic abilities, with track record of identifying insights from quantitative and qualitative data, and creating compelling visual presentations that tell a story
- Strong ability to think outside of the box and feel comfortable with conducting research in a corporate setting
- Ability to manage several projects simultaneously and under pressure of deadlines
- Experience with quantitative analytics in areas such as statistics, predictive modeling, optimization, discrete event simulation
- Experience working with commercially-available analytics tools (including BI tools) and services vendors
- Experience supporting client reporting and related forms of information product development
- Willingness to develop and explore new approaches, adapt, and execute quickly
- Proven track record of taking initiative and managing processes efficiently
- History of superior performance across various educational and professional settings
- A+ talent, intellectually rigorous and desire to be part of an entrepreneurial organization

Why Join Evolent Health?

Named among Forbes' 2014 America's Most Promising Companies and Glassdoor's 2015 Best Places to Work, Evolent provides an opportunity to work with top talent in an organization committed to career development. While we come from a variety of backgrounds, we pursue a singular mission: to change the health of the nation by changing the way health care is delivered. Culture First!

We've built a team of dedicated individuals who genuinely enjoy working together. Our accessible leadership team cultivates an open-door environment. We take smart risks and when we fail, we fail forward. We respect and encourage commitments outside of work. While we don't all work the same way or the same hours, we are all dedicated to exceptional results.

Beyond the Basic Benefits.

Treadmill desks, healthy snacks and wellness challenges are just part of our resolve to promote a healthy (and fun!) work environment. We recognize and reward our most valuable asset—our team—with competitive pay and annual performance-based bonuses. We offer comprehensive health benefits, a company-matched 401(k) beginning day one and flexible spending accounts for daycare and transit. Each Evolentee receives 25 personal and 10 holiday paid days off each year and a sabbatical option at 5 years. We proudly sponsor company-wide community service projects.

Company Overview.

Evolent Health supports progressive health care systems lead, build and own the path to value-based care. Headquartered in Arlington, Virginia, we are backed by: The Advisory Board Company (NASDAQ: ABCO), University of Pittsburgh Medical Center Health Plan, and TPG Growth. We integrate the people, processes and technology needed to advance value-based care delivery and innovative payment models.

Posting Type:	Open to All Applicants		
Category:		FLSA Exempt/ Non-Exempt:	Exempt
Agency:	Dept of State Health Services	Department:	Region 9/10
Job Title:	Program Specialist II	Posting Number:	284451
Full Time/Part Time :	Full Time	Regular/Temporary:	Regular
Job Location:	2301 N BIG SPRING ST	City:	MIDLAND
Contact:	AccessHR Service Center	Telephone:	888-894-4747
Salary Range:	\$3,293.41 - \$4,266.58	Salary Group:	B18
Shift:	Days (First)	Travel:	30%

Closing Date:

Job Description:

Program Specialist II Under the direct supervision of the Program Manager for Public Health Preparedness, participates as a collaborative resource for Public Health Preparedness and Communicable Disease programs. Participates in the coordination of the routine collection and analysis of epidemiologic data. Provides consultative services regarding disease reporting and surveillance, reporting laws, and prevention and control measures. Assists ERT Epidemiologist in the improvement and facilitation of regional surveillance systems through assessment, formulation of plans, and coordination of regional strategies. Assists in the planning, development and conduction of epidemiologic investigations. Prepares reports and disseminates findings. Assists in the development, implementation and presentation of training programs targeted at improving reporting and surveillance systems at the regional and local level. Participates in the exercise of regional plans related to the preparedness for and response to bioterrorism events, infectious disease outbreaks, and other public health threats and emergencies. Works under moderate supervision, with moderate latitude and demand for the use of initiative and independent judgment. Overnight statewide travel may be required to conduct epidemiologic activities and training.

Essential Job Functions:

Attends work on a regular and predictable schedule in accordance with agency leave policy and performs other duties as assigned. Safe operation of either a state owned vehicle or personal vehicle is required to conduct state business and an acceptable driving record must be maintained in accordance with DSHS Policy OS-3901, Fleet Operations and Management & Procedures and standards developed by the Texas Department of Public Safety. (40%) Disease Investigations and Analysis – As a collaborative resource between Preparedness and Communicable Programs, collects and analyzes epidemiologic data to detect trends, outbreaks, unusual occurrences, and other possible adverse public health events related to infectious diseases. Conducts epidemiologic investigations as needed. Abstracts and reviews

medical charts. Participates as part of the Region 9/10 epidemiology team to receive and respond to disease reports 24/7. **May use Geographic Information Systems (GIS) to track cases and to generate maps.** (20%) Liaison and Subject Matter Expertise - Builds and maintains rapport and positive relationships with a wide variety of epidemiology and surveillance partners including: local health departments, infection control practitioners, physicians, laboratories, school nurses and other groups/individuals involved in public/private health care. Provides accurate, timely and relevant information to partners and the general public when requested and as able to do so while maintaining appropriate levels of confidentiality at all times. Works to identify and promote awareness and understanding of current issues of concern and trends related to communicable and other diseases among partners. (15%) Disease Protocol Development and Maintenance – Serves as lead person for the development and ongoing maintenance of protocols for the handling and investigation of all conditions on the Notifiable Conditions List. Works with fellow epi staff as well as zoonosis, immunization, HIV/STD, Tuberculosis, and any other relevant programs in case investigation. Ensures all protocols once developed are reviewed/revise at least annually by appropriate regional staff. Consults with Region EPI as well as other team members and any other regional or central office subject matter experts to ensure accuracy and completeness of protocols. (10%) Training and Education - Develops and delivers training programs or presentations targeting the improvement of reporting and surveillance of notifiable conditions. Supports programmatic efforts to improve reporting and awareness through the provision of articles and reports. (10%) Regional Epidemiology Support – Supports other regional programs by assisting in the investigation, analysis, and general response to issues of concern, primarily issues related to communicable diseases. May serve as a deployable asset during outbreaks. (5%) Marginal Functions - Other duties as assigned include but are not limited to actively participating and/or serving in a supporting role to meet the agency's obligations for disaster response and/or recovery or Continuity of Operations (COOP) activation. Such participation may require an alternate shift pattern assignment and/or location.

Knowledge Skills Abilities:

Knowledge of principles and methods of epidemiology Knowledge of the epidemiology of infectious disease. Knowledge and understanding of state laws pertaining to disease reporting Knowledge of the prevention and control of communicable disease. Knowledge of current social, economic issues relevant to the public health region. Knowledge of Public Health Knowledge of medical terminology Knowledge of laboratory test interpretation. Skill in using word processing, database, spreadsheet, presentation, and graphics software packages (e.g., Word, Access, Excel, PowerPoint) **Skill in using GIS** Skill in using statistical software packages (e.g., EpiInfo, SPSS, SAS) Skill in public speaking. Skill in writing and editing. Skill in mathematical and statistical computations. Ability to communicate effectively with others by verbal and written communications. Ability to plan, develop and oversee disease surveillance programs. Ability to conduct epidemiologic investigations Ability to develop and deliver training programs and presentations Ability to analyze situations and determine course of action. Ability to establish and maintain effective working relationships with internal/external customers. Ability to work independently, exercising sound judgment. Ability to follow verbal and written instructions. Ability to travel on short notice. Ability to prepare written reports. Ability to coordinate special events/projects.

Registration or Licensure Requirements:

Must possess a valid Class C Texas driver's license, or equivalent license from another state.

Initial Selection Criteria:

Initial Screening Criteria: **A degree from an accredited college or university with a major in** Nursing, Allied Health, Epidemiology, Statistics, **Public Health or other related fields.** Experience in writing technical reports. Experience in

using medical terminology. Experience in explaining and presenting data. Experience in the use of computer and related equipment including Microsoft office suite (Excel and Access), spreadsheets, databases and presentation software. Experience in oral and written communication. Experience and education may be substituted. Must have a valid Texas Driver's license

Additional Information:

Additional Information: 1. Initial prescreening by phone may be conducted. 2. In basket exercise may be administered 3. Oral interview with interview panel Applicable education and experience, Optional in basket exercise. Travel requirements, travel within the State of Texas. (30% day and 25% night) Ability to work hours other than Monday-Friday 8am-5pm. being on call, Valid Driver's license In compliance with the Americans with Disabilities Act (ADA), HHS agencies will provide reasonable accommodation during the hiring and selection process for qualified individuals with a disability. If you need assistance completing the on-line application, contact the HHS Employee Service Center at 1-888-894-4747. If you are contacted for an interview and need accommodation to participate in the interview process, please notify the person scheduling the interview.

Position Information

Posting Details

Posting Number

040902

Position Title

Research Assistant - **Healthy Homes and Public Safety**

Number of Vacancies

1

School/College/Division/Institutes/Centers

75 - University Budget

Primary Department

H6614-Center Urban Studies

Essential Functions (Job Duties)

POSITION DUTIES & RESPONSIBILITIES

Assist in Healthy Homes Initiative and public safety meetings and grant writing activities.

Assist in conducting Healthy Housing Rating System assessments, producing summary reports on hazards, and conducting literature reviews on hazards.

Perform analysis of crime data and community data.

Produce written analyses, charts, and maps.

Conduct literature reviews, create logic models and prepare best practice protocols on public safety interventions. Conduct interviews of experts on best practices in HH and public safety.

Retrieve or produce deliverable documents and presentations for policy-making bodies and professional organizations.

Maintaining workplans, task lists, and project timelines on a regular basis.

Communicate reliably, clearly and effectively with the Center's funding agencies. Ability to present effectively to groups and in webinars.

Coordinate with Center research staff involved in healthy homes and public safety projects.

Help prepare course materials.
Unique Duties

Qualifications

Bachelors in any area of social science (including economics, political science, education, psychology, public health, social work, sociology, and urban studies) is required. Work toward a graduate degree.

Demonstrated ability to work in an academic research environment.

Skill in MS Office, including Word, Excel, and Powerpoint. Basic statistical analysis and GIS skills and a willingness to take courses and pursue training to improve skills in this area.

Strong problem resolution, organizational, analytical, and communication (oral, written, and advanced note-taking) skills; strong capacity to collaborate and work as a team member.

Supervision skills (particularly undergraduate and graduate students) and experience are preferred.

Preferred Qualifications

Testing Requirements

Not Applicable

Test Scheduling

Job Type

Fractional Time

Job Category

Research Assistants/Associates

Duration of Posting

Fiscal Year of Job Open Date

2015

Job Open Date

(When job is posted in the system)

03-09-2015

Job Close Date

(or until suitable candidate is found)

Until Suitable Candidate is Found

Is this position reposted?

No

Reposting Reason:

None (New Posting)

Behavioral Health Managed Care Performance Analyst

March 23, 2015 - April 06, 2015

Location: Albany, NY

Salary Range: \$65,738 - \$80,736

Exempt/Non-Exempt: Exempt

Benefits: Full Benefits Package

Employment Type: Full Time

Division/Department: 44 Holland Avenue

Description: Behavioral Health Managed Care Performance Analyst Grade 23 \$65,738 - \$80,736
The Research Foundation for Mental Hygiene, Inc. is seeking a qualified candidate to fill the full-time, salaried position of Behavioral Health Managed Care Performance Analyst at the New York state Office of Mental Health, Division of Managed Care. FUNCTION AND SCOPE New York is transitioning more than \$2 billion in Medicaid behavioral health services for adults and children from fee-for-service to Medicaid managed care. This is a major transformation in the way care is delivered to individuals with serious mental health and/or substance use issues. The mission of the OMH Division of Managed Care is (1) to ensure that recipients and providers of behavioral health services transition effectively from Medicaid fee-for-service to Medicaid managed care; (2) to develop and implement Medicaid behavioral health managed care policy with OASAS and DOH; (3) to monitor plan performance and ensure that Medicaid managed care plans deliver high-quality care and continue to meet the needs of Medicaid recipients with behavioral health conditions; and (4) to engage stakeholders including consumers, families, counties, and providers in Plan oversight and program development. Work Location: 44 Holland Avenue, Albany, New York 12229 Salary: Based on experience. To Apply: Submit an application by April 6, 2015 on our website at <http://corporate.rfmh.org>. Click on Employment Opportunities. Please note only applications submitted through our website will be considered. The Research Foundation is a private not-for-profit corporation and is not an agency or instrumentality of the State of New York. Employees of the Research Foundation are not state employees, do not participate in any state retirement system, and do not receive state fringe benefits. Excellent Benefits Package. Employer/Minority/Women/Disabled/Veteran Employer. VEVRAA 41 CFR 60-300.5(a) compliant.

Duties: RESPONSIBILITIES INCLUDE, BUT ARE NOT LIMITED TO: 1. Developing and maintaining information and reporting systems necessary to evaluate managed care performance; 2. Developing and overseeing the implementation of management reports and system documentation; 3. Using data to monitor access to behavioral health services; 4. Contributing to the development of programs and policies through the use of data analysis (including analysis of Medicaid fee-for-service and encounter data, CFR data, PCS data, Health Home data, criminal justice data, housing/homeless data and other data); 5. Providing performance related data analysis to assist in managed care rate setting and Plan pay-for-performance evaluations; 6. Using geographic information systems to map data in ways that contribute to a better understanding of Plan performance and compliance with managed care behavioral health requirements; 7. Assisting in the development of

information systems necessary to evaluate plan performance and recipient access to services.

Qualifications: QUALIFICATIONS Candidate must have a Bachelor's degree or higher from an accredited college in management, public administration, social work, public health, statistics, biostatistics, computer science, economics or related field; a minimum of four years of experience with Medicaid expenditure and service use data; three years of experience is acceptable if two of those years were spent with Managed Medicaid or other health insurance environment. Candidate must have strong programming skills, preferably with experience in SAS and SQL. Experience in data management must include use of large databases and relational databases. Mapping skills in ARC GIS or other software is a plus.

GIS SDE Administrator / GIS Application Developer

About the Organization

Name: NYC Office of Emergency Management (OEM)

Department: TECHNOLOGY/GEOGRAPHIC INFORMATION SYSTEMS (GIS)

Industry: Education/Academic/Research

Description: Established in 1996, The NYC Office of Emergency Management plans and prepares for emergencies, educates the public about preparedness, coordinates emergency response and recovery, and collects and disseminates emergency information. To accomplish this mission, the agency maintains a disciplined unit of emergency management personnel, including responders, planners, watch commanders, and administrative and support staff, to identify and respond to various hazards.

About the Position

Internal Ref.:

Job Type: Full-Time Experienced

Related Areas: Community Health
Environmental Health

Information Systems

Openings: 1

Location: Brooklyn, NY (United States) | [Map It!](#)

Description: OEM has an opportunity for a motivated GIS professional to become part of a team of GIS specialists at the New York City Office of Emergency Management. The ideal candidate has extensive GIS experience at an enterprise level in addition to programming and database development/management skills. The position is under the supervision of the Assistant Commissioner for Strategic Data. The applicant will have the primary responsibility of administering the agency's SDE database. The applicant will work with a team of GIS application developers to maintain and enhance existing in-house GIS applications and a vendor-built situational awareness application. That team will also work on developing new in-house GIS applications. Sample tasks the applicant will undertake include:

- Administer enterprise ArcSDE geodatabase for Microsoft SQL Server
- Manage scripts, models, and tools production in an enterprise environment
- Provide guidance on the adoption of emergent technologies
- Assist in the maintenance and updating of in-house GIS applications
- Work with a team of application developers on maintaining and enhancing vendor-built situational awareness dashboard
- Work with a team of application developers on new in-house GIS applications
- Enhance the data center's data management capabilities via the automation of tasks and implementation of custom tools
- Customize the ArcGIS for Desktop application based upon specific needs and assessment of data center workflows
- Prepare and deliver presentations to the division regarding data of interest and/or workflows
- Produce ad hoc map products as assigned

The selected candidate will be required to staff the Emergency Operations Center (EOC) during emergency activations and to work during non-business hours during emergencies, may be asked to assist with Ready New York presentations to external groups and will also participate in drills and exercises and fulfill other duties as assigned.

Compensation: \$78,000 - \$90,000

Qualifications: REQUIREMENTS 1. A master's degree from an accredited college in emergency management, public administration, urban planning, engineering, economics, political science, the physical sciences, or related field, and three years of satisfactory full-time professional experience in one or a combination of the following: emergency management, fire or police services, public safety, **public health**, public administration, urban planning, engineering, or another specialized area to which the appointment is to be made. 18 months of this experience must have been in an executive, managerial, administrative or supervisory capacity. Supervision must have included supervising staff performing professional work in the areas described above; or 2. **A baccalaureate degree from an accredited college and four years of satisfactory full-time professional experience in** one or a combination of the areas listed in "1" above, including the 18 months of executive, managerial, administrative or supervisory experience, as described in

"1" above; or 3. A four-year high school diploma or its educational equivalent and eight years satisfactory full-time professional experience in one or a combination of the areas described in "1" above, including the 18 months of executive, managerial, administrative or supervisory experience, as described in "1" above; or 4. Education and/or experience equivalent to "1", "2", or "3" above. However, all candidates must have a four-year high school diploma or its educational equivalent and the 18 months of executive, managerial, administrative or supervisory experience, as described in "1" above. PLEASE NOTE: 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. PREFERRED SKILLS • Related fields cited in qualification requirements above may include geography, GIS, or computer science • Strong, demonstrated knowledge of ArcGIS Server and ArcSDE functionalities, such as multi-user versioned editing and archiving • Strong, demonstrated experience with ESRI ArcGIS Desktop 10.x , geoprocessing tools, and the Spatial Analyst, Network Analyst, and 3D Analyst extensions • Strong, demonstrated knowledge of ArcObjects • Strong, demonstrated knowledge of C#, Python, and JavaScript • Strong, demonstrated experience with Python in relation to the arcpy module and other modules relevant to data management such as pyodbc and GDAL • Strong, demonstrated experience with Silverlight/ArcGIS Silverlight API • Demonstrated experience constructing, using, and publishing models in ModelBuilder • Strong, demonstrated experience with Microsoft Visual Studio 2010, preferably using C#, for 64-bit development environments • Familiar with ArcGIS Online capabilities and web application development • Knowledge of Microsoft SQL Server 2008 and T-SQL statements • Strong, demonstrated knowledge of Microsoft Access • Extensive familiarity with geospatial data types • Demonstrated experience working with technical and non-technical staff • Strong initiative and ability to perform with little supervision • Ability to identify needs of end users and communicate possible solutions to them • Strong organizational skills • Ability to handle multiple projects simultaneously under tight deadlines • Ability to work in a team environment NOTE: The following types of experience are not acceptable: superficial use of preprogrammed software without complex programming, design, implementation or management of the product; use of word processing packages; use of a hand held calculator; primarily the entering or updating of data in a system; the operation of data processing hardware or consoles.

CPH Required: No

Start Date: asap

Other: No Response

Senior Healthcare Analyst

About the Organization

Name: Lone Star Circle of Care

Department: Clinical Analytics

Industry: Non-Profit/NGO

Description: Lone Star Circle of Care is a non-profit Community Health Center employing more than 400 staff. We are the 5th largest Federally Qualified Health Center in the U.S., providing quality health care to nearly 100,000 underserved central Texans via more than two dozen clinic locations spanning 4 counties. We are known for our heavy use of data, analytics, and technology to innovate and transform healthcare delivery.

About the Position

Internal Ref.:

Job Type: Full-Time Experienced

Related Areas: Epidemiology
Information Systems
Public Health - General

Openings: 1

Location: Georgetown, TX (United States) | [Map It!](#)

Description: Perform a vital role in a large community health center that is using data to drive real tranformation in healthcare delivery. The Senior Healthcare Analyst manages and analyzes data to support the development and evaluation of clinical outcomes initiatives. This analyst primarily conducts studies of clinical metrics, interprets trends, and reports results to internal and external stakeholders. Less frequent projects involve the development of risk stratification and adjustment methods and evaluation of program cost effectiveness. Duties include statistical programming; developing and/or refining theoretical concepts; designing and implementing surveillance studies; collecting, analyzing and evaluating data; and communicating results. RESPONSIBILITES: • Create comprehensive and efficient SQL queries to retrieve data; sources include the Electronic Health Record (EHR), a growing data warehouse, and (occasionally) a regional Health Information Exchange. • Demonstrate in-depth knowledge of the data types utilized daily in this position, including nationally-recognized clinical quality metrics (e.g., HEDIS, ACO, NQF) and industry standard code sets

(e.g., ICD, CPT, SNOMED). • Serve as a Subject Matter Expert while working with the CMIO, clinical staff, and software developers to gather business requirements for data requests and the creation of new queries. • Perform initial Quality Assurance testing of new queries. Respond to end-user reports of apparent data discrepancy for continual quality improvement, and refine queries and reports as necessary. • Remain vigilant for changes that would require an updating of the logic of existing metrics; such as: annual updates to HEDIS requirements, Electronic Health Record upgrades that change data entry fields, etc. • Become proficient in the user interface of the NextGen Electronic Health Record, to better understand where the end-user is documenting specific data elements • Work closely with the CMIO and Development staff to create applications that transform clinical data into actionable tasks (e.g., web-based dashboards, EHR point-of-care alerts) • Use population health data sources (e.g., American Community Survey, census data, Vital Statistics, national health surveys) to support needs assessments (e.g., market analyses, grant applications) • Provide consultation and expertise in the evaluation and reporting activities related to grants • Develop, plan, and implement research investigations, evaluations and assessments based on standard scientific methods related to quality and cost improvement initiatives, including new patient treatment models, best practice implementation, disease management programs, and behavior-modification interventions to facilitate change in health care delivery. • Apply appropriate statistical analysis procedures to clinical data sets. Prepare reports and/or presentations and effectively communicate findings via statistical data, charts, and tables. • Develop and analyze measuring instruments with respect to reliability, relevance, and validity • Formulate reasonable hypothesis and structure research designs to account for variables. • Review, organize, and coordinate the collection and compilation of surveillance information. • Perform scientific literature searches and review various types of materials including policies and best practices to develop on-going investigations related to clinical quality and healthcare transformation projects. • Develop, interpret, and effectively communicate to a variety of audiences. Participate in meetings, and gather and disseminate information to the appropriate decision makers through presentations and reports. Work across departmental areas to create formal specifications for both internal and external reports.

Compensation:

Comensurate with experience

Qualifications:

KNOWLEDGE, SKILLS AND ABILITIES: • Knowledge and experience with SQL programming is strongly preferred. In the absence of prior SQL experience, a solid background in statistical programming (e.g., Stata, SAS, and/or R) is required. SQL training will be provided on-the-job. • Experience with word processing (Word), spreadsheet (Excel), database (Access), and presentation (PowerPoint) graphics. • Experience with geographical information (e.g., MapInfo, ArcGIS) software systems is preferred. • Strong project management skills required to organize major project activities into a logical sequence with a reasonable and achievable schedule of deadlines. • Must be able to work independently; to gather information from a variety of sources and to synthesize and translate detailed information

into simpler terms. • Must have strong written, oral communication and public-speaking skills. • Must establish and maintain effective working relationships and work well with others as part of a team. • Knowledge of the array of: research planning and evaluation methods; total quality management and continuous quality improvement concepts; scientific research methods, principles, and philosophy; statistical concepts and methods and their application. EDUCATION: • A Bachelor's or Master's degree in public health, health care administration, health care profession, or related field with academic work in statistics, policy, planning, or healthcare-related research is required

CPH Required: No

Start Date: 10/31/2014

Other: No Response

Posting available until Tuesday, March 31, 2015

GIS Research Associate (found in PublicHealthJobs.net)

About the Organization

Name: University of South Carolina

Department: Institute for Families In Society

Industry: Education/Academic/Research

Description: The Institute for Families in Society was created in the early 1990s through the efforts of an interdisciplinary task force commissioned by the University of South Carolina. By 1992, the Institute was securely grounded by a generous donation from Cindy and Evan Nord. As an interdisciplinary research team, the Institute has worked with a variety of partners to strengthen families and communities. The mission of the Institute is to use University-community interdisciplinary research and practice as a platform to advance the science of helping families and vulnerable communities.

About the Position

Internal Ref.: 005492

Job Type: Full-Time Experienced

Related Areas: No Response

Openings: 1

Location: Columbia, SC (United States) | [Map It!](#)

Description: The **Institute for Families in Society, Division of Program and Policy on Medicaid and Medicare** (PRRM) at the University of South Carolina seeks a GIS Research associate to manage the implementation and maintenance of a GIS SDE/SQL Server database and the development of GIS automation routines in support of multiple research projects conducted by Division of Policy and Research on Medicaid and Medicare (PRMM). This is a research grant position.

Compensation: **Salary commensurate with experience.**

Qualifications: Master's degree in geography, computer science, or related field and 5 years related experience, or **Bachelor's degree in geography, computer science, or related field and 7 years related experience. Knowledge of GIS principles**, hardware, and software. Knowledge of GIS SDE/SQL Server database architecture. Knowledge of spatial analytical/spatial statistical theory and methods. Experience with ArcGIS and extensions, ArcGIS Workflow Manager, and SDE/SQL Server administration. Experience with application development software (Python, VBA, C++, HTML, CSS, etc.). Ability to develop and implement GIS automation applications, quality assurance protocols, and metadata standards. Ability to communicate effectively orally and in writing.

CPH Required: No

Start Date:	negotiable
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Other: The University of South Carolina provides affirmative action and equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability or veteran status.

Posting available until Wednesday, March 31, 2013

For more information, contact:

Name: Sheila Heatley

Address:	University of South Carolina Institute for Families in Society 1600 Hampton Street #507 CoLumbia, SC 29208
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Phone: 803-777-2190

Fax:	803-777-1120
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E-mail: sheatley@mailbox.sc.edu

Web:	http://ifs.sc.edu
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How to Apply: The University of South Carolina requires individuals to complete an online academic personal information profile. You may access the USC Jobs Online Employment site at <http://usjobs.sc.edu> . Refer to RQ 005492

Posting available until Monday, March 30, 2015

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:

Civil Service Title: Stellar Farmers Market Coordinator, Chronic Disease Prevention and Tobacco Control
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

ANNOUNCEMENT OF JOB

VACANCY TITLE

SALARY/

SALARY GRADE

NEGOTIATING UNIT

LOCATION

Research Scientist 3 (Biostatistics)

\$75,243 - \$94,834

Grade 25

Professional, Scientific and Technical (05)

Office of Quality and Patient Safety

Corning Tower Building

Empire State Plaza

Albany, NY 12237

MINIMUM

QUALIFICATIONS

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.

PREFERRED

QUALIFICATIONS

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.

RESPONSIBILITIES

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.

CONDITIONS OF

EMPLOYMENT

APPLICATION

PROCEDURE

Permanent, full-time, non-competitive appointment.

Submit resume to Human Resources Management Group, **CB/80038/RS3**, 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/80038/RS3**. Resumes accepted until the position is filled.

ANNOUNCEMENT OF JOB VACANCY TITLE	Research Scientist 1 (Biostatistics) / Research Scientist 2 (Biostatistics) – Two positions
SALARY/ SALARY GRADE NEGOTIATING UNIT	\$52,293 - \$66,494/ Grade 18 \$64,302 - \$81,415/Grade 22 Professional, Scientific and Technical (05)
LOCATION	Office of Quality and Patient Safety Corning Tower Building Empire State Plaza Albany, NY 12237
MINIMUM QUALIFICATIONS	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; OR 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; OR a Master's degree in one of the above fields and two years of professional research experience; OR a doctorate in one of the above fields.
PREFERRED QUALIFICATIONS	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.
RESPONSIBILITIES	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.
CONDITIONS OF EMPLOYMENT APPLICATION PROCEDURE	Permanent, full-time, non-competitive appointment. Submit resume to Human Resources Management Group, CB/80041/80042/RS1 , 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

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

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 policies. 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.

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: Job Postings that prefer an MPH with GIS skills

Following is a brief table with links to a sample of current job postings where an MPH or similar degree is either minimally required or preferred, and skills in GIS are either essential or highly preferred. This is made available to illustrate the contrast with current job postings requiring a BSPH or similar degree with desired skills in GIS, as shown in the previous appendix.

<p><i>Public Health Foundation Enterprises</i>: Requires MPH or similar and extensive experience conducting spatial analysis (using ARCGIS or equivalent) https://www.appone.com/maininforeq.asp?Ad=255491&R_ID=1023646&Refer=http://www.indeed.com/jobs&B_ID=44</p>
<p><i>Virginia DOH</i>: requires MPH minimum for its Geographic Information Systems (GIS) and Health Professional Shortage Area (HPSA) Designations Manager position https://jobs.agencies.virginia.gov/applicants/jsp/shared/position/JobDetails_css.jsp?postingId=1040027</p>
<p><i>NYC DOHMH</i> Bureau of District Public Health Offices (DPHO) within the Center for Health Equity, East and Central Harlem: “MPH highly desirable ... experience with GIS” https://a127-jobs.nyc.gov/ (job ID = 183837)</p>
<p><i>NYC DOHMH</i> Bureau of District Public Health Offices (DPHO) within the Center for Health Equity, East and Central Harlem: “...must have at least a master's degree ... some experience with GIS...” https://a127-jobs.nyc.gov/ (job ID = 183814)</p>
<p><i>NYC DOHMH</i> Bureau of District Public Health Offices (DPHO) within the Center for Health Equity, East and Central Harlem: “MPH highly desirable ... experience with GIS” https://a127-jobs.nyc.gov/ (job ID = 183890)</p>
<p><i>NYC DOHMH</i> Environmental Response Analyst, Bureau of Environmental Surveillance and Policy: “min qualifications = Master’s Degree”, “Preferred Skills = Strong GIS skills including strong knowledge of ESRI’s ArcMap suite (ArcMap, Spatial Data Analyst, ArcGIS online, ESRI Mobile Apps) https://a127-jobs.nyc.gov/ (job ID = 190007)</p>

Appendix C: External Letters of Support



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 "Andrew Maroko".

Andrew Maroko, Ph.D.
Interim MPH Director
Assistant Professor, Dept. of Health Sciences/CUNY School of Public Health
Associate Director, Urban GISc Lab

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,



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



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



April 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 Professor Sonmez:

I am very pleased to write this enthusiastic letter of support for the Bachelors of Science in Public Health (BSPH) proposal at Lehman College. When you originally sent me the proposal in early March, I was very pleased to see the inclusion of Global Health as a track in your BSPH proposal as we have had an exceptionally successful global health track in our BSPH program here at UAB. For example, now ending its first full year, approximately 80 of the 110 undergraduates who enrolled in the BSPH program at UAB and have selected a track elected global health as their track of specialization making it the most popular undergraduate major in public health. Additionally, each student our first graduating class of 9 students has secured their desired next step in their training such that 5 will be entering Master's in public health programs, 3 will be entering medical school, and 1 will be entering graduate school.

I am also very much appreciated my recent phone call with Dr. Glen Johnson and Dean Latimer where we reviewed the UAB program alongside the proposed BSPH program at Lehman and found a great many points of connection. Notably, we are in the process of changing the credit requirements of the BSPH program at UAB such that the requirement of 39 credit hours for the public health core will be reduced from 39 to 27 credit hours and the global health concentration requirement has been reduced from 21 credit hours to 12 global health core credit hours plus 6 elective global health credit hours. As such, this structure is nearly identical to the proposed structure of the BSPH at Lehman where you have 30 core course credit requirements and, as a result of our conversation, increased the global health core requirements from 9 to 12 credits and maintained your global health elective credits at 6 which is identical to ours. Thus, the current total credit requirements at UAB for the BSPH in global health is now 45 credits as opposed to the 60 credits currently shown online, which lines up very closely to the 54 credits required in your proposed BSPH program. More generally, I think your course offerings across each element of the curriculum line up very nicely with UAB; they are not identical but there is much commonality. More importantly, the extent and breadth of the areas of global health that you are covering are very appropriate and are very much in line with what we have done at UAB.

Following our recent discussion, I believe your addition of a global health course on communicable and non-communicable diseases also adds a very important component that the global health core courses needed to your overall curriculum. Additionally, the inclusion of two new global health elective courses offered by Political Science focusing more directly on international issues seems like the a very positive change. Finally, the foci of the various courses you are offering and the syllabi of the new courses you are proposing look excellent and entirely in line with courses we currently offer or would like to offer in the future.

School of Public Health	The University of
517 Ryals Public Health Building	Alabama at Birmingham
1665 University Boulevard	Mailing Address:
205.975.7693	RPHB 517
Fax: 205.975.7685	1720 2 nd Ave. South
www.sparkmancenter.org	Birmingham, AL 35294-0022

I would also like to emphasize that we would be very open to a variety of forms of collaboration across our two programs, including but not limited to faculty exchanges, student exchanges, development of field courses in international settings and development of internships focusing on global health issues. I believe there are many exciting opportunities for collaboration across our two programs. Our BSPH program is newly established and so is still very much in transition. As such, we are very excited to partner with Lehman College as this essential new program moves forward.

Please let me know if there's anything else that I can assist with this initiative. I wish you all the best in your new program.

Sincerely,



Craig M. Wilson, MD
Professor of Epidemiology, Pediatrics and Microbiology
Director, UAB Sparkman Center for Global Health
Director, DrPH International Health and SOPH Global Health Studies Programs
University of Alabama at Birmingham

School of Public Health	The University of
517 Ryals Public Health Building	Alabama at Birmingham
1665 University Boulevard	Mailing Address:
205.975.7693	RPHB 517
Fax: 205.975.7685	1720 2 nd Ave. South
www.sparkmancenter.org	Birmingham, AL 35294-0022

Appendix D: 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.

POL 343: International and Regional Organizations (3 credits, 3 hours) The United Nations' system and other global and regional organizations.

Geographic Information Science

GEP 204: Basic Mapping: Applications and Analysis (3 credits, 4 hours: 2 lecture; 2 lab)
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 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 E: 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	Global Nutrition and Disease
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	Social Determinants of Health
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 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 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	Approaches to Public Health Research
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 Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> 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	Fundamentals of Global Health
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	<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 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
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 305
Course Title	Community-based Participatory Research Methods
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	<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 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

*New Course, Experimental Course, or New Course with Cross-listing
(All proposals must be Arial font, 12 point)*

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

1. **Type of change:** (Please indicate if New Course, Experimental Course, or New Course with Cross-listing)

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 306
Course Title	Global Burden of Communicable and Non-Communicable Disease
Description	An introduction to the rise and burden of both communicable and non-communicable diseases globally, along with methods for global disease surveillance and control.
Pre/ Co Requisites	PHE 304
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
	<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.

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 causes, symptoms and effects of current and emerging global communicable diseases.
2. Describe key causes, symptoms and effects of current and emerging global non-communicable diseases.
3. Describe current methods of surveillance for both communicable and non-communicable diseases, as applied by various national agencies and international organizations.
4. Describe Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs)
5. Understand methods and limitations of the prevention and control of global diseases.

5. **Date of Departmental Approval:** April 14, 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 307
Course Title	Emergency Preparedness at the Global, National and Community Levels
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.

6. **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	Public Health Field Experience
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	Public Health Capstone
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 Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> 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 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 F: 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

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
Week 1	Brief overview of nutrition and health
Week 2	Malnutrition: Protein energy malnutrition and undernutrition
Week 3	Micronutrient deficiencies: vitamin A, Iodine,
Week 4	Micronutrient deficiencies: Iron, Zinc
Week 5	Nutritional requirements during pregnancy and current practices/challenges in developing countries
Week 6	Infant and childhood feeding: breastfeeding and complementary feeding practices
Week 7	MID TERM
Week 8	The burden of infections on nutritional status
Week 9	Globalization, nutrition transition and obesity
Week 10	Global Food Insecurity
Week 11	Nutrition-related interventions: effects and challenges with regards to community-based and international interventions
Week 12	Chronic disease and nutrition: Cardiovascular Disease
Week 13	Chronic disease and nutrition: Cancer
Week 14	Translating research evidence into policy
Week 15	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. 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%

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

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_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
Week 1	Introductions/Course Syllabus	Review syllabus, assignments, course expectations
Week 2	Theoretical Approaches	<ol style="list-style-type: none"> 1. Braveman P, Egerter S, Williams DR, 2011. The Social Determinants of Health: Coming of Age, The Annual Review of Public Health. 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.
Week 3	Social Epidemiology	<ol style="list-style-type: none"> 1. Krieger N (2001). A glossary for social epidemiology. J of Epidemiology & Community Health. 55: 693-700. 2. Berkman L and Kawachi I, 2000. A Historical Framework for Social Epidemiology. In Social Epidemiology, Berkman and Kawachi, Eds. Oxford University Press. 3. Marmot M. 2000. Multilevel Approaches to Understanding Social Determinants. In Social Epidemiology, Berkman and Kawachi, Eds. Oxford University Press.
Week 4	Race and Racism as Social Determinants	<ol style="list-style-type: none"> 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. 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. 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. 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 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

Date	Topic	Readings
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Week 5	Social Class and Poverty	<ol style="list-style-type: none"> 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. Subramanian SV, Belli P, Kawachi I. The macroeconomic determinants of health. Annu Rev Public Health, 2002; 23: 287-302.
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Week 6	Education	<ol style="list-style-type: none"> 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.
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Suggestion: Have at Least One Reaction Paper Completed by Today

Week 7	Family Influences	<ol style="list-style-type: none"> 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. Eds. Clarke-Stewart A, Dunn J. 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
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Date	Topic	Readings
Week 8	Neighborhood Influences	<ol style="list-style-type: none"> <li data-bbox="630 195 1481 321">1. Pickett KE, Pearl M. 2001. Multilevel analyses of neighbourhood socioeconomic context and health outcomes: a critical review. <i>J Epidemiology and Community Health</i> 55: 111-122. <li data-bbox="630 321 1481 447">2. Browning CR, Cagney KA, (2002). Neighborhood structural disadvantage, collective efficacy, and self-rated physical health in an urban setting. <i>Journal of Health and Social Behavior</i> 43:383-99. <li data-bbox="630 447 1481 573">3. Cummins S, Curtis S, Diez Roux AV, Macintyre S, 2007. Understanding and representing 'place' in health research: a relational approach, <i>Social Science and Medicine</i>, 65(9): 1825-38. <li data-bbox="630 573 1481 825">4. Duncan GJ, Raudenbush SW. 2001. Neighborhoods and Adolescent Development: How Can we Determine the Links? In <i>Does it take a Village?: Community effects on children, adolescents, and families</i>.105-136.
Week 9	Media Influences	<ol style="list-style-type: none"> <li data-bbox="630 825 1481 993">1. Wartella E, Robb M. Historical and recurring concerns about Children's use of mass media. (2008) In <i>The Handbook of Children, Media, and Development</i>.Calvert SL, Wilson BJ Editors. Blackwell. 7-26. <li data-bbox="630 993 1481 1119">2. Montgomer KC, Chester J. 2009. Interactive Food and Beverage Marketing: Targeting Adolescents in the Digital Age. <i>Journal of Adolescent Health</i>, 45: S18-S29 <li data-bbox="630 1119 1481 1287">3. Penchmann C, Levine L. Loughlin S, Leslie F. 2005.Impulsive and SelfConscious:Adolescents' Vulnerability to Advertising and Promotion. <i>Journal of Public Policy and Marketing</i>, 24(2): 202-221. <li data-bbox="630 1287 1481 1497">4. Stroud NJ. Media Use and Political Predispositions: Revisiting the Concept ofSelective Exposure.(2008). <i>Political Behavior</i>, 30:341-366.
*Suggestion		
Have at Least Two Reaction Papers Completed by Today		
Week 10	Global Influences	<ol style="list-style-type: none"> <li data-bbox="630 1707 1481 1791">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 data-bbox="630 1791 1481 1917">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 data-bbox="630 1917 1481 1944">3. Lee K. (2003). <i>An Introduction to Global Health</i>. Globalization and

Date	Topic	Readings
		<p>health: An Introduction. New York: Palgrave MacMillan. Pp. 1-29.</p> <p>4. McMichael AJ, Beaglehole R. The changing global context of public health. 2000. <i>The Lancet</i> 356(5): 495-499</p>
Week 11	Immigration, Culture, and Acculturation	<p>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</p> <p>2. Berry JW. Acculturation: A Conceptual Overview (2006). In <i>Acculturation and Parent-Child Relationships: Measurement and Development</i>. Bornstein MH &Cote LR Eds. New Jersey: Laurence Erlbaum Associates Inc. p. 13-32.</p>
Week 12	Gender and Sexual Orientation	<p>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.</p> <p>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.</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, 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 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.
- Wholey JS, Hatry HP, Newcomer KE. (2004). Handbook of Practical Program Evaluation. 2nd 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	

Assign
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Score
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ding:

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	
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

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 & Course Overview
Lecture Objective: 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.
Required Readings	<ol style="list-style-type: none"> 1. Trochim WMK (2008). Social Research Methods: Knowledge Base. Retrieved from www.socialresearchmethods.net. Read: Foundations Philosophy of Research Ethics in Research Conceptualizing Evaluation Research 2. Cecil G Sheps Center for Health Services Research (2009). Program planning and monitoring self-instructional manuals. Retrieved from http://www.shepscenter.unc.edu/data/peoples/index.html. 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
Recommended Readings	<ol style="list-style-type: none"> 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. 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.
Activity Objective: 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.
Activity	Access and review posted web links of RFPs (request for proposals), RFAs
Week 2	Needs Assessment and Priority Settings in Public Health

<p>Lecture Objective: Needs Assessment and Priority Settings in Public Health</p>	<p>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.</p>
<p>Required Readings</p>	<ol style="list-style-type: none"> 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. Wright J, Walley J (1998). Assessing health needs in developing countries. <i>British Medical Journal</i> 316:7147; 1819-23. University of Kansas (2010). The Community Tool Box. Part B. Community Assessment, Agenda Setting, and Choice of Broad Strategies (Sections 1 - 5). Retrieved from http://ctb.ku.edu/en/tablecontents/chapter_1003.htm.
<p>Recommended Readings</p>	<ol style="list-style-type: none"> 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. Weir SS, Morrioni 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. 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 http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf Chapter 2 – Stakeholder analysis; Chapter 3 - Problem and situation analysis. 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 http://multimedia.peacecorps.gov/multimedia/pdf/library/PACA-2007.pdf
<p>Activity 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>Activity Preparation</p>	<p>To be assigned.</p>
<p>Week 4</p>	<p>Defining Project Goals, Objectives, Indicators & Hypotheses</p>

Lecture Objective: 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.
Required Readings	<ol style="list-style-type: none"> 1. March of Dimes (2004). "SMART" objectives. Retrieved from www.marchofdimes.com/chapterassets/files/SMART_objectives.pdf. 2. Morrison M (2009). How to write SMART objectives and SMARTer objectives. Retrieved from http://www.rapidbi.com/created/WriteSMARTObjectives.html. Review the additional sources cited on this web site.
Recommended Readings	<ol style="list-style-type: none"> 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: http://www.cpc.unc.edu/measure/publications/ms-02-06. <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> 2. Scott S (2003). Developing measurable objectives. Retrieved from http://www.ngcproject.org/documents/Developing_Measurable_Objectives.pdf
Activity Objective: Writing Specific Aims and	Learn how to write SMART specific aims and when a specific aim calls for a hypothesis.
Activity Preparation	To be assigned.
Week 5	Project Conceptual Model
Lecture Objective: 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.

Required Readings	<ol style="list-style-type: none"> 1. Earp JA, Ennett ST (1991). Conceptual models for health education research and practice. Health Educ Res, 6:163-171. 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 http://www.who.int/social_determinants/resources/csdh_framework_action_05_07.pdf.
Activity Objective: 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.
Activity Preparation	To be assigned.
Week 6	Design and Method – Quantitative
Lecture Objective: 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
Required Readings	<p>Trochim WMK (2008). Social research methods: Knowledge base.</p> <ol style="list-style-type: none"> 1. Sampling: http://www.socialresearchmethods.net/kb/sampling.php 2. Measurement: http://www.socialresearchmethods.net/kb/measure.php 3. Design: http://www.socialresearchmethods.net/kb/design.php
Recommended Readings	<p>Here are some sample size calculation software applications:</p> <ul style="list-style-type: none"> • Epi-Info Statcalc: http://www.cdc.gov/epiinfo/ • RoaSoft sample Size calculator: http://www.raosoft.com/samplesize.html • Creative Research Systems: http://www.surveysystem.com/sscalc.htm • Macorr sample size calculator: http://www.macorr.com/ss_calculator.htm • Decision Support Systems: http://www.dssresearch.com/toolkit/sscalc/size.asp • PS Power and sample Calculator version 3.0 (2009) by William Dupont: http://biostat.mc.vanderbilt.edu/wiki/bin/view/Main/PowerSampleSize

Activity Objective: 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.
Activity Preparation	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.
Week 7	Project Theoretical Model and Intervention Mapping
Lecture Objective: 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.
Required Readings	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 www.cancer.gov/cancertopics/cancerlibrary/theory.pdf .

Recommended Readings	<ol style="list-style-type: none"> 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. 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. 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. 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. 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.
Activity Objective: 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>
Activity Preparation	<p>To be assigned.</p>
Week 8	Design and Method – Quantitative (Questionnaire Design)
Lecture Objective: Design and Method – Quantitative	<p>This week's lecture will discuss strategies for designing effective questionnaires for use in primary data collection.</p>

<p>Required Readings</p>	<ol style="list-style-type: none"> 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 http://www.hta.ac.uk/pdfexecs/summ531.pdf. 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. 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. 4. Sanchez ME (1992). Effects of questionnaire design on the quality of survey data. <i>Public opinion quarterly</i> 56:206-217.
<p>Recommended Readings</p>	<ol style="list-style-type: none"> 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. 2. Schuman H, Presser S. (1981). <i>Questions and answers in attitude surveys</i>. New York: Academic Press. 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. 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.
<p>Activity Objective: 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>
<p>Activity Preparation</p>	<p>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.</p>
<p>Week 9</p>	<p>Design and Method - Mixed Method Approach</p>

Lecture Objective: 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.
Required Readings	<ol style="list-style-type: none"> 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. 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. 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. 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. 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.
Recommended Readings	<ol style="list-style-type: none"> 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. 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. 3. Johnson B, Onwuegbuzie AJ (2004). Mixed methods research: a research paradigm whose time has come. <i>Educational Researcher</i> 33:7; 14-26. 4. Stange KC, Crabtree BF, Miller WL (2006). Publishing multi-method research. <i>Ann. Fam. Med</i>; 4:4; 292–294.
Activity Objective: 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.
Activity Preparation	To be assigned.

Lecture Objective: 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.
Required Readings	<ol style="list-style-type: none"> 1. Green J, McClintock C (1985). Triangulation in evaluation: design and analysis issues. <i>Evaluation Review</i> 9:5; 523-545. 2. 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. 3. 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.
Recommended Readings	<ol style="list-style-type: none"> 1. Bill & Melinda Gates Foundation (2010). A guide to actionable measurement. Retrieved from http://www.gatesfoundation.org/learning/Documents/guide-to-actionable-measurement.pdf 2. 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. 3. 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.
Activity Objective: 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.
Activity Preparation	To be assigned.

Lecture Objective: 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.
Required Readings	<ol style="list-style-type: none"> Centers for Disease Control and Prevention CDC Evaluation Working Group: Logic Model Resources. Retrieved from http://www.cdc.gov/nccdphp/dnpao/hwi/programdesign/logic_model.htm. 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 http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf Chapter 5 Logical Framework. European Commission (2004). Aids delivery methods. Volume 1: The project cycle management guideline. Part 2. The Logical Framework Approach. Pp.57-94.
Recommended Readings	<ol style="list-style-type: none"> W.K. Kellogg Foundation (1998). Evaluation handbook. Retrieved from http://www.ojp.usdoj.gov/BJA/evaluation/links/WK-Kellogg-Foundation.pdf.
Activity Objective: Group Presentations	Receive feedback from instructor, TA, and classmate on your emerging proposal plans.
Activity Preparation	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
Lecture Objective: 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.

Required Readings	<ol style="list-style-type: none"> 1. Foundation Center (2010). Proposal budgeting basics. Retrieved from http://foundationcenter.org/getstarted/tutorials/prop_budget/. 2. University of Arizona Sponsored Projects Services (2012). Proposal Information Quick Reference. Retrieved from http://www.sps.arizona.edu/proposal/quick-reference.htm. 3. University of Arizona Sponsored Projects Services (2012). Handbook for Principal Investigators: Format of the Proposed Budget. Retrieved from http://www.sps.arizona.edu/handbook/proposed_budget.htm. Please review the sample budgets available here: http://www.sps.arizona.edu/handbook/samplebudget_1year.htm http://www.sps.arizona.edu/handbook/samplebudget_multiyears.htm
Activity Objective: 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.
Activity Preparation	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.
Week 13	Project Sustainability
Lecture Objective: 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.

Required Readings	<ol style="list-style-type: none"> 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 http://www.implementationscience.com/content/pdf/1748-5908-2-42.pdf 2. Marschalek I (2008). The concept of participatory local sustainability projects in seven Chinese villages. Journal of Environmental Management. 87:2; 226-35.
Activity Objective: 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.
Activity Preparation	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.
Week 14	Ethical Considerations in Project Design, Implementation & Evaluation
Lecture Objective: 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.

Required Readings	<p>Read:</p> <ol style="list-style-type: none"> 1. Review Belmont Report Educational Video http://www.youtube.com/watch?v=W7sflA1dlGQ 2. University of Arizona Office for the Responsible Conduct of Research (2012). Requirements as a UA Investigator: Investigator Manual. Retrieved from: http://orcr.vpr.arizona.edu/irb/Researchers. 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: http://www.hhs.gov/ohrp/archive/irb/irb_guidebook.htm 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 http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1405662&blobtype=pdf.
Further Reading	<ol style="list-style-type: none"> 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 videocast.nih.gov/pdf/ohrp_belmont_report.pdf 2. Department of Health and Human Services (1997). The Nuremberg Code. DHHS. Office for Human Research Protection. Retrieved from history.nih.gov/research/downloads/nuremberg.pdf
Activity Objective: 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.
Activity Preparation	To be assigned.

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. 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.

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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		Final Exam		--

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. 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:

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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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

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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		Midterm exam	--	--
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		Final Exam	--	--

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 306: Global Burden of Communicable and Non-Communicable Disease

3 credits, 3 hours

Course Prerequisite: PHE 304

Course Description:

An introduction to the rise and burden of both communicable and non-communicable diseases globally, along with methods for global disease surveillance and control.

Required Text:

Hamann, Barbara. Disease: Identification, Prevention and Control. McGraw-Hill Higher Education (2006)

Use of Technology and Blackboard Information:

Blackboard will be used to post documents and assignments. It can be accessed via 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 causes, symptoms and effects of current and emerging global communicable diseases.
2. Describe key causes, symptoms and effects of current and emerging global non-communicable diseases.
3. Describe current methods of surveillance for both communicable and non-communicable diseases, as applied by various national agencies and international organizations.
4. Describe Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs)
5. Understand methods and limitations of the prevention and control of global diseases.

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
40%	Assignments
20%	Mid-term exam
30%	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 40% of the final grade.

Exams:

A mid-term exam will equal 20% of the final grade

A comprehensive final exam will equal 30% 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.

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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
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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		The Global Burden of Disease, Goals and Strategies for Prevention and Control		
2		Global Challenges in Cancer Prevention		
3		Cardiovascular Disease: Global needs and approaches		
4		Diabetes: Global needs and approaches		
5		Infectious agents and chronic disease		
6		Global Non-communicable diseases of children		
7		Mid-Term		
8		Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs)		
9		Zoonotic and arboviral diseases: Global Challenges of		
10		Global challenges of Gastrointestinal and Respiratory Infections related to Environmental Conditions		
11		Sexually-transmitted diseases: Global Challenges		
12		Global Surveillance of Infectious and Communicable diseases		
13		Global Surveillance of Chronic diseases		
14		Sources of health-related information		
15		Final Exam		

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 Global, National and Community Levels

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 - 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 - 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 - for basic information on the Department of Homeland Security, including FEMA, and its constituent agencies and directorates.
- 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 - 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 - 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_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

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
- 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.

<u>Week 13: Long-term recovery</u>
• Phillips B.D. 2009. <i>Disaster Recovery</i> (Chapter 15 – Financing Recovery)
• 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 http://www.bepress.com/cgi/viewcontent.cgi?article=1616&context=jhsem&sei-redir=1#search="long-term+disaster+recovery"
• 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&context=jhsem&sei-redir=1#search=">http://www.bepress.com/cgi/viewcontent.cgi?article=1711&context=jhsem&sei-redir=1#search="disaster+recovery+time-frames"
• Dash, N., Morrow, B. H., Mainster, J., & Cunningham, L. (2007). Lasting effects of hurricane Andrew on a working-class community. <i>Natural Hazards Review</i> 8(1): 13-21
<u>Week 14: Post-Disaster Recovery Planning and Reconstruction</u>
• Phillips B.D. 2009. <i>Disaster Recovery</i> chapter 10- Social Psychological Recovery; Chapter 11- Public Sector Recovery)
• 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
• Olshansky, R.B. (2006). Planning after Hurricane Katrina, <i>Journal of the American Planning Association</i> , 72(2): 147-153.
• 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.
<u>Week 15: Post-Disaster Housing Planning</u>
• 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.
• 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 http://onlineibrary.wiley.com/doi/10.1111/j.1467-7717.2007.01018.x/pdf
• 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.
<u>Week 16: Final Exam and Project Presentations</u>

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
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: 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 G: 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 204	3	x	x	<input type="checkbox"/>					
Term credit total:	15	15	15						
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 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 320	3		x	<input type="checkbox"/>					
Term credit total:	12		12						
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"/>					
GEH 205	3	x	x	<input type="checkbox"/>					
GEP 232	3	x	x	<input type="checkbox"/>					
Term credit total:	15	15	15						
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				
GEP 310	3		x	<input type="checkbox"/>					
GEP 330	3		x	<input type="checkbox"/>	GEP 204 or 205				
Term credit total:	12		12						
Program Totals:		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

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	POL 343	3	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"/>		HEA 211	3	x	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 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	PHE 306	3		x	<input type="checkbox"/>	PHE 304
Term credit total:	12		12			Term credit total:	12		12		
Program Totals:		Credits: 54		Liberal Arts & Sciences: 48			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

Appendix H: Articulation Agreements

Table 7: Articulation agreement with Bronx Community College



THE CITY UNIVERSITY OF NEW YORK ARTICULATION AGREEMENT

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

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

CUNY Pathways General Education Requirements	
Required Common Core	Credits
A. English Composition (2 courses) B. Mathematical and Quantitative Reasoning (1 course) Students are advised to complete MTH 23 because it is a prerequisite for Lehman's HSD 269 Fundamentals of Biostatistics for Health Professionals C. Life and Physical Sciences (1 course) BIO 11 General Biology I OR BIO 23 Anatomy and Physiology I	13
Flexible Common Core	Credits
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) CHM 17 Fundamentals of General Chemistry OR BIO 24 Anatomy and Physiology II (4 Credits) ▪ Restricted Elective: Select one course from Areas A-E.	19
Subtotal	32

Specialization Requirements				Transfer Credit Granted
[Bronx Community College] Course & Title	Credit	[Lehman College] Course & Title	Credit	
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
			Subtotal	28

			TOTAL	60
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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.S. IN PUBLIC HEALTH	

<p>Core Courses (30 Credits)</p> <ul style="list-style-type: none"> ▪ HEA 300 Introduction to Public Health ▪ 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>) ▪ HSD 306 Epidemiology ▪ HEA 267 Human Behavior and Health (<i>equivalent to BCC's HLT 91 Critical Issues in Health</i>) ▪ HEA 301 Introduction to Environmental Health Science ▪ HSA 267 Management of Health Organizations ▪ HSD 266 The US Health Care Delivery System ▪ PHE 302 Social Determinants of Health ▪ PHE 303 Approaches to Public Health Research ▪ HEA 400 Program Planning and Evaluation <p>Specialization Courses (15 Credits)</p> <p>Geographic Information Science</p> <ul style="list-style-type: none"> ▪ GEP 205 Principles of Geographic Information Science ▪ GEP 310 Geography of Urban Health ▪ GEP 320 Population Geography <p>Specialization Electives (Choose 6 credits from)</p>	<ul style="list-style-type: none"> ▪ GEH 240 Urban Geology ▪ GEH 245 Introduction to Quantitative Methods of Geography ▪ GEH 232 Medical Geography ▪ GEH 490 Honors in Geography ▪ GEP 204 Basic Mapping: Applications and Analysis ▪ GEP 310 Geography of Urban Health ▪ GEP 321 Introduction to Remote Sensing ▪ GEP 360 Geovisualization and Analytical Cartography <p>Global Health</p> <ul style="list-style-type: none"> ▪ PHE 340 Global Nutrition and Disease ▪ PHE 304 Fundamentals of Global Health ▪ PHE 307 Emergency Preparedness at the Global, National and Community Levels <p>Specialization Electives (Choose 6 credits from)</p> <ul style="list-style-type: none"> ▪ HEA 302: Women and Health ▪ HEA 211: Perspectives on AIDS ▪ HSA 350: Contemporary Health Issues ▪ HEA 348: Latino Health ▪ PHE 305: Community-based Participatory Research Methods ▪ GEH 232: Medical Geography <p>Capstone Experience (6 credits)</p> <ul style="list-style-type: none"> ▪ PHE 470 Applied/Field Experience ▪ PHE 472 Capstone Seminar 	<p>48-51</p>
<p>FREE ELECTIVES</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>3-6</p>
<p>WRITING INTENSIVE</p> <p>BCC students are required to complete two writing intensive courses. Individual sections of LEH courses may be designated as writing intensive and these sections would count toward both requirements.</p>		
<p>TOTAL</p>		<p>60</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 I: 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 J: 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, global health)	F/T	100%	Core courses, including Global Health, and electives, depending on need and the faculty member's areas of expertise	Fall 2016
Assistant Professor	1	PhD or DPH, public health (community health, epidemiology, environmental health, global health)	F/T	100%	Core courses and electives, depending on need and the faculty member's areas of expertise	Fall 2016

Appendix K: Five Year Financial Projections for Program

Table 12: Five year cumulative costs.: Details

DIRECT OPERATING EXPENSES	Year 1	Year 2	Year 3	Year 4	Year 5
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
Total (Links to Full-Time Faculty on Program Exp Worksheet)	99,613	125,200	125,200	125,200	125,200
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
Total (Links to Part-Time Faculty Program Exp Worksheet)	19,888	59,664	59,664	59,664	59,664
Full Time Staff Base Salary (list separately)					
Full Time Staff Fringe Benefits (41.6%)	-	-	-	-	-
Total (Links to Full-Time Staff on Program Exp Worksheet)	-	-	-	-	-
	Year 1	Year 2	Year 3	Year 4	Year 5
PART-TIME STAFF (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
Total (Links to Part-Time Staff on Program Exp Worksheet)	\$ 16,950	\$ 16,950	\$ 16,950	\$ 16,950	\$ 16,950
LIBRARY					
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
TOTAL (Links to Library on Program Exp Worksheet)	\$ -	\$ -	\$ -	\$ -	\$ -
EQUIPMENT					
Computer Hardware	10,000	-	-	-	-
Office Furniture	20,000	-	-	-	-
Other (Specify)					
Total (Links to Equipment on Program Exp Worksheet)	\$ 30,000	\$ -	\$ -	\$ -	\$ -
LABORATORIES					
Laboratory Equipment					
Other (list separately)					
TOTAL (Links to Laboratories on Program Exp Worksheet)	\$ -	\$ -	\$ -	\$ -	\$ -

	Year 1	Year 2	Year 3	Year 4	Year 5
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SUPPLIES AND EXPENSES (OTPS)					
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					
New Total Supplies and OTPS Expenses (Links to Supplies on Program Exp Worksheet)	36,000	11,000	11,000	11,000	11,000
CAPITAL EXPENDITURES					
Facility Renovations					
Classroom Equipment					
Other (list separately)					
TOTAL (Links to Capital Expenditures on Program Exp Worksheet)	\$ -	\$ -	\$ -	\$ -	\$ -
Other (list separately)					
TOTAL (Links to Other on Program Exp Worksheet)	\$ -	\$ -	\$ -	\$ -	\$ -

Table 13: Five-Year Cumulative Revenues: Details

EXISTING FULL-TIME STUDENTS	Year One	Year Two	Year Three	Year Four	Year Five
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
Total In-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
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
Total Out-of-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING FULL-TIME TUITION REVENUE	\$0	\$0	\$0	\$0	\$0

EXISTING PART-TIME STUDENTS	Year One	Year Two	Year Three	Year Four	Year Five
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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
Total In-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
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
Total Out-of-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING PART TIME REVENUE	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)	\$0	\$0	\$0	\$0	\$0

NEW FULL-TIME STUDENTS	Year One	Year Two	Year Three	Year Four	Year Five
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
Total Tuition	\$189,900	\$379,800	\$379,800	\$379,800	\$379,800
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total In-State Tuition & Fees	\$189,900	\$379,800	\$379,800	\$379,800	\$379,800
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
Total Out-of-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL NEW FULL-TIME TUITION REVENUE	\$189,900	\$379,800	\$379,800	\$379,800	\$379,800

NEW PART-TIME STUDENTS	Year	Year	Year	Year	Year
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	One	Two	Three	Four	Five
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
Total In-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
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
Total Out-of-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL NEW PART-TIME REVENUE	\$0	\$0	\$0	\$0	\$0

TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)	\$189,900	\$379,800	\$379,800	\$379,800	\$379,800
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OTHER REVENUE	Year One	Year Two	Year Three	Year Four	Year Five
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 Program¹

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

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

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

Task 1: Institution and Program Information	
Institution Information	
Institution Name: Institution Code (6 digits): <i>The name and code of the institution should reflect the information found on the Inventory of Registered Programs</i>	City University of New York (CUNY) Lehman College 332000
Institution Address:	250 Bedford Park Boulevard West
City:	Bronx
State/Country:	NY
Zip:	10468
Regents Regions:	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 Inventory of Registered Programs</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:	

Program Information for New Programs	
Program Title:	Bachelor of Public Health
Degree Award:	Bachelor of Science
HEGIS code:	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: 18
Option/Concentration Name: Global Health	Credits: 18
Option/Concentration Name:	Credits:
Option/Concentration Name:	Credits:

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

Program Title:	
Degree Award:	
HEGIS code:	

Section III. Contact Information	
Name of contact person	Glen Johnson
Title of contact person:	Associate Professor
Telephone	718-969-8775
Fax:	718-960-8908
Email:	Glen.johnson@lehman.cuny.edu

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

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.

POL 343: International and Regional Organizations (3 credits, 3 hours) The United Nations' system and other global and regional organizations.

Geographic Information Science

GEP 204: Basic Mapping: Applications and Analysis (3 credits, 4 hours: 2 lecture; 2 lab)
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 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.

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

- 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"/>		GEH 205	3	x	x	<input type="checkbox"/>	
GEP 204	3	x	x	<input type="checkbox"/>		GEP 232	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	<input type="checkbox"/>	HEA 300 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
HEA 400	3		x	<input type="checkbox"/>	HEA 267	GEP 310	3		x	<input type="checkbox"/>	
GEP 320	3		x	<input type="checkbox"/>		GEP 330	3		x	<input type="checkbox"/>	GEP 204 or 205
Term credit total:		12		12		Term credit total:		12		12	
Program Totals:		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	POL 343	3	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"/>		HEA 211	3	x	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 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	PHE 306	3		x	<input type="checkbox"/>	PHE 304
Term credit total:		12	12			Term credit total:		12	12		
Program Totals:		Credits: 54		Liberal Arts & Sciences: 48			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

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.

Term:				Term:			
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:			
Term:				Term:			

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"/>	
Term credit total:			
Term:			
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"/>	
Term credit total:			
Term:			
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"/>	
Term credit total:			
Term:			
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"/>	
Term credit total:			

Program Totals:	Credits:	Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: New: indicate if new course Prerequisite(s): 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

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	

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.

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, global health)	F/T	100%	Core courses, including Global Health, and electives, depending on need and the faculty member's areas of expertise	Fall 2016
Assistant Professor	1	PhD or DPH, public health (community health, epidemiology, environmental health, global 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:

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			
Total all			

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
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

Name of Program: Minor in History for Social Studies Education Certification

Hegis Number: NA

Program Code: NA

Effective Term: Fall 2015

1. **Type of Change:** New Minor

2. **Program Description:** 12-Credit Minor in History for Social Studies Education Certification

The Minor in History for Social Studies Education Certification, combined with a Middle and High School Education Minor in Social Studies Education, enables students to satisfy the teaching certification requirements of the National Council for the Social Studies.

The 12-credit Minor consists of the following required courses:

- 3 HIS 241 (Early Modern Europe, 1400-1815) or HIS 242 (Contemporary European History)
- 3 HIS 302 (Science and Society)
- 3 HIU 348 (History of New York: City and State)
- 3 HIW 351 (Global Connections: Conflict and Interdependence from 1500 to the Present)

3. **Rationale:** In conjunction with the Department of Middle and High School Education's Minor in Social Studies Education, the History Department's Minor in History for Social Studies Education Certification will provide new pathways for Lehman College students to earn New York State 7-12 Social Studies certification.

Specifically, undergraduate students who major in an approved social science area other than History may double-minor in the new History Minor for Social Studies Education Certification and the existing MHSE Minor for Social Studies Education. They will then transition to a 30-credit sequence in the M.A. Social Studies Education program (changes in progress).

The new History Minor in Social Studies Education Certification will satisfy the demands of the accrediting body, the National Council for the Social Studies. More importantly, the new Minor will also address internal demand from Lehman undergraduate social science students who are looking for a pathway to NYS teacher certification via

undergraduate and graduate study. At the same time, the History Department will also be serving the needs of the Bronx middle and high schools, whose demand for Social Studies teachers continues to rise.

4. **Date of Department Approval:** March 16, 2015

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

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

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

2.

Department(s)	History
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	World History
Course Prefix & Number	HIW 351
Course Title	Global Connections: Conflict and Interdependence from 1500 to the Present
Description	Survey of the emergence and development of an interconnected world, with historical perspectives on how differing groups have benefited or lost from globalization, how people and societies have balanced global connectedness with local needs, and how primary sources can reveal conflicted attitudes about these changes.
Pre/ Co Requisites	200-level history course
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	____ Individual and Society ____ Scientific World
--	--

3. Rationale:

This course is required for undergraduates not majoring in History who will be seeking certification in Middle and High School Social Studies Education to fulfill New York State requirements for “global connections.”

4. Learning Outcomes:

- Give examples of local effects of a global phenomenon in at least three locales around the world.
- Compare and contrast examples cross-cultural encounters from at least three continents.
- Analyze a primary source depicting a cross-cultural encounter. “Analyze” means to describe its context and bias and to draw reasonable conclusions from the source.
- Articulate and defend using evidence a position in a current scholarly debate about global history.
- Explain the emergence and development of a current global problem.

5. Date of Departmental Approval: March 16, 2015

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

Name of Program and Degree Award: Dance Theatre BFA

Hegis Number: 1008.00

Program Code: 02599

Effective Term: Fall 2015

1. **Type of Change:** Change in Degree Requirements, Addition Area of Concentration Requirements

2. **From:** Multimedia Performing Arts, B.F.A. (60 Credit Major)

The interdisciplinary Major in Multimedia Performing Arts leads to the Bachelor of Fine Arts degree (B.F.A.). The major provides training in multimedia performing arts including dance, theatre, television, and film. The required courses and credits are distributed as follows:

Core Requirements ~~(30)~~

THE 205 ~~(2 credits)~~: Voice and Diction for the Stage

THE 208 ~~(3 credits)~~: Acting I

THE 211 ~~(3 credits)~~: Play Analysis

MMS 212 ~~(3 credits)~~: Introduction to Film and Television

MMS 215 ~~(3 credits)~~: Audiovisual Production

DNC (THE) 220 ~~(3 credits)~~: Movement for Actors and Dancers

MMS 224 ~~(3 credits)~~: Fundamentals of Editing

THE 348 ~~(3 credits)~~: Performing Arts Management

~~6 Selected from:~~

MMS 213: History of Cinema (3 credits)

THE 326: History of the Theatre I (3 credits)

THE 327: History of the Theatre II (3 credits)

THE 3280: History of Musical Theatre (3 credits)

DNC 420: History and Applied Principles of Contemporary Dance (3 credits)

THE 443: Contemporary World Theatre (3 credits)

DNC (THE) (MMS) 4950: Multimedia Performing Arts Project (1 credit)

Electives:

~~30 additional credits selected (at least 14 of which must be at the 300/400 level)
selected from the following courses with the approval of a Department advisor:~~

~~DNC 201: Ballet Principles I (2 credits)~~
~~DNC 202: Ballet Principles II (2 credits)~~
~~DNC 211: Modern Dance Principles I (3 credits)~~
~~DNC 212: Modern Dance Principles II (3 credits)~~
~~MMS 222: New Media (3 credits)~~
~~DNC 221: Jazz and Contemporary American Dance Forms (3 credits)~~
~~THE 2480: Acting for Musical Theatre (3 credits)~~
~~THE 235: Stagecraft (3 credits)~~
~~DNC 303: Ballet Principles III (2 credits)~~
~~THE (ENW) 308: Playwriting (3 credits)~~
~~THE (MMS) (ENW) 309: Screenwriting (3 credits)~~
~~DNC 311: Intermediate Modern Dance (3 credits)~~
~~MMS 315: TV Studio Production (3 credits)~~
~~MMS 316: Film Production (3 credits)~~
~~DNC 3210: Adv. Jazz and Contemporary American Dance Forms (3 credits)~~
~~THE 331: Acting II (3 credits)~~
~~THE (MMS) 343: Voice-Over for Radio, Film, TV (3 credits)~~
~~THE 344: Acting for the Camera (3 credits)~~
~~DNC 345: Choreography and Improvisation (3 credits)~~
~~DNC 352: World Dance (3 credits)~~
~~THE 370: Theatre Internship (3 credits)~~
~~DNC 411: Advanced Modern Dance (3 credits)~~
~~THE 4330: Advanced Acting for the Camera (3 credits)~~
~~THE 435: Advanced Acting (3 credits)~~

Note: A minor is optional.

3. To: Multimedia Performing Arts, B.F.A. (60 Credit Major)

The interdisciplinary Major in Multimedia Performing Arts leads to the Bachelor of Fine Arts degree (B.F.A.). The major provides training in multimedia performing arts including dance, theatre, television, and film. The required courses and credits are distributed as follows:

Core Requirements (25)

THE 205: Voice and Diction for the Stage (2)
THE 208: Acting I (3)
THE 211: Play Analysis (3)
FTS 215: Camera and Lighting (3)
FTS 224: Editing (3)
THE 235: Stagecraft (3)
DNC (THE) 220: Movement for Actors and Dancers (3)
DNC (THE) 306: Multimedia Production Workshop (1)
DNC (THE) 307: Multimedia Post-Production Workshop (1)
DNC (THE) 323: Improvisation (3)

Dance Track (35 credits)

8 required credits:

DNC 345: Choreography and Improvisation (3)

DNC 420: Dance History (3)

DNC 445: Advanced Student Performance Workshop (1)

DNC 4590: Multimedia Performing Arts Project (1)

3 credits selected from:

THE 238: African American Theatre (3)

THE 243: Queer Theatre (3)

THE 326: History of the Theatre I (3)

THE 327: History of the Theatre II (3)

THE 3280: History of Musical Theatre (3)

THE 443: Contemporary World Theatre (3)

3 credits selected from:

DNC 252: World Dance Principles (3)

DNC 321: Dance for Musical Theatre (3)

DNC 3210: Hip Hop (3)

DNC 352: World Dance (3)

4 credits selected from:

DNC 201: Ballet Principles I (2)

DNC 202: Ballet Principles II (2)

DNC 302: Intermediate Ballet (2)

DNC 303: Advanced Ballet (2)

6 credits selected from:

DNC 211: Modern Dance Principles I (3)

DNC 212: Modern Dance Principles II (3)

DNC 311: Intermediate Modern Dance (3)

DNC 411: Advanced Modern Dance (3)

1 credit selected from:

DNC 304: Technique Workshop: Ballet (1)

DNC 362: Technique Workshop: World (1)

DNC 412: Technique Workshop: Modern (1)

DNC 421: Technique Workshop: Dance for Musical Theatre (1)

DNC 4210: Technique Workshop: Hip Hop (1)

10 elective credits selected in consultation with a faculty advisor from:

300- or 400-level DNC

200-, 300- or 400-level THE

FTS 226: Audio Production (3)

FTS 316: Film and Video Production (3)

THE (FTS) 343: Voice-Over for Radio, Film, TV (3)

DNC 4951 Honors Multimedia Performing Arts Project (3)*

*To graduate with Departmental Honors, MMPA Dance-track students must include DNC 4951: Honors Multimedia Performing Arts Project among their 10 elective credits. To enroll in DNC 4951, students must have a 3.5 GPA in the Major, have taken DNC 4950, and receive Departmental Permission.

Note: It is recommended that students take DNC 235 Dance Perspectives to fulfill a General Education Requirement.

Theatre Track (35 credits)

21 required credits:

THE 305: Advanced Voice and Diction (2)

THE 309: Screenwriting (3)

THE 326: History of Theatre I (3)

THE 331: Acting II (3)

THE 335: Directing I (3)

THE 344: Acting for the Camera (3)

THE 348: Performing Arts Management (3)

THE 4950: Multimedia Performing Arts Project (1)

3 credits selected from:

THE 238: African American Theatre (3)

THE 243: Queer Theatre (3)

THE 327: History of Theatre II (3)

THE 3280: History of Musical Theatre (3)

THE 443: Contemporary World Theatre (3)

DNC 420: Dance History

3 credits selected from:

THE 370 Theatre Internship (3)

THE 449 Working in Theatre (3)

THE 492 Research Project in Theatre (3)

THE 4951 Honors Multimedia Performing Arts Project (3)*

*To graduate with Departmental Honors, MMPA theatre-track students must select THE 4951: Honors Multimedia Performing Arts Project as their elective. To enroll in THE 4951, students must have a 3.5 GPA in the Major, have taken THE 4950, and receive Departmental Permission.

8 elective credits selected in consultation with a faculty advisor from:

200- 300- or 400-level DNC

300- or 400-level THE

FTS 226: Audio Production (3)

FTS 316: Film and Video Production (3)

THE (FTS) 343: Voice-Over for Radio, Film, TV (3)

Note: It is recommended that students take THE 241: The Art of the Theatre or FTS 213: History of Cinema to fulfill a General Education Requirement.

4. Rationale:

To better prepare students for the performing arts professions of the 21st century, the faculty of the Theatre and Dance Programs articulated a new mission in 2011: “We transform students into versatile, self-directed performing artists of the 21st century. Our liberal arts B.A. and multidisciplinary B.F.A. programs challenge our students to develop the knowledge and skills as well as the conceptual, critical and creative perspectives necessary for a professional life in the performing arts.” To that end, the Department developed the **Multimedia Performing Arts B.F.A.** in 2013 and has prepared an **updated version** of that same program in the present proposal.

Program structure. Although the new iteration looks different at first glance, it is primarily a restructuring of courses already contained in the previous version. To give students more guidance, the Department divided the major into a **dance track** and a **theatre track**. This division gives the students a clearer sense of their progression through the MMPA Major; it also provides a more pointed focus for their respective studies. At the same time, the Department sought to broaden students' options: by specifying every elective, the original version of the BFA gave students little or no freedom to pursue JCT's many course offerings in Theatre and Dance. As a result, students were unable to take advantage of special topics classes, internships and new courses. To address that problem, the Department has included **8-10 credits of open electives** within each of the BFA's two tracks. We believe that the complementary structure of two tracks and an open set of electives will provide both guidance and opportunity within the Major and will help accommodate the needs of a growing program.

Course offerings. Although the majority of the courses in the Major remains the same, there were a few holes in the original BFA that the present proposal remedies through both new and amended courses.

- **New core courses for the MMPA Major:** DNC (THE) 323 (Improvisation), DNC/THE 306 (Multimedia Production Workshop), and DNC/THE 307 (Multimedia Post-Production Workshop) have been added to the core requirements for both the Dance and Theatre tracks: DNC/THE 323 addresses the need for more improvisation and movement training; DNC/THE 306 and DNC/THE 307 address the need for students to have hands-on experience with multimedia production.
- **New and updated Theatre-track courses:** the Department has added THE 305 (Advanced Voice and Diction) to the Theatre track to address the need for additional training in vocal production.
- It also both introduced and adapted several courses for the purpose of creating more distinct levels within a skill area or topic, especially within **Dance track**. DNC 252 (World Dance Principles) and DNC 421 (Technique Workshop: Dance for Musical Theatre) have been added to the Department's course offerings, and DNC 101

(Social Dance Forms), DNC 302 (Intermediate Ballet), DNC 321 (Musical Theatre Dance), DNC 3210 (Hip Hop), and DNC 4210 (Technique Workshop: Hip Hop) were all updated to create a much-needed distinction between beginning, advanced beginning and intermediate-level dancers, as well as to provide a clearer sense of different dance styles. Instead of grouping tap, jazz and hip hop together in one class, the Department now makes distinctions between those styles so that students are able to develop their skills within a single technique.

- We also clarified and shortened some **titles** to make our course offerings more transparent and less cumbersome.
- Finally, we added or adapted several courses to address **the need for advanced academic and professional opportunities for upper-level students**. DNC 371 (Dance Internship), DNC 449 (Working in the Performing Arts), THE 485 (Theatre Honors), DNC/THE 4950 (Multimedia Performing Arts Project) and DNC/THE 4951 (Honors Multimedia Performing Arts Project) and all give upper-level students and graduating seniors opportunities to prepare for graduate school and professional work.
- All the courses in the previous version of the MMPA Major are included in this one, so students who have begun taking classes but haven't declared their major yet will be able to transition easily to this new version. Currently declared majors won't be affected, since all the courses in the old Major are still available for the new one.

Learning Goals and Outcomes. The proposed program and course changes will dramatically improve students' ability to meet targeted student learning outcomes, as students will be moving through the major sequentially, developing specialized knowledge, and taking advantage of pre-professional challenges. Specifically:

- The addition or adaptation of DNC 101 (Social Dance Forms), DNC 252 (World Dance Principles), DNC 302 (Intermediate Ballet), DNC 321 (Dance for Musical Theatre), DNC 421 (Technique Workshop: Dance for Musical Theatre), DNC 3210 (Hip Hop), DNC 4210 (Technique Workshop: Hip Hop) and DNC/THE 323 (Improvisation) addresses the following MMPA Program goal and objectives:
 - Goal 2: Demonstrate the ability to perform on stage and/or on multimedia platforms.
 - Outcome 2.1: Create and believably portray characters using a variety of acting techniques and styles involving the use of the body, voice, and imagination.
 - Outcome 2.3: Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range, and/or engagement with the imagination.
- The addition of THE 305 (Advanced Voice and Diction) addresses the following MMPA Program objective:
 - Outcome 2.2: Based on recognized vocal training systems develop the voice as an instrument for characterization to become proficient in projection, diction, and/or dialects and accents.
- The addition of DNC/THE 306 (Theatre Workshop: Multimedia Production) and DNC/THE 307 (Theatre Workshop: Multimedia Post-Production) addresses the following MMPA Program goal and objectives:

- Goal 3: Demonstrate the ability to utilize production equipment effectively for multimedia performance.
- Outcome 3.1: Operate basic audiovisual equipment for multimedia, dance, and/or theatre production, including but not limited to lighting, sound, and/or video.
- Outcome 3.2: Edit multimedia projects.
- The addition of DNC/THE 4951 (Honors Multimedia Performing Arts Project) addresses the following MMPA Program goal and objective:
 - Goal 4: Demonstrate the ability to create original multimedia work for public presentation.
 - Outcome 4.1: Create and perform in a multimedia performance showcase.
- The addition or adaption of DNC 371 (Dance Internship), DNC/THE 449 (Working in the Performing Arts), and THE 485 (Theatre Honors) addresses the following MMPA Program goal and objectives:
 - Goal 5: Demonstrate the ability to produce and present multimedia, dance, and/or theatre in a public context.
 - Outcome 5.1: Analyze and evaluate various models of performing arts management in order to create a business plan for a performing arts company, a solo artist, or a performing arts event.
 - Outcome 5.2: Perform essential tasks in producing, including marketing, box office, and house management on a theatrical production.

Honors. The Department has also revised the MMPA Program to foreground DNC/THE 4950 (Multimedia Performance Arts Project) and DNC/THE 4951 (Honors Multimedia Performance Arts Project) in order let more students know about the opportunity to graduate at an Honors-level of accomplishment.

General Education. The recommendation for MMPA-Dance students to take DNC 235 (Dance Perspectives) and MMPA-Theatre students to take THE 241 (The Art of the Theatre) or FTS 213 (History of Cinema) to fulfill a General Education Requirement is meant to encourage students to take that course as a way begin their study of the performing arts within the General Education curriculum.

5. Date of Departmental Approval: February 17, 2015

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

Name of Program and Degree Award: Dance B.A.

Hegis Number: 1008.00

Program Code: 02586

Effective Term: Fall 2015

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

2. **From:** Dance, B.A. (42 Credit Major)

The Major in Dance is intended for students interested in preparing themselves for careers as dance artists, dance educators, or dance therapists, as well as for those who intend to pursue graduate study. The required courses and credits are distributed as follows:

Credits (42)

~~Core Requirements (39)~~

DNC (THE) 220: Movement for Actors and Dancers (3); THE 235: Stagecraft (3); DNC (THE) 230: Somatics I (2); DNC 345: Choreography and Improvisation (3); DNC 420: ~~History and Applied Principles of Contemporary Dance~~ (3); DNC 445: Advanced Student Performance Workshop (1); DNC 451: Choreographic Workshop II (2) ~~Total:~~ 17

Selected from DNC 352: World Dance (3); DNC ~~221 Jazz and Contemporary American Dance Forms~~ (3); DNC 3210: ~~Advanced Jazz and Contemporary American Dance Forms~~ (3) ~~Total:~~ 3

Selected from DNC 211: Modern Dance Principles I (3); DNC 212: Modern Dance Principles II (3); DNC 311: Intermediate Modern Dance (3); DNC 411: Advanced Modern Dance (3) ~~Total:~~ 9

Selected from DNC 304: Technique Workshop: Ballet (1); DNC 362: Technique Workshop: World (1); DNC 412: Technique Workshop: Modern (1); DNC 4210: Technique Workshop: ~~Advanced Jazz and Contemporary American Dance Forms~~ (1) ~~Total:~~ 2

Selected from DNC 201: Ballet Principles I (2); DNC 202: Ballet Principles II (2); DNC 303: Ballet Principles III (2) ~~Total: 6~~

Selected from THE 201: Theatre Workshop: Scenery / Properties (1); THE 202: Theatre Workshop: Costume / Wardrobe (1); THE 203: Theatre Workshop: Lighting / Sound (1); THE 204: Theatre Workshop: Stage Management (1); DNC 209: Dance Workshop (1)
~~Total: 2~~

~~Electives (3)~~

~~Additional credits in Dance selected from courses at the 200 level or above, or THE 348: Performing Arts Management (3) Total: 3~~

Minor in Dance

The Minor in Dance consists of 12 credits distributed as follows: DNC 235, plus an additional nine credits selected from 200- to 400-level courses, with at least 6 of the credits from 300- or 400-level courses.

3. To: Dance, B.A. (42 Credit Major)

The Major in Dance is intended for students interested in preparing themselves for careers as dance artists, dance educators, or dance therapists, as well as for those who intend to pursue graduate study. The required courses and credits are distributed as follows:

Credits (42)

17 required core credits:

DNC (THE) 220: Movement for Actors and Dancers (3)
THE 235: Stagecraft (3)
DNC (THE) 230: Somatics I (2)
DNC 345: Choreography and Improvisation (3)
DNC 420: Dance History (3)
DNC 445: Advanced Student Performance Workshop (1)
DNC 451: Choreographic Workshop II (2)

3 credits selected from:

DNC 252: World Dance Principles (3)
DNC 321: Dance for Musical Theatre (3)
DNC 3210: Hip Hop (3)
DNC 352: World Dance (3)

9 credits selected from:

DNC 211: Modern Dance Principles I (3)
DNC 212: Modern Dance Principles II (3)

DNC 311: Intermediate Modern Dance (3)

DNC 411: Advanced Modern Dance (3)

2 credits selected from:

DNC 304: Technique Workshop: Ballet (1)

DNC 362: Technique Workshop: World (1)

DNC 412: Technique Workshop: Modern (1)

DNC 421: Technique Workshop: Dance for Musical Theatre (1)

DNC 4210: Technique Workshop: Hip Hop (1)

6 credits selected from:

DNC 201: Ballet Principles I (2)

DNC 202: Ballet Principles II (2)

DNC 302: Intermediate Ballet (2)

DNC 303: Ballet Principles III (2)

2 credits selected from:

THE 201: Theatre Workshop: Scenery / Properties (1)

THE 202: Theatre Workshop: Costume / Wardrobe (1)

THE 203: Theatre Workshop: Lighting / Sound (1)

THE 204: Theatre Workshop: Stage Management (1)

DNC 209: Dance Workshop (1)

3 elective credits selected in consultation with a Dance faculty from:

200-, 300-, or 400-level DNC

THE 348: Performing Arts Management (3)

DNC 485: Dance Honors (3)*

*To graduate with Departmental Honors, Dance students must select DNC 485: Dance Honors as their elective. To enroll in DNC 485, students must have a 3.5 GPA in the Major and receive Departmental Permission.

Note: It is recommended that students take DNC 235: Dance Perspectives to fulfill a General Education Requirement.

Minor in Dance

The Minor in Dance consists of 12 credits distributed as follows: DNC 235, plus an additional nine credits selected from 200- to 400-level DNC courses, with at least 6 of the credits from 300- or 400-level courses.

4. Rationale:

New and updated courses. The introduction or updating of several courses—DNC 252 (World Dance Principles), DNC 302 (Intermediate Ballet), DNC 321 (Dance for Musical Theatre), DNC 3210 (Hip Hop), DNC 421 (Technique Workshop: Dance for Musical Theatre), DNC 420 (Dance History) , and DNC 4210 (Technique Workshop: Hip

Hop)—allows for more accurate placement of Dance students in specific technique classes. These courses also enable the Program to provide students the opportunity to work at appropriately ambitious levels and thereby to meet the Dance Program's Goal 2—"Demonstrate skill in physical technique"—at professional levels of performance. These changes do not change the Major in any significant way; current Majors will not be impacted.

Honors. The Department has also revised the Dance Program to foreground DNC 485 (Dance Honors) in order let more students know about the opportunity to graduate at an Honors-level of accomplishment.

General Education. The recommendation for students to take DNC 235 (Dance Perspectives) to fulfill a General Education Requirement is meant to encourage students to take that course as a way begin their study of Dance within the General Education curriculum.

Minor. Slight emendation of Minor makes it more informative for students.

5. Date of Departmental Approval: February 17, 2015

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

Name of Program and Degree Award: Theatre B.A.

Hegis Number: 1007.00

Program Code: 02646

Effective Term: Fall 2015

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

2. **From:** Theatre, B.A. (42 Credit Major)

The BA in Theatre challenges students to develop as versatile, self-directed artists in a rigorous, liberal arts curriculum that combines study in acting, dance, stagecraft, playwriting, and theatre history with practical experience in producing, technical theatre, and arts management. The major is intended for those who envision a career as an actor, director, playwright, theatre administrator, technical director or stage manager, or a profession in such related areas as teaching, law and business. The required courses and credits are distributed as follows:

Credits (42)

~~Core Requirements (30)~~

4 Selected from THE 200: Theatre Workshop: Acting / Directing (1); THE 201: Theatre Workshop: Scenery / Properties (1); THE 202: Theatre Workshop: Costume / Wardrobe (1); THE 203: Theatre Workshop: Lighting / Sound (1); THE 204: Theatre Workshop: Stage Management (1)

THE 205: Voice and Diction for the Stage (2 ~~credits~~)

THE 208: Acting I (3 ~~credits~~)

THE 211: Play Analysis (3 ~~credits~~)

THE 235: Stagecraft (3 ~~credits~~)

THE 308: Playwriting (3 ~~credits~~)

THE 326: History of Theatre I (3 ~~credits~~)

THE 327: History of Theatre II (3 ~~credits~~)

THE 348: Performing Arts Management (3 ~~credits~~)

THE 370: Theatre Internship or THE 448: Advanced Performing Arts Management (3 ~~credits~~)

~~Electives (12)~~

12 Additional ~~credits in Theatre~~ selected from courses under the advisement of a faculty member of the Theatre program. At least 6 credits should be at the 300-400 level.

Minor in Theatre

~~Required Courses (12 Credits)~~

~~THE 208: Acting I (3 credits)~~

~~THE 235: Stagecraft (3 credits)~~

~~Six (6) additional THE credits at the 300- or 400-level.~~

3. To: Theatre, B.A. (42 Credit Major)

Credits (42)

26 required core credits:

THE 205: Voice and Diction for the Stage (2)

THE 208: Acting I (3)

THE 211: Play Analysis (3)

THE 235: Stagecraft (3)

THE 308: Playwriting (3)

THE 326: History of Theatre I (3)

THE 327: History of Theatre II (3)

THE 348: Performing Arts Management (3)

THE 370: Theatre Internship or THE 448: Advanced Performing Arts Management (3)

4 credits selected from:

THE 200: Theatre Workshop: Acting / Directing (1)

THE 201: Theatre Workshop: Scenery / Properties (1)

THE 202: Theatre Workshop: Costume / Wardrobe (1)

THE 203: Theatre Workshop: Lighting / Sound (1)

THE 204: Theatre Workshop: Stage Management (1)

12 elective credits selected in consultation with a Theatre faculty advisor from:

200-, 300- or 400-level THE (at least 6 credits should be at the 300-400 level)

THE 485: Theatre Honors*

*To graduate with Departmental Honors, Theatre students must include THE 485:

Theatre Honors among their elective credits. To enroll in THE 485, students must have a 3.5 GPA in the Major and receive Departmental Permission.

Note: It is recommended that students take THE 241: The Art of the Theatre or FTS 213: History of Cinema to fulfill a General Education Requirement.

Minor in Theatre

The Minor in Theatre consists of 12 credits distributed as follows: THE 208 and THE 235, plus an additional six credits selected from 300- to 400-level THE courses.

4. Rationale: Most of the changes to the Theatre BA are intended to align this Major with the MMPA BFA and Dance BA also under revision. The Department has slightly adjusted core/elective requirements to enhance legibility for students.

New course / Honors. The Department has revised the Theatre Program to foreground the new THE 485 (Theatre Honors), which parallels the existing DNC 485 (Dance Honors). The goal is to let more students know about the opportunity to graduate at an Honors-level of accomplishment.

General Education. The recommendation for students to take THE 241 (The Art of the Theatre) or FTS 213 (History of Cinema) to fulfill a General Education Requirement is meant to encourage students to take one of those courses as a way begin their study of Theatre within the General Education curriculum.

Minor. Slight emendation of Minor makes it parallel to the Dance Minor and more informative for students.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2.

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 252
Course Title	World Dance Principles
Description	Analysis of culturally-specific traditional dance forms, such as African-American, African, flamenco, Indian, Native American, and tango, as theatre art forms. Study and performance of sequences from different dance styles.
Pre/ Co Requisites	
Credits	3 (maximum 6 credits when topic changes)
Hours	4
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: The Department offers World Dance at an intermediate and advanced level, but until now there has been no introductory course. Like the other dance tracks, all of which have beginning, intermediate and advanced levels, World Dance needs an introductory course to place students properly. DNC 252 (World Dance Principles) would give the students an opportunity to work at whatever level is appropriate, enabling them to succeed with Dance Program Goal 2: "Demonstrate skill in physical technique." This course, like other dance technique courses, can be repeated to allow students the appropriate amount of time to build to the next skill level.

4. Learning Outcomes:

- Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm.
- Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression.
- Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination.
- Demonstrate familiarity with world dance terminology and figures in world dance history.
- Perform basic world dance sequences.

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of change:** New Course with Cross-Listing

2.

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC (THE) 306
Course Title	Multimedia Production Workshop
Description	Practical application of principles and theories of multimedia arts production through participation in Department multimedia projects.
Pre/ Co Requisites	PREREQ: FTS 215 or Departmental Permission
Credits	1
Hours	4
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: DNC 306 (Multimedia Production Workshop) forms an integral part of the newly revised B.F.A in Multimedia Performing Arts. Theatre students are now required to take theatre workshop classes to ensure that they gain a breadth of practical experience in different areas of theatre production as part of their liberal arts B.A. degree. A similar experience is required for multimedia performing arts students.

DNC 306 provides students with invaluable hands-on experience in pre-production and production responsibilities on a film or television set. Students will practice the skills required to scout locations, run lights, operate booms, supervise scripts, and coordinate production. No other existing course provides the experience and training needed to fulfill the learning objectives for this particular area of multimedia production.

DNC 306 cross-lists with THE 306.

4. Learning Outcomes:

- Demonstrate the ability to utilize production equipment effectively for multimedia performance.
- Operate basic audiovisual equipment for multimedia, dance, and/or theatre production, including but not limited to lighting, sound, and/or video.
- Demonstrate the ability to create original multimedia work for public presentation.
- Operate on a film/television set in a professional manner.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of change:** New Course with Cross-Listing

2.

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC (THE) 307
Course Title	Multimedia Post-Production Workshop
Description	Practical application of principles and theories of multimedia arts post production through participation in Department multimedia projects.
Pre/ Co Requisites	PREREQ: FTS 224 or Departmental Permission
Credits	1
Hours	4
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:** DNC 307 (Multimedia Post Production Workshop) forms an integral part

of the newly revised B.F.A in Multimedia Performing Arts. Theatre students are now required to take theatre workshop classes to ensure that they gain a breadth of practical experience in different areas of theatre production as part of their liberal arts B.A. degree. A similar experience is required for multimedia performing arts students.

DNC 307 provides students with invaluable hands-on experience in post-production for a multimedia project. Students will practice the skills required to edit and enhance video footage and audio recordings. No other existing course provides the experience and training needed to fulfill the learning objectives for this particular area of multimedia production.

DNC 307 cross-lists with THE 307.

4. Learning Outcomes:

- Demonstrate the ability to utilize production equipment effectively for multimedia performance.
- Operate basic audiovisual equipment for multimedia, dance, and/or theatre production, including but not limited to lighting, sound, and/or video.
- Demonstrate the ability to create original multimedia work for public presentation.
- Demonstrate skills related to editing, color correcting and/or sound mixing
- Operate in an editing room in a professional manner.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of change:** New Course with Cross-Listing

2.

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC (THE) 323
Course Title	Improvisation
Description	Methods of improvisation drawn from both dance and theatre.
Pre/ Co Requisites	PREREQ: DNC (THE) 220 or Departmental Permission.
Credits	3
Hours	4
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:** Improvisation is an essential part of the creative process and a

necessary tool for performers, directors and choreographers. Currently, there is one dance course DNC 345 (Choreography and Improvisation) that addresses improvisation, but it is only one facet of the course. In most dance programs there is an entire course dedicated to improvisation. The addition of DNC 323 (Improvisation) would bring the Lehman program in line with other comparable BA programs. It would also provide students with training in both physical and verbal improvisational techniques and would serve as a continuation of the movement and performance principles addressed in DNC/THE 220 (Movement for Actors and Dancers). Many dancers have expressed a desire for more training with text and character. This course would provide that as well as give aspiring choreographers improvisational techniques to use with their casts in rehearsal.

DNC 323 cross-lists with THE 323.

4. Learning Outcomes:

- Demonstrate the ability to perform on stage.
- Create and believably portray characters using a variety of acting techniques and styles involving the use of the body, voice, and imagination.
- Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range and/or engagement with the imagination.
- Improvise a scene.
- Improvise a dance.
- Develop a character through improvisation.
- Understand the place of improvisation within the creative process.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2.

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 371
Course Title	Dance Internship
Description	Supervised work in a performing arts institution to develop skills in production, administration, casting, rehearsals, costuming, and design.
Pre/ Co Requisites	PREREQ: Satisfactory completion of 45 college credits and Departmental approval.
Credits	3 (maximum of 6 credits with Departmental approval)
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** The creation of DNC 371 (Dance Internship) gives Dance majors and

Multimedia Performing Arts majors the opportunity to do an internship at a dance or other performing arts institution. Currently, there are internship courses in all the other areas of the Department including Theatre, Multimedia Studies and Multimedia Journalism. The opportunity to complete an internship would give students valuable experience and connections to the professional world.

4. Learning Outcomes:

Depending on the internship, students will perform outcomes such as:

- Perform essential tasks in technical theatre in the areas of scenery, properties, costumes, lighting and sound on a theatrical production.
- Perform tasks related to self-production including: grant writing, concert preparation and/or portfolios/marketing materials.
- Perform tasks related to arts administration.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2.

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 421
Course Title	Technique Workshop: Dance for Musical Theatre
Description	Continuation of principles introduced in DNC 321.
Pre/ Co Requisites	PREREQ: DNC 321 or Departmental Permission
Credits	1 (may be repeated for up to 2 credits)
Hours	4
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:** The addition of DNC 421 (Technique Workshop: Dance for Musical

Theatre) will allow students to delve more deeply into the dance techniques used in musical theatre. The other dance techniques that we offer have corresponding workshop courses so this addition will create consistency within the curriculum. Currently, this course covers a wide range of dance styles. Making this course more specific will allow a clearer focus on styles used in musical theatre such as jazz and tap. As the program continues to grow, we hope to offer more classes in musical theatre and this clarification will help support that effort. Dance Majors are required to take 2, 1-credit dance technique workshops. Students who want to focus on Dance for Musical Theatre at an advanced level can repeat this course to fulfill that requirement.

4. Learning Outcomes:

- Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm.
- Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression.
- Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination.
- Demonstrate familiarity with world dance terminology and figures in world dance history
- Perform basic musical theatre dance sequences.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of change:** New Course with Cross-Listing

2.

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC (THE) 449
Course Title	Working in the Performing Arts
Description	Introduction to career paths in the performing arts. Includes audition techniques, professional writing, reel preparation and meetings with professionals in the field.
Pre/ Co Requisites	Two courses in Dance or Departmental Permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale: DNC 449 (Working in the Performing Arts) is a new course that cross-lists with THE 449 (Working in The Performing Arts). The new Multimedia Performing Arts Major includes dance and film as well as theatre. The addition of the dance section allows both dance majors and Multimedia Performing Arts Majors on the dance track to take advantage of this valuable course that is designed to help transition students from Lehman to the professional world.

4. Learning Outcomes:

- Demonstrate the ability to produce and present multimedia, dance, and/or theatre in a public context.
- Analyze and evaluate various models of performing arts management in order to create a business plan for a performing arts company, a solo artist, or a performing arts event.
- Create a reel and/or portfolio to apply for future employment or grants.
- Demonstrate an understanding of different audition techniques.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of change:** New Course with Cross-Listing

2.

Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC (THE) 4951
Course Title	Honors Multimedia Performing Arts Project
Description	The senior honors capstone project, consisting of researching, directing, and producing a multimedia project supervised by a faculty mentor.
Pre/ Co Requisites	PREREQ: DNC 4950, 3.5 GPA in the major, and Departmental Permission
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale: DNC 4951 (Honors Multimedia Performing Arts Project) allows advanced students the opportunity to do more in-depth research in their particular area of interest. It gives students the opportunity to create a more developed portfolio and/or project to submit to graduate schools or employers and it allows students to graduate with Honors within the Multimedia Performing Arts Major.

DNC 4951 cross-lists with THE 4951 in order to meet the needs of Dance-track and Theatre-track Majors in the MMPA program.

DNC 4951 is a capstone course that employs a variety of skills accumulated over the course of study. In particular, it supports the MMPA Program goal of demonstrating the ability to work as versatile, self-directed performing artists.

4. Learning Outcomes:

- Self-produce a paper, project, or portfolio that demonstrates an individual artistic voice.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2.

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 305
Course Title	Advanced Voice and Diction
Description	Continuation of vocal principles and techniques from THE 205.
Pre/ Co Requisites	THE 205 or Departmental Permission
Credits	2
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** THE 305 (Advanced Voice and Diction) builds upon basic skills and practices introduced in THE 205. This course will give the student advanced practice

and development of character speech for stage and digital use. (i.e. voiceovers; audio book recording; gaming characterization). The student will compose a portfolio of personal audio samples demonstrating the range use of their speaking/performance voices.

4. Learning Outcomes:

- Create and believably portray characters using a variety of acting techniques and styles involving the use of the body, voice, and imagination.
- Based on recognized vocal training systems develop the voice as an instrument for characterization to become proficient in projection, diction, and/or dialects and accents.

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**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of change:** New Course with Cross-Listing

2.

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE (DNC) 306
Course Title	Multimedia Production Workshop
Description	Practical application of principles and theories of multimedia arts production through participation in Department multimedia projects.
Pre/ Co Requisites	PREREQ: FTS 215 or Departmental Permission
Credits	1
Hours	4
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:** THE 306 (Multimedia Production Workshop) forms an integral part of the

newly revised B.F.A in Multimedia Performing Arts. Theatre students are now required to take theatre workshop classes to ensure that they gain a breadth of practical experience in different areas of theatre production as part of their liberal arts B.A. degree. A similar experience is required for multimedia performing arts students.

THE 306 provides students with invaluable hands-on experience in pre-production and production responsibilities on a film or television set. Students will practice the skills required to scout locations, run lights, operate booms, supervise scripts, and coordinate production. No other existing course provides the experience and training needed to fulfill the learning objectives for this particular area of multimedia production.

THE 306 cross-lists with DNC 306.

4. Learning Outcomes:

- Demonstrate the ability to utilize production equipment effectively for multimedia performance.
- Operate basic audiovisual equipment for multimedia, dance, and/or theatre production, including but not limited to lighting, sound, and/or video.
- Demonstrate the ability to create original multimedia work for public presentation.
- Operate on a film/television set in a professional manner.

5. Date of Departmental Approval: February 17, 2015

**LEHMAN COLLEGE
OF THE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of change:** New Course with Cross-Listing

2.

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE (DNC) 307
Course Title	Multimedia Post-Production Workshop
Description	Practical application of principles and theories of multimedia arts post production through participation in Department multimedia projects.
Pre/ Co Requisites	PREREQ: FTS 224 or Departmental Permission
Credits	1
Hours	4
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:** THE 307 (Multimedia Post Production Workshop) forms an integral part

of the newly revised B.F.A in Multimedia Performing Arts. Theatre students are now required to take theatre workshop classes to ensure that they gain a breadth of practical experience in different areas of theatre production as part of their liberal arts B.A. degree. A similar experience is required for multimedia performing arts students.

THE 307 provides students with invaluable hands-on experience in post-production for a multimedia project. Students will practice the skills required to edit and enhance video footage and audio recordings. No other existing course provides the experience and training needed to fulfill the learning objectives for this particular area of multimedia production.

THE 307 cross-lists with DNC 307.

4. Learning Outcomes:

- Demonstrate the ability to utilize production equipment effectively for multimedia performance.
- Operate basic audiovisual equipment for multimedia, dance, and/or theatre production, including but not limited to lighting, sound, and/or video.
- Demonstrate the ability to create original multimedia work for public presentation.
- Demonstrate skills related to editing, color correcting and/or sound mixing
- Operate in an editing room in a professional manner.

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CURRICULUM CHANGE

1. **Type of change:** New Course with Cross-Listing

2.

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 323
Course Title	Improvisation
Description	Methods of improvisation drawn from both dance and theatre.
Pre/ Co Requisites	PREREQ: DNC (THE) 220 or Departmental Permission.
Credits	3
Hours	4
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:** Improvisation is an essential part of the creative process and a

necessary tool for performers, directors and choreographers. Currently, there is one dance course DNC 345 (Choreography and Improvisation) that addresses improvisation, but it is only one facet of the course. In most dance programs there is an entire course dedicated to improvisation. The addition of THE 323 (Improvisation) would bring the Lehman program in line with other comparable BA programs. It would also provide students with training in both physical and verbal improvisational techniques and would serve as a continuation of the movement and performance principles addressed in DNC/THE 220 (Movement for Actors and Dancers). Many dancers have expressed a desire for more training with text and character. This course would provide that as well as give aspiring choreographers improvisational techniques to use with their casts in rehearsal.

THE 323 cross-lists with DNC 323.

4. Learning Outcomes:

- Demonstrate the ability to perform on stage.
- Create and believably portray characters using a variety of acting techniques and styles involving the use of the body, voice, and imagination.
- Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range and/or engagement with the imagination.
- Improvise a scene.
- Improvise a dance.
- Develop a character through improvisation.
- Understand the place of improvisation within the creative process.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2.

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 485
Course Title	Theatre Honors
Description	Individual study, under faculty guidance, leading to completion of either an honors essay or a production book or reel in the case of creative performance.
Pre/ Co Requisites	PREREQ: Departmental Permission and 3.5 GPA in the major.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale: Until now and unlike Dance or Multimedia Performing Arts, Theatre has not had an honors course. The creation of THE 485 (Theatre Honors) brings Theatre in line with its fellow programs, enabling Theatre students who are qualified for Honors to do the work required to graduate with Honors distinction.

THE 485 is a capstone course that employs a variety of skills accumulated over the course of study. In particular, it supports the Theatre Program goal of demonstrating the ability to work as versatile, self-directed performing artists.

4. Learning Outcomes:

- Self-produce a paper, project, or portfolio that demonstrates an individual artistic voice.
- Analyze in writing and/or in a presentation the development of drama and theatre in human societies and cultures.
- Analyze in writing scripts from different periods, genres and styles for theatrical production.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of change:** New Course with Cross-Listing

2.

Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Theatre
Course Prefix & Number	THE (DNC) 4951
Course Title	Honors Multimedia Performing Arts Project
Description	The senior honors capstone project, consisting of researching, directing and producing a multimedia project supervised by a faculty mentor.
Pre/ Co Requisites	PREREQ: THE 4950, 3.5 GPA in the major and departmental permission
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** THE 4951 (Honors Multimedia Performing Arts Project) allows advanced

students the opportunity to do more in-depth research in their particular area of interest. It gives students the opportunity to create a more developed portfolio and/or project to submit to graduate schools or employers and it allows students to graduate with Honors within the Multimedia Performing Arts Major.

THE 4951 cross-lists with DNC 4951 in order to meet the needs of Dance-track and Theatre-track Majors in the MMPA program.

THE 4951 is a capstone course that employs a variety of skills accumulated over the course of study. In particular, it supports the MMPA Program goal of demonstrating the ability to work as versatile, self-directed performing artists.

4. Learning Outcomes:

- Self-produce a paper, project, or portfolio that demonstrates an individual artistic voice.
- Operate basic audiovisual equipment for multimedia, dance, and/or theatre production, including but not limited to lighting, sound, and/or video.
- Edit multimedia projects.
- Demonstrate the ability to create original multimedia work for public presentation.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 101
Course Title	Folk, Square and Social Dance Forms I
Description	Study of folk, square and social dance forms.
Pre/ Co Requisites	
Credits	1
Hours	2
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
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3. To:

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 101
Course Title	<u>Social Dance Forms</u>
Description	<u>Study of social dance forms such as hip hop, salsa and ballroom.</u>
Pre/ Co Requisites	
Credits	1 (may be repeated for up to 2 credits)
Hours	2
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

4. Rationale: The change in title and description for DNC 101 (Social Dance Forms) will allow the students a clearer picture of what the course will be about and will update the course and make it more attractive to students. Forms like salsa, hip hop and ballroom have become well known via popular culture and are likely to excite current students than square and folk. This course is a one-credit course designed to introduce students to dance and draw them to the program. It is important that the course description reflect current trends in social dance. This course has been made

repeatable so that non-majors who want to dance but who can't commit to a full 3-credit course have the opportunity to continue dancing.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Course Description, Cross-Listing

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 220
Course Title	Movement for Actors and Dancers
Description	Techniques in movement, mime, and style. Exploration from the traditional to the experimental.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC (THE) 220
Course Title	Movement for Actors and Dancers
Description	<u>Study and practice of recognized physical theatre techniques to develop students' performance skills.</u>
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

4. **Rationale:** The updated course description will help students have a clearer sense of what DNC 220 (Movement for Actors and Dancers) entails.

DNC 220 cross-lists with THE 220, which is also updated in these proposals.

5. **Date of Departmental Approval:** February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 235
Course Title	Dance Perspectives
Description	The place of dance in cultural history. The role of the choreographer as entertainer, moralist, dramatist, abstractionist, and politician. Students will attend performances and participate in occasional movement exercises related to topics of study.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p>___ Not Applicable</p> <p>___ Required</p> <p> ___ English Composition</p> <p> ___ Mathematics</p> <p> ___ Science</p> <p> _x___ Flexible</p> <p> ___ World Cultures</p> <p> ___ US Experience in its Diversity</p> <p> _x___ Creative Expression</p> <p> ___ Individual and Society</p> <p> ___ Scientific World</p>

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3. To:

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 235
Course Title	Dance Perspectives
Description	<u>The nature of dance, its forms, practices, and purposes, and its relevance to society.</u> Students will attend performances and participate in occasional movement exercises related to topics of study.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input 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 checked="" type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale: The updated course description will help students have a clearer sense of what DNC 235 (Dance Perspectives) entails—which is important, given that the course is a General Education gateway to the Dance and MMPA minors and majors.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 302
Course Title	<u>Ballet Principles</u>
Description	
Pre/ Co Requisites	
Credits	4
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
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3. To:

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 302
Course Title	<u>Intermediate Ballet</u>
Description	<u>Continuation of Ballet Principles II</u>
Pre/ Co Requisites	<u>PREREQ: DNC 202 or Departmental Permission.</u>
Credits	<u>2 (may be repeated for up to 4 credits)</u>
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale: Currently, ballet students are placed in three levels, which translate to beginner (DNC 201), intermediate (DNC 202) and advanced (DNC 303). The reactivation of DNC 302 as Intermediate Ballet allows DNC 202 Ballet Principles II to drop to a much-needed advanced beginner level, and would provide an equally needed level for placing genuinely intermediate students, including those with plans to proceed

to the Dance or MMPA majors. The course also brings the ballet progression in line with the modern-dance progression so that there is more balance within the DNC Program. The change to two credits will bring the course in line with other DNC offerings, ensuring students success with Dance Goal 2: "Demonstrate skill in physical technique."

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Course Number, Title, Description, Prerequisite

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 221
Course Title	Jazz and Contemporary American Forms
Description	4 hours, 3 credits (may be repeated for up to 6 credits). Study of beginning jazz and contemporary American dance forms such as hip hop and tap.
Pre/ Co Requisites	
Credits	3
Hours	4
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
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3. To:

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 321
Course Title	<u>Dance for Musical Theatre</u>
Description	<u>Study and practice of musical theatre dance forms such as jazz and tap.</u>
Prerequisites	<u>PREREQ: One 200-level dance course or Departmental Permission</u>
Credits	3 (may be repeated for up to 6 credits)
Hours	4
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

4. Rationale: This change in title, description and prerequisites of DNC 321 (Dance for Musical Theatre) allows students a clearer picture of what the course is about. Currently, this course covers a wide range of dance styles. Making this course more specific will allow a clearer focus on styles used in musical theatre such as jazz and tap. Changing it to a 300-level course and adding a prerequisite allows the class to cater to more advanced students. Now that the program has grown we need more opportunities for advanced dancers. We plan to begin offering more of the 100-level courses to non-majors to fulfill the role that this course used to play within the curriculum. As the

program continues to grow, we hope to offer more classes in musical theatre and this clarification will help support that effort. This course, like other dance technique courses, can be repeated to allow students the appropriate amount of time to build to the next skill level.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 3210
Course Title	Advanced Jazz and Contemporary American Forms
Description	4 hours, 3 credits (may be repeated for up to 6 credits). Study of advanced jazz and contemporary American dance forms such as hip hop and tap.
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

	____ Scientific World
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3. To:

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 3210
Course Title	<u>Hip Hop</u>
Description	<u>Study and analysis of hip hop dance forms.</u>
Pre/ Co Requisites	<u>PREREQ: One 200-level dance course or Departmental Permission</u>
Credits	3 (may be repeated for up to 6 credits)
Hours	4
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

4. Rationale: This change in title and description of DNC 3210 (Hip Hop) allows the students a clearer picture of what the course is about. Hip hop is a popular form among our students, but because the current title is not transparent, students often do not know of or register for a hip hop course. Focusing DNC 3210 from a wide range of dance styles to hip hop, and adding a prerequisite, ensures that students come to course with focus and training. This course, like other dance technique courses, can be repeated to allow students the appropriate amount of time to build to the next skill level.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 351
Course Title	DNC 351: Professional Repertory Workshop in Contemporary Dance Form.
Description	4 hours, 3 credits (may be repeated for up to 6 credits when topic changes). Advanced theory and technique with extended sequences and excerpts from the repertory of professional choreographers. Guest artists and choreographers will attend, and differing stylistic sequences from several repertories will be analyzed and performed. Members of the Lehman College Student Apprentice Dance Theatre Company will be selected from this course.
Pre/ Co Requisites	PREREQ: One dance class and Departmental permission.
Credits	3
Hours	4
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
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3. To:

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 351
Course Title	<u>Dance Repertory</u>
Description	Advanced theory and technique with extended sequences and excerpts from the repertory of professional choreographers. Guest artists and choreographers showcasing various stylistic sequences from several repertories.
Pre/ Co Requisites	PREREQ: One dance class and Departmental Permission.
Credits	3 (may be repeated for up to 6 credits when topic changes)
Hours	4
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

4. Rationale: The change in title for DNC 351 (Dance Repertory) renders it less cumbersome for student readers. The description has been condensed to reflect the

fact that we no longer have the Lehman College Student Apprentice Dance Theatre Company. This course can be repeated when the topic changes.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 352
Course Title	World Dance
Description	<i>4 hours (2 lecture, 2 lab), 3 credits (may be repeated for up to 6 credits when topic changes). Study and analysis of culturally-specific traditional dance forms, such as African-American, African, flamenco, Indian, Native American, and tango as theatre art forms. Sequences from the different dance styles are studied and performed.</i>
Pre/ Co Requisites	PREREQ: DNC 211 or DNC 311 or Departmental permission.
Credits	3
Hours	4
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
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3. To:

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 352
Course Title	World Dance
Description	Advanced analysis of culturally-specific traditional dance forms, such as African-American, African, flamenco, Indian, Native American, and tango, as theatre art forms. Study and performance of sequences from different dance styles.
Pre/ Co Requisites	<u>One 200-level dance course or Departmental permission</u>
Credits	3 (may be repeated for up to 6 credits)
Hours	4
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

4. Rationale: The previous prerequisite for DNC 352 (World Dance) was too narrow, having been created before the Dance Program had its current robust variety of course offerings. Any modern dance, ballet, jazz, or hip hop course constitutes appropriate preparation for DNC 352. Since the topic changes, there is no one kind of technique that is the perfect preparation for World Dance. This course like other dance technique

courses, can be repeated to allow students the appropriate amount of time to build to the next skill level.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 420
Course Title	History and Applied Principles of Contemporary Dance
Description	3 hours, 3 credits. Study of the philosophical and historical principles of twentieth- and twenty-first-century dance, with use of applied techniques and compositional studies.
Pre/ Co Requisites	PREREQ: Satisfactory completion of 60 college credits or DNC 235.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 420
Course Title	<u>Dance History</u>
Description	Philosophical and historical principles of twentieth- and twenty-first-century dance, with use of applied techniques and compositional studies.
Pre/ Co Requisites	PREREQ: Satisfactory completion of 60 college credits or DNC 235.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale: The change in title for DNC 420 (Dance History) renders it less cumbersome.

5. Date of Departmental Approval: February 17, 2015

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 4210
Course Title	Technique Workshop: Advanced Jazz and Contemporary American Forms
Description	<i>4 hours, 1 credit (may be repeated for up to 2 credits).</i> Continued study of principles introduced in DNC 3210
Pre/ Co Requisites	PREREQ: DNC 3210
Credits	1
Hours	4
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
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3. To:

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 4210
Course Title	<u>Technique Workshop: Hip Hop</u>
Description	Continued study of principles introduced in DNC 3210
Pre/ Co Requisites	PREREQ: DNC 3210 or Departmental Permission
Credits	1 (may be repeated for up to 2 credits)
Hours	4
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

4. Rationale: This change in title and description of DNC 4210 (Technique Workshop: Hip Hop) gives students a clearer picture of what the course is about. Hip hop is a popular form among our students, but because the current title is not transparent, students often do not know of or register for a hip hop course. Focusing DNC 4210 from a wide range of dance styles to hip hop, and adding a prerequisite, ensures that students come to course with focus and training.

The sequence from DNC 3210 to DNC 4210 ensures that students can progress through Hip Hop as they do through other stylistic forms under study. This course, like other dance technique courses, can be repeated to allow students the appropriate amount of time to build to the next skill level.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Hours

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 445
Course Title	Advanced Student Performance Workshop
Description	2 hours (1, lecture; 1, lab), 1 credit (may be repeated for up to 3 credits). Practical application of principles and theories of dance through participation in a Department-sponsored dance concert. Dance faculty will supervise students on the creation of new work. Writing, communication, and technical skills necessary to dance artists will be stressed.
Pre/ Co Requisites	PREREQ: DNC 345
Credits	1
Hours	2
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
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3. To:

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 445
Course Title	Advanced Student Performance Workshop
Description	Practical application of principles and theories of dance through participation in a Department dance concert. Dance faculty will supervise students on the creation of new work. Emphasis on writing, communication, and technical skills necessary to dance artists.
Pre/ Co Requisites	PREREQ: DNC 345
Credits	1 (may be repeated for up to 3 credits)
Hours	<u>3</u>
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

4. Rationale: Two hours does not give the students enough time in a dance class. DNC 445 (Advanced Student Performance Workshop) is for students choreographing for the Spring dance concert. This project requires a great deal of time, since students

spend long days and nights in the theatre. Currently, students must use additional time outside of class to complete their projects. Students work together on these projects and often scheduling is a limitation. Three hours would allow students more time to work together in class and would more accurately reflect the amount of time students are committing to their dancing.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Course Description, Prerequisites

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 485
Course Title	Dance Honors
Description	(maximum 6 credits) . Individual study, under faculty guidance, leading to completion of either an honors essay or a production book in the case of creative performance.
Pre/ Co Requisites	PREREQ: DNC Director's permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 485
Course Title	Dance Honors
Description	Individual study, under faculty guidance, leading to completion of either an honors essay or a production book <u>or reel</u> in the case of creative performance.
Pre/ Co Requisites	PREREQ: Departmental Permission and <u>3.5 GPA in the major.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale: DNC 485 (Dance Honors) is the Dance equivalent of Theatre's THE 485 (Theatre Honors). The revisions here reflect the Department's recovery of DNC 485 from casual use as a general independent study course to a genuine Departmental honors course: by expanding DNC 493 (Special Projects) to 3 credits of independent study, the Dance Program can keep DNC 485 strictly for students with 3.5 GPAs in the Major who are working towards graduating with Honors.

The course is designed for graduating seniors and so should not be repeated.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 493
Course Title	Special Projects
Description	<i>One semester, 2 credits (maximum 4 credits).</i> Special problems, research, and production and/or performance under faculty guidance.
Pre/ Co Requisites	PREREQ: Departmental permission.
Credits	2
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 493
Course Title	Special Projects
Description	Special problems, research, and production and/or performance under faculty guidance.
Pre/ Co Requisites	PREREQ: Departmental Permission.
Credits	<u>3 (may be repeated for up to 6 credits)</u>
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale: The change in credits from 2 to 3 will bring the credits for DNC 493 (Special Projects) in line with other independent study courses in the Theatre/Dance Program. Since this is a 400-level class, students are expected to work at a high level and to dedicate significant amounts of time to advanced projects. This time-commitment and the level of investment required of the student is equivalent to other courses which are valued at 3 credits.

This change in credits impacts all learning outcomes. In particular, it will impact our program goal of transforming students into “versatile, self-directed performing artists.” The change in credits will give more weight to independent study projects and allow faculty to work with students in a more in-depth way. Students involved in prolonged research projects can repeat the course with permission from the Department.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Course Description, Cross-Listing

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 220
Course Title	Movement for Actors and Dancers
Description	4 hours (2, lecture; 2, lab), 3 credits. Techniques in movement, mime, and style. Exploration from the traditional to the experimental.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE (DNC) 220
Course Title	Movement for Actors and Dancers
Description	<u>Study and practice of recognized physical theatre techniques to develop students' performance skills.</u>
Pre/ Co Requisites	
Credits	3
Hours	4
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

4. Rationale: The updated course description will help students have a clearer sense of what THE 220 (Movement for Actors and Dancers) entails.

THE 220 cross-lists with DNC 220, which is also updated in these proposals.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Description, Prerequisite

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 344
Course Title	Acting for the Camera
Description	4 hours (2 lecture, 2 lab), 3 credits. Study of fundamental acting techniques specific to performance in film, television, and new media.
Pre/ Co Requisites	PREREQ: THE 208
Credits	3
Hours	4
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

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3. To:

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 344
Course Title	Acting for the Camera
Description	Study of fundamental acting techniques specific to performance in film, television, and new media.
Pre/ Co Requisites	PREREQ: THE 208 <u>or Departmental Permission.</u>
Credits	3
Hours	4
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

4. Rationale: The addition of THE 331 (Acting II) as a prerequisite for THE 334 (Acting for the Camera) ensures that students are all working at the same high level. THE 344 is an advanced course that builds on the foundation set down in THE 208 and THE 331. Previously, THE 334 had students who had taken THE 208 and those who had taken THE 208 and 331; this created a situation in which some students needed additional

help with intermediate-level acting skills. The completion of both prerequisites ensures a more even skill level and allows THE 334 to attend to on-camera technique.

5. Date of Departmental Approval: February 17, 2015

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Description, Prerequisites, Cross-listing

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 449
Course Title	Working in Theatre
Description	3 hours, 3 credits. Introduction to career paths in Theatre for Advance Students.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE (DNC) 449
Course Title	Working in the <u>Performing Arts</u>
Description	Introduction to career paths <u>in the performing arts. Includes audition techniques, professional writing, reel preparation and meetings with professionals in the field.</u>
Pre/ Co Requisites	PREREQ: <u>Two courses in Theatre or Departmental Permission.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale: THE 449 (Working in the Performing Arts) has been revised to allow it to cross-list with DNC 449 (Working in The Performing Arts). The revision encourages Theatre Majors to join Dance and MMPA Majors in taking advantage of this valuable course that is designed to help transition students from Lehman to the professional world. The prerequisite keeps the class focused on students who are invested in the study of theatre (as DNC 449's prerequisite does with dance) while keeping it open to a range of upper-level students.

The changes address important Program goals and objectives:

- Goal 5: Demonstrate the ability to produce and present multimedia, dance, and/or theatre in a public context.
- Outcome 5.1: Analyze and evaluate various models of performing arts management in order to create a business plan for a performing arts company, a solo artist, or a performing arts event.

5. Date of Departmental Approval: February 17, 2015

Rationale

To better prepare students for the performing arts professions of the 21st century, the faculty of the Theatre and Dance Programs articulated a new mission in 2011: “We transform students into versatile, self-directed performing artists of the 21st century. Our liberal arts B.A. and multidisciplinary B.F.A. programs challenge our students to develop the knowledge and skills as well as the conceptual, critical and creative perspectives necessary for a professional life in the performing arts.” To that end, we developed the Multimedia Performing Arts B.F.A. in 2013.

Although this new iteration looks very different, it is primarily a restructuring of courses already contained in the previous version. To give students more guidance, we divided the major into a dance track and a theatre track. This will give the students a clearer progression through the major and a more pointed focus. At the same time, we realized that specifying every elective, as in the original version, gave the students no freedom to take other offerings in theatre or dance. This prevented students from taking advantage of special topics classes, internships and new courses. To address that, we included 8 to 10 credits of open electives within each track. We believe that the inclusion of the two tracks as well as the open electives will provide both guidance and opportunity within the major and will help accommodate the needs of a growing program.

Although the majority of the courses in the major remain the same, there were some holes in the previous iteration of the major. To address that, we have added a few new classes. DNC (THE) 323: Improvisation, DNC (THE) 306: Multimedia Production Workshop, DNC (THE) 307: Multimedia Post-Production Workshop have been added to the core requirements. DNC (THE) 323 was added to address the need for more improvisation and movement training, DNC (THE) 306 and DNC (THE) 307 were added to address the need for our students to have hands-on experience with multimedia production. We added THE 305: Advanced Voice and Diction to the theatre track to address the need for additional training in vocal production. We introduced or adapted several courses for the purpose of creating more distinct levels within a skill area or topic. DNC 252: World Dance Principles and DNC 421: Technique Workshop: Dance for Musical Theatre were added and DNC 101: Social Dance Forms, DNC 302: Intermediate Ballet, DNC 321: Musical Theatre Dance, DNC 3210: Hip Hop and DNC 4210: Technique Workshop: Hip Hop were updated to create a much-needed distinction between beginning, advanced beginning and intermediate-level dancers and also to create a clearer focus on different dance styles. Instead of grouping tap, jazz and hip hop together in one class, we are now making distinctions between those styles so that students are able to focus more within one technique. We also clarified and shortened some titles to make our course offerings more transparent and less cumbersome. Finally, we added or adapted several courses to address the need for advanced academic and professional opportunities for upper-level students. DNC 371: Dance Internship, DNC 449: Working in the Performing Arts, DNC (THE) 4951: Honors Multimedia Performing Arts Project and THE 485: Theatre Honors all give upper level

students and graduating seniors the opportunity to prepare for graduate school and professional work.

All the courses in the previous version of the major are still included in this one so students who have begun taking classes but haven't declared yet will be able to transition easily to this new version. Current majors won't be affected as all the courses in the old major are still included in the new one.

Syllabi for New Courses

Lehman College
DNC 252: World Dance Principles
4 hours, 3 credits.

Program Mission

Transform students into versatile, self-directed performing artists for the 21st Century. The BA in Theatre, BA in Dance, and BFA in Multimedia Performing Arts challenge students to develop the knowledge and skills as well as the critical and creative perspectives necessary for a professional life in the performing arts.

Course Description

Study and analysis of culturally-specific traditional dance forms, such as African-American, African, flamenco, Indian, Native American, and tango as theatre art forms. Sequences from the different dance styles are studied and performed.

Learning Outcomes

- Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm
- Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression
- Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination
- Demonstrate familiarity with world dance terminology and figures in world dance history
- Perform basic world dance sequences

Student Expectations

Being here, being prepared and being on time is extremely important.

It is very important to be dressed properly for class. Students are expected to wear unrestrictive clothing appropriate for class. Jeans, belts, buttons, zippers and clothing that is too tight or too loose can impair your ability to move. Be sure that you wear appropriate shoes – see below for more information.

Because much of the work is done during class time, absences will **severely** affect your grade. Each student is allowed **three** excused absences. These absences are to be used for the emergencies in life that inevitably arise, illness, subway malfunctions, funerals, childcare issues etc. After **three** absences, each subsequent absence will reduce your mark by half a letter grade. The first part of class is a warm up for the more challenging movements later on. Chronic lateness will be considered in grading. Three instances of lateness equal one absence.

Turn off your cell phones at the beginning of class
Be respectful of yourself, the space and others

Reading Assignments

Class readings will be given during class. If you miss class, you are responsible for getting the reading material from a classmate. Students will be expected to reference the reading material in written assignments.

Written Assignments and Final Paper

Students will complete three written assignments. The one-page papers will reflect your thoughtful analysis of the culture, music and steps of this dance style. Students must relate their conclusions on the material presented in class to their personal experience of dancing. The papers are expected to be specific to the individual learning process and how the body acquires consciousness about movement execution. The papers must also demonstrate an understanding of how this dance form is unique in relation to other world dance forms.

Grading Policy

10 points attendance of the Spring Concert and performance at Lehman Performing Arts Center (required) **

10 points curiosity and engagement with material

10 points first written assignment

15 points second written assignment

15 points third written assignment

20 points participation in discussions and exercises

20 points implementation of technical concepts within class

100-91 A
90-88 A-
87-84 B+
83-80 B
79-77 B-
76-74 C+
73-70 C
69-67 C-
66-65 D
Below 65 F

Lehman College
THE 305: Advanced Voice & Diction
3 hours, 2 credits

Program Mission

Transform students into versatile, self-directed performing artists for the 21st Century. The BA in Theatre, BA in Dance, and BFA in Multimedia Performing Arts challenge students to develop the knowledge and skills as well as the critical and creative perspectives necessary for a professional life in the performing arts.

Course Description

Continuation of vocal principles and techniques from THE 205.

Explanation

The study of vocal techniques specific to the stage actor. Examines appropriate consonant and vowel production, the phonetic analysis of text, and the use of breath and intention to develop an expressive and audible vocal instrument.

Learning Outcomes

- Demonstrate the ability to perform on stage and/or on multimedia platforms.
- Create and believably portray characters using a variety of acting techniques and styles involving the use of the body, voice, and imagination.

Course Requirements

- Students will need to secure copies of monologues by genre as noted.

Recommended Texts

a) Contemporary Monologues:

- The Actor's Book of Contemporary Stage Monologues : More Than 150 Monologues from More Than 70 Playwrights (Paperback) by Nina Shengold (Editor). ISBN: 0-14-009649-3. Smith & Kraus/Penguin Books.

b) Shakespeare Monologues/Soliloquies:

- Shakespeare for One: Women: The Complete Monologues and Audition Pieces (Paperback) by William Shakespeare, Douglas Newell. ISBN: 0325004870. Heinemann Press.

OR

- Shakespeare for One: Men: The Complete Monologues and Audition Pieces (Paperback) by William Shakespeare, Douglas Newell. ISBN: 0325004889. Heinemann Press.

- c) Southern Dialect: Cat on a Hot Tin Roof by Tennessee Williams.
 - d) Irish Dialect: The Cripple of Inishmaan by Martin McDonagh.
 - e) British Standard RP: The Importance of Being Earnest by Oscar Wilde.
 - f) Cockney: Look Back in Anger by John Osborne
 - g) Russian: The Seagull by Anton Chekhov
- Attendance and Participation:

1. Because of the experiential and performative nature of this course, daily attendance

is mandatory. Students will be evaluated on daily in-class exercises; therefore, active participation in class exercises, projects, and lessons is essential for students' development and course evaluation. Absences will affect your grade.

2. Please see the instructor ahead of time for excused absences. More than 3 unexcused absences will affect your participation grade seriously. If you miss more than 6 classes for any reason, you are in danger of failing the course and should withdraw.

3. Dress: Please wear or bring to class clothing that is nonrestrictive for movement and voice work.

Performance Assignments:

1) CONTEMPORARY MONOLOGUE: Choose a contemporary monologue that is age appropriate, and memorize it you must be able to work free from the text. As you prepare, focus on relaxation, breath support, projection, energy, rhythm, stress, and word images. Selection should be 1-2 minutes in length.

2) SHAKESPEAREAN MONOLOGUE or SOLILOQUY: Choose a verse selection (2 minutes), do scansion and imagery & actor analysis, and memorize it. As you prepare, focus on relaxation, breath support, projection, energy, rhythm, stress, and word images.

3) ACCENT/DIALECT SCENE: Students will choose an accent/dialect and a scene written to be performed in the chosen accent/dialect. The accent is to be either a regional dialect of Standard American English (Southern, New York, Boston, etc.), OR a foreign dialect or accent (English, Irish, Russian, etc.). Students will complete a worksheet for the accent on the differences in the production of vowels, consonants; in articulation; and in resonance—and will complete an IPA transcription of the SCENE. Focus is on the application of the IPA to prepare the scene. The scene should be 3-4 minutes in length.

4) FINAL PERFORMANCE: This is the students' chance to show off what they have learned. Students will perform 2 contrasting monologues (by contrasting, I mean, choose 1 contemporary/1 Shakespearean or 1 contemporary/1 Accent or 1 Shakespeare/1 Accent) totaling no more than 4 minutes to demonstrate their progress. Students must gain instructor's approval for material prior to performance at the Final Exam.

Written Assignments:

A) Shakespearean Monologue/Soliloquy Analysis: Students will demonstrate the ability to analyze a Shakespearean monologue/soliloquy in terms of its imagery, verse rhythm (scansion), and actions.

B) Shakespeare IPA Analysis: Students will demonstrate the ability to utilize the IPA to transcribe monologues/scenes from Shakespeare and accent monologues/scenes.

C) Self Evaluation: This paper (2 pages) is designed for the student to evaluate his/her growth and progress over the course of the semester. Review your videotape as well as

feedback from throughout the semester. Choose areas of growth and elaborate on changes; choose areas of improvement and try to address how you plan to work on these. DUE: Last day of class.

Grading

Attendance, Participation 100 points
Contemporary Monologue Project 100 points
IPA Quiz & Shakespeare Transcription 50 points
Shakespeare Scansion Analysis 50 points
Shakespeare Monologue Performance 100 points
Accent & Dialect Performance 150 points
IPA Accent Transcription 100 points
Voice & Speech Paper 100 points
Self Evaluation 50 points
Final Performance 200 points
1000 points total

A = 950 – 1000 points B = 830 - 869 C = 730-769 D = 630 - 669
A- = 900 - 949 points, B - = 800 – 829 C - = 700 – 729 D - = 600-629
B + = 870 – 899 points C + = 770 – 799 D + = 670 - 699

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Lehman College
DNC (THE) 306: Multimedia Production Workshop
4 hours, 1 Credit

Program Mission

Transform students into versatile, self-directed performing artists for the 21st Century. The BA in Theatre, BA in Dance, and BFA in Multimedia Performing Arts challenge students to develop the knowledge and skills as well as the critical and creative perspectives necessary for a professional life in the performing arts.

Course Description

Practical application of principles and theories of multimedia arts through participation in the production of Departmental multimedia projects.

Program Goal

Graduates will demonstrate the ability to work as versatile, self-directed performing artists.

Learning Outcomes

- Demonstrate the ability to utilize production equipment effectively for multimedia performance.
- Operate basic audiovisual equipment for multimedia, dance, and/or theatre production, including but not limited to lighting, sound, and/or video.
- Demonstrate the ability to create original multimedia work for public presentation.
- Operate on a film/television set in a professional manner.

Course Requirements and Grading

Communication with Collaborators	20 points
Adherence to Deadlines	20 points
Development	20 points
Production Skills	20 points
Adherence to Professional Standards	10 points
Initiative	10 points
Total	100 points

91-100 A	76-74 C+
90-88 A-	73-70 C
87-84 B+	69-67 C-
83-80 B	66-65 D
79-77 B-	Below 65 F

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Lehman College
DNC (THE) 307: Multimedia Post-Production Workshop
4 hours, 1 Credit

Program Mission

Transform students into versatile, self-directed performing artists for the 21st Century. The BA in Theatre, BA in Dance, and BFA in Multimedia Performing Arts challenge students to develop the knowledge and skills as well as the critical and creative perspectives necessary for a professional life in the performing arts.

Course Description

Practical application of principles and theories of multimedia arts through participation in the production of Departmental multimedia projects.

Learning Outcomes

- Demonstrate the ability to utilize production equipment effectively for multimedia performance.
- Operate basic audiovisual equipment for multimedia, dance, and/or theatre production, including but not limited to lighting, sound, and/or video.
- Demonstrate the ability to create original multimedia work for public presentation.
- Demonstrate skills related to editing, color correcting and/or sound mixing
- Operate in an editing room in a professional manner.

Course Requirements and Grading

Communication with Collaborators	20 points
Adherence to Deadlines	20 points
Development	20 points
Editing Skills	20 points
Adherence to Professional Standards	10 points
Initiative	10 points
Total	100 points

91-100 A	76-74 C+
90-88 A-	73-70 C
87-84 B+	69-67 C-
83-80 B	66-65 D
79-77 B-	Below 65 F

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Lehman College

DNC (THE) 323: Improvisation

4 hours, 3 credits

Program Mission

Transform students into versatile, self-directed performing artists for the 21st Century. The BA in Theatre, BA in Dance, and BFA in Multimedia Performing Arts challenge students to develop the knowledge and skills as well as the critical and creative perspectives necessary for a professional life in the performing arts.

Course Description

Students will explore and practice different methods of improvisation drawn from both dance and theatre.

Learning Outcomes

- Demonstrate the ability to perform on stage.
- Create and believably portray characters using a variety of acting techniques and styles involving the use of the body, voice, and imagination.
- Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range and/or engagement with the imagination.
- Improvise a scene
- Improvise a dance
- Develop a character through improvisation
- Understand the place of improvisation within the creative process

Course Requirements and Grading

Scenic Improvisation Project	10 points
Dance Improvisation Project	10 points
Performance attendance	10 points
5 Reading Responses	25 points
Reflection Paper	10 points
Final Project	10 points
Final Research Paper	25 points
<hr/>	
Total	100 points

91-100 A
90-88 A-
87-84 B+
83-80 B
79-77 B-
76-74 C+
73-70 C
69-67 C-
66-65 D
Below 65 F

Absences

Since a great deal of work is done during class time, including showings and work on group projects, absences will severely affect your grade. This is not a simply lecture class, it is a class that depends upon the active participation of everyone involved. Your energy and contributions are important, so it is important that you be in class. Each student is allowed three excused absences. After three absences, each subsequent absence will reduce your mark by half a letter grade. If you are absent you are still responsible for the work presented and assigned that day. There is a five-point bonus for perfect attendance.

Dress Code

It is important to be dressed properly for class. No jeans, corduroys, belts, buttons, zippers, shoes, socks, skirts, dresses, or any kind of clothing that will impair your ability to move. We will be lying down, standing up, bending back, bending forward and going upside down, all in bare feet. Socks interfere with traction and your ability to feel the floor so no socks unless we are doing an exercise where they are specifically allowed. Be sure to wear your hair in a way that doesn't interfere with your movement. 1 point will be deducted from your grade for each class that you are not dressed to move.

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Lehman College
DNC 371: Dance Internship
4 hours, 3 credits

Program Mission

Transform students into versatile, self-directed performing artists for the 21st Century. The BA in Theatre, BA in Dance, and BFA in Multimedia Performing Arts challenge students to develop the knowledge and skills as well as the critical and creative perspectives necessary for a professional life in the performing arts.

Course Description:

Supervised work in a performing arts institution to develop skills in production, casting, rehearsals, costuming, and design.

Learning Outcomes

- Perform essential tasks in technical theatre in the areas of scenery, properties, costumes, lighting and sound on a theatrical production.
- Perform tasks related to self-production including: grant writing, concert preparation and/or portfolios/marketing materials.
- Perform tasks related to arts administration.

Student Expectations:

- You will explore various aspects of the dance industry
- You will acquire practical skills through hands-on experience.
- You will develop attitudes and behaviors needed to succeed in a professional environment.
- You will develop contacts in the professional dance world
- You may have the opportunity to build your portfolio with published works.

Grading Policy:

Internship logs, 3-5 page paper: 20%
Supervisor evaluation: 80%

Grading criteria:

Supervisors in their final student evaluations will consider the following factors:

Attitude
Attendance and punctuality
Reliability
Ability to perform assigned tasks
Ability to go beyond assignments and “pitch in” when needed
Ability to work with other interns and staff
Written expression (if needed for tasks)
Oral expression (if needed for tasks)

The following factors will be considered when evaluating the logs and paper:

Effort and application: Has the work been prepared with careful thought and attention to detail?

Organization and presentation: Is it presented clearly and in a professional manner?

Punctuality and completeness: Is it on time and complete, and does it fulfill the assignment?

Materials/ Use of Technology:

The course will utilize Blackboard, where the logs and final paper will be submitted.

Accommodating Disabilities:

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Attendance/Deadlines:

Interns must commit 120 hours (8 hours per week) for the internship. Please coordinate your schedule with the internship supervisor to ensure that you meet the 120 hours required by the end of the semester. Attendance is mandatory. You must inform your supervisor if you will have to miss a day.

Logs are due when indicated. Late entries may be penalized. You cannot receive a final grade without submitting all written assignments, final paper and the internship evaluation form. All interns are required to ensure that their on-site supervisor completes the internship evaluation form, and that the instructor receives it.

Academic Integrity and Plagiarism Policy:

Statement may be found in student handbook. For more information refer to <http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf>

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

The Academic Center for Excellence(ACE)and the Science Learning Center(SLC)

The Academic Center for Excellence(ACE) and the Science Learning Center(SLC) are two of the 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 and academic skills workshops. The SLC provides drop-in tutoring for natural and computer science courses. To

obtain more information about the ACE and the SLC, please visit their web site at <http://www.lehman.edu/issp>, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

Assignment Deadlines

February 28
Internship Log I

March 3
Internship Log II

March 11
Internship Log III

April 1
Internship Log IV

April 22
Internship Log V

May 24
Final Paper Due

Lehman College
DNC 421: Technique Workshop: Dance for Musical Theatre
4 hours, 1 credits

Program Mission

Transform students into versatile, self-directed performing artists for the 21st Century. The BA in Theatre, BA in Dance, and BFA in Multimedia Performing Arts challenge students to develop the knowledge and skills as well as the critical and creative perspectives necessary for a professional life in the performing arts.

Course Description

Continuation of principles introduced in DNC 321.

Students will study and practice techniques from musical theatre dance forms such as jazz and tap.

Learning Outcomes

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination

Demonstrate familiarity with world dance terminology and figures in world dance history

Perform sequences from musical theatre dance styles

Student Expectations

Being here, being prepared and being on time is extremely important.

It is very important to be dressed properly for class. Students are expected to wear unrestrictive clothing appropriate for class. Jeans, belts, buttons, zippers and clothing that is too tight or too loose can impair your ability to move. Be sure that you wear appropriate shoes – see below for more information.

Because much of the work is done during class time, absences will severely affect your grade. Each student is allowed three excused absences. These absences are to be used for the emergencies in life that inevitably arise, illness, subway malfunctions, funerals, childcare issues etc. After three absences, each subsequent absence will reduce your mark by half a letter grade. The first part of class is a warm up for the more challenging movements later on. Chronic lateness will be considered in grading. Three instances of lateness equal one absence.

Turn off your cell phones at the beginning of class
Be respectful of yourself, the space and others

Grading Policy

10 points attendance of the Spring Concert and performance at Lehman Performing Arts Center (required) **

10 points curiosity and engagement with material

10 ability to pick up material assignment

15 improved range of motion

15 improved qualitative range

20 points participation in discussions and exercises

20 points implementation of technical concepts within class

100-91 A

90-88 A-

87-84 B+

83-80 B

79-77 B-

76-74 C+

73-70 C

69-67 C-

66-65 D

Below 65 F

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Lehman College
DNC 449: Working in the Performing Arts
3 hours, 3 credits

Program Mission

Transform students into versatile, self-directed performing artists for the 21st Century. The BA in Theatre, BA in Dance, and BFA in Multimedia Performing Arts challenge students to develop the knowledge and skills as well as the critical and creative perspectives necessary for a professional life in the performing arts.

Course Description

3 hours, 3 credits. Introduction to career paths in the performing arts. Includes audition techniques, professional writing, reel preparation and meetings with professionals in the field.

Learning Outcomes

- Demonstrate the ability to produce and present multimedia, dance, and/or theatre in a public context.
- Analyze and evaluate various models of performing arts management in order to create a business plan for a performing arts company, a solo artist, or a performing arts event.
- Create a reel and/or portfolio to apply for future employment or grants
- Demonstrate an understanding of different audition techniques

Course Requirements and Grading

First Paper	10 points
Second Paper	10 points
Audition techniques project	10 points
Business Plan Proposal	10 points
Business Plan Presentation	20 points
Grant Writing Assignment	20 points
<u>Reel/Portfolio</u>	<u>20 points</u>
Total	100 points

- 91-100 A
- 90-88 A-
- 87-84 B+
- 83-80 B
- 79-77 B-
- 76-74 C+
- 73-70 C
- 69-67 C-
- 66-65 D
- Below 65 F

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Lehman College
THE 485: Theatre Honors
3 Hours, 3 Credits

Program Mission

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Course Description

Individual study, under faculty guidance, leading to completion of either an honors essay or a production book or reel in the case of creative performance.

Learning Outcomes

Depending on the project:

- Demonstrate critical thinking about multimedia, dance, and/or theatre production from historical, global, and diverse perspectives.
- Analyze in writing and/or in a presentation the development of cinema, television, dance, and/or theatre in human societies and cultures.
- Analyze in writing scripts from different periods, genres and styles for production.
- Demonstrate the ability to utilize production equipment effectively for multimedia performance.
- Demonstrate the ability to create original multimedia work for public presentation.
- Create and perform in a multimedia performance showcase.
- Demonstrate the ability to produce and present multimedia, dance, and/or theatre in a public context.
- Analyze and evaluate various models of performing arts management in order to create a business plan for a performing arts company, a solo artist, or a performing arts event.
- Perform essential tasks in producing, including marketing, box office, and house management on a theatrical production.

Grading Policy

91-100 A
90-88 A-
87-84 B+
83-80 B
79-77 B-
76-74 C+
73-70 C
69-67 C-
66-65 D

Below 65 F

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Lehman College
DNC (THE) 4951: Honors Multimedia Performing Arts Project
4 hours, 3 Credits

Program Mission

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Course Description

The senior honors capstone project, consisting of researching, directing and producing a multimedia project supervised by a faculty mentor.

Learning Outcomes

- Operate basic audiovisual equipment for multimedia, dance, and/or theatre production, including but not limited to lighting, sound, and/or video.
- Edit multimedia projects.
- Demonstrate the ability to create original multimedia work for public presentation.
- Create and perform in a multimedia performance showcase.
- Demonstrate the ability to produce and present multimedia, dance, and/or theatre in a public context.

Course Requirements and Grading

Proposal	10 points
First Showing	10 points
Second Showing	10 points
Final Project	20 points
Development	10 points
Initiative	10 points
Communication with Collaborators	10 points
Final Paper	20 points
Total	100 points

91-100 A	76-74 C+
90-88 A-	73-70 C
87-84 B+	69-67 C-
83-80 B	66-65 D
79-77 B-	Below 65 F

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Regular tutoring hours during the fall and spring semesters are the following: Monday-Thursday 10 a.m.-7 p.m., and Saturday 10 a.m.-2 p.m. Come by room 205 of the Old Gym Building any time during our regular hours to fill out a tutor request form. You can also [download an application \[PDF\]](#), and fax (718-960-7831) or drop it off in the office.

<http://www.lehman.edu/academics/instructional-support-services/humanities-tutoring.php>

There is a new program on campus called the Sophomore Year Initiative they manage the STEAR Program. It is to support students with additional resources. I may contact them if I notice difficulty with assignments or excessive absences.

Descriptions for courses new to the major.

DNC 302: Intermediate Ballet
(May be repeated for up to 4 credits.) Continuation of Ballet Principles II

DNC 445: Advanced Student Performance Workshop
2 hours (1, lecture; 1, lab), 1 credit (may be repeated for up to 3 credits). Practical application of principles and theories of dance through participation in a Department-sponsored dance concert. Dance faculty will supervise students on the creation of new work. Writing, communication, and technical skills necessary to dance artists will be stressed. PREREQ: [DNC 345](#) or Departmental permission.

THE 238: African American Theatre
3 hours, 3 credits. Contemporary African American plays and playwrights. The changing image of African Americans from the stereotypes of early American theatre to contemporary representations.

THE 243: Queer Theatre
3 hours, 3 credits. Gay, lesbian, bisexual, and transgendered drama from Christopher Marlowe through Mae West to the present.

THE 335: Directing I
4 hours (2, lecture; 2, lab), 3 credits. Study and practice of the fundamentals of directing. PREREQ: Either THE 211 and [THE 208](#), or Departmental permission.

THE 443: Contemporary World Theatre
3 hours, 3 credits. Study of the theatrical practices and conventions of contemporary world theatre.

THE 449: Working in the Performing Arts (Renamed from Working in Theatre)
3 hours, 3 credits. Introduction to career paths in Theatre for Advance Students.

THE 3280: History of Musical Theatre
3 hours, 3 credits. The history of musical theatre, including its origins in operetta, burlesque, and vaudeville; the contributions of major practitioners of the form; and the current status of musical theatre and its critical evaluation.

THE 492: Research Project
One semester, 3 credits (maximum 6 credits). Individual research and reading under faculty direction. An honors essay or some other suitable presentation in theatre is required. PREREQ: Departmental permission.

Multimedia Studies was changed to Film and Television Studies in 2014 so the alpha codes for all MMS courses have been changed to FTS. The FTS courses in the new major are the same courses as the MMS courses just with different alpha codes.

FTS 215 Camera and Lighting

4 hours (2, lecture; 2, lab), 3 credits. Basic principles of camera operation, lighting techniques, tools, studio/location shooting, special effects, and post-production techniques as related to film and video.

FTS 224: Editing

4 hours (2, lab; 2, lecture), 3 credits. Fundamental principles, practices, and theory of step-by-step editing, with a focus on story, narrative and documentary editing styles.

FTS 226: Audio Production

4 hours (2, lecture; 2, lab), 3 credits. Basic audio production techniques, recording, post-production, mixing, and sweetening.

FTS 316: Film and Video Production

4 hours (2, lecture; 2, lab), 3 credits. Theory and practice of filmmaking and video production. Students create narrative films and video productions. PREREQ: FTS 215 and FTS 224.

THE (FTS) 343: Voice-over for Radio, Film, TV

3 hours, 3 credits. Performance techniques for the spoken word and script analysis with focus on clarity, vocal performance for differing media applications, microphone technique, and audition skills.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Withdrawal of Courses

2. **Description:**

POL 203

POL 206

POL 231

POL 295

POL 298

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.

4. **Date of departmental approval:** March 24, 2015.

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

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Course description, number, pre-requisite, and note.

2. **From:**

Department(s)	Psychology
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	Psychology
Course Prefix & Number	PSY165
Course Title	Critical Thinking in Psychology
Description	Scientific hypothesis testing in the social sciences as distinguished from intuitive hypothesis testing. Topics include cognitive biases, methods for assessing argument strength, and techniques for minimizing confounds and biases.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p> <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 </p>

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3. To:

Department(s)	Psychology
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	Psychology
Course Prefix & Number	<u>PSY 200</u>
Course Title	Critical Thinking in Psychology
Description	Scientific hypothesis testing in <u>psychology</u> as distinguished from intuitive hypothesis testing. Topics include cognitive biases, methods for assessing argument strength, and techniques for minimizing confounds and biases. <u>Note: PSY166 is NOT a prerequisite for PSY 200.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p> <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 </p>

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

The course has evolved to focus more on psychological content than on the general social sciences. As such there is now sufficient psychological content in the course to warrant the change in the description and number as well as to allow the course to count towards the major and minor in psychology. However, unlike other psychology courses, the material covered is not dependent on material covered in PSY166, therefore PSY166 is not necessary as a prerequisite. Without a prerequisite PSY 200 can continue to be offered as part of general education.

5. Date of departmental approval:

March 16, 2015

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

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Course description, credits and hours

2. **From:**

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 250
Course Title	Contemporary Issues in Psychology
Description	Contemp Issues Psych
Pre/ Co Requisites	PSY 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 250
Course Title	Contemporary Issues in Psychology
Description	<u>Focused readings and analysis of a specific topic of importance in contemporary psychology.</u>
Pre/ Co Requisites	PSY 166
Credits	<u>2</u>
Hours	<u>2</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Bringing this course back to active status as a 2 credit/2 hour course will allow students to get a more concentrated understanding of a focused topic. The reduced credit/hour format will make the course more amendable to the concentrated Winter and Summer offerings.

5. Date of departmental approval:

March 16, 2015

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

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

2. **From:**

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 320
Course Title	Theories of Personality
Description	Review of the major theories of personality development, including the psychoanalytic, constitutional, behavioral, and biosocial.
Pre/ Co Requisites	PSY 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Psychology
Course Prefix & Number	<u>PSY 255</u>
Course Title	Theories of Psychology
Description	Review of the major theories of personality development, including the psychoanalytic, constitutional, behavioral, and biosocial.
Pre/ Co Requisites	PSY 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Many students take an introductory-level version of this course at other institutions, especially Community Colleges. Accepting these versions as equivalent to an advanced 300-level course is inappropriate, although there is substantial overlap in content. Equating these to a 300-level course also resulted in some minors graduating with no true 300-level course work. Accepting transferred versions as a general elective in the Major (PSY 2XX) confused students and was not being implemented universally. Thus,

changing the level at which this course is taught from 300 to 200 will make the transfer process more transparent and seamless.

5. **Date of departmental approval:**

March 16, 2015

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

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Psychology
Course Prefix & Number	PSY 330
Course Title	Social Psychology
Description	Consideration of theoretical approaches, research methodology, and findings pertinent to the study of individuals in their social context. Emphasis is given to attitude formation and change, interpersonal perception, group structure and processes, leadership, conformity, and communication.
Pre/ Co Requisites	PSY 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Psychology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Psychology
Course Prefix & Number	<u>PSY 260</u>
Course Title	Social Psychology
Description	Consideration of theoretical approaches, research methodology, and findings pertinent to the study of individuals in their social context. Emphasis is given to attitude formation and change, interpersonal perception, group structure and processes, leadership, conformity, and communication.
Pre/ Co Requisites	PSY 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Many students take an introductory-level version of this course at other institutions, especially Community Colleges. Accepting these versions as equivalent to an advanced 300-level course is inappropriate, although there is substantial overlap in content. Equating these to a 300-level course also resulted in some minors graduating with no true 300-level course work. Accepting transferred versions as a general elective in the Major (PSY 2XX) confused students and was not being implemented universally. Thus, changing the level at which this course is taught from 300 to 200 will make the transfer process more transparent and seamless.

5. **Date of departmental approval:**

March 16, 2015

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

1. **Type of Change:** Withdrawal of courses

2. **Description:**

PSY 101	Gen Psychology I
PSY 230	Devlpmntl Psychology
PSY 494	Spec Stdy Psychology

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.

4. **Date of departmental approval:**

March 16, 2015

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Title, course description, liberal arts designation

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 237
Course Title	Introduction to Social Work
Description	Role of the social work profession in relation to social, political, and economic environments. Introduction to the value, knowledge, and skill base of the profession, including the helping relationship, cultural sensitivity, and the social work process.
Pre/ Co Requisites	SOC 166
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 237
Course Title	Introduction to Social Work and Social Welfare
Description	<u>Historical perspective of social work and social welfare policy responses to industrialization, immigration and urbanization; knowledge base and values of social work, especially as they pertain to the diverse urban environment.</u>
Pre/ Co Requisites	SOC 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The title, course description and liberal arts designation have been changed to better reflect the scope and liberal arts content of this course.

5. Date of departmental approval:

March 18, 2015

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Description, liberal arts designation

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 250
Course Title	Special Studies in Social Work
Description	Special topics related to social work and social welfare; analysis of the interaction of cultural, historical, political, economic, and legal factors with various social systems. Topic to be announced each semester. <i>May be repeated for a maximum of 6 credits, with approval of the Program Director.</i>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 250
Course Title	Special Studies in Social Work
Description	Special topics related to social work, social welfare <u>and health in the urban environment</u> ; analysis of the interaction of cultural, historical, political, economic, and legal factors with various social systems. <u>Topics</u> to be announced each semester.
Pre/ Co Requisites	
Credits	3 (may be repeated for a maximum of 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The course description and liberal arts designation has been changed to be more inclusive of the scope and the liberal arts content of this course.

5. Date of departmental approval:

March 18, 2015

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Title, course description, liberal arts designation.

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 2410
Course Title	Social Work Practice with Lesbian, Gay, Bisexual and Transgender (LGBT) Clients
Description	<i>3 credits, 3 hours.</i> Policy and social issues affecting the lives of LGBT populations and their families. Topics include social work practice and the resilience of diverse LGBT populations in the face of social stigma and oppression.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 2410
Course Title	Lesbian, Gay, Bisexual and Transgender <u>Populations</u>
Description	Policy and social issues affecting the lives of LGBT populations and their families. Topics include <u>the diversity of LGBT populations, resilience, social stigma, and oppression, with implications for social justice.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The title, course description, and liberal arts designation of this course have been changed to better reflect the scope and the content of the course.

5. Date of departmental approval:

March 18, 2015

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Title, course description, liberal arts designation

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 251
Course Title	Introduction to Social Work Practice with Substance Abusing Clients
Description	A bio-psycho-social-spiritual focus on substance abusing clients in an urban environment, including information regarding basic assessment of substance abuse and dependence; properties of the different substances; modalities of substance abuse treatment; and individual, group, and family interventions. Issues of working with tobacco using clients are covered in this course.
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	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p style="padding-left: 20px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 20px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 20px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 20px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 20px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 20px;"><input type="checkbox"/> Individual and Society</p> <p style="padding-left: 20px;"><input type="checkbox"/> Scientific World</p>

3. To:	
Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 251
Course Title	<u>Substance Abuse and Urban Society</u>
Description	A bio-psycho-social-spiritual focus on substance <u>abuse is explored with an emphasis on families and communities in urban society. The properties of different substances, including tobacco, are studied from the perspective of their impact on human behavior.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The title, course description and liberal arts designation have been changed to better reflect the scope and liberal arts content of this course.

5. Date of departmental approval:

March 18, 2015

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Title, description, and liberal arts designation

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 351
Course Title	Theories and Social Work Practice Interventions with Substance Abusing Clients
Description	Theoretical models of addiction and assessment tools used in social work practice with substance abusing clients. Included are the continuum of addiction services for adults and for youth; prevention programs; and basic concepts of social, political, and cultural systems and their impact on substance use.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:	
Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 351
Course Title	<u>Theoretical Perspectives of Substance Abuse</u>
Description	<u>An exploration of the range of theoretical models used to understand substance abuse. The impact of social, political, economic, and cultural systems on alcohol and drug abuse.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The title, course description and liberal arts designation have been changed to better reflect the scope and liberal arts content of the course.

5. Date of departmental approval:

March 18, 2015

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. **Type of Change:** Liberal arts designation

2. **From:**

Department(s)	Social Work
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	Social Work
Course Prefix & Number	SWK 440
Course Title	Fieldwork Seminar I
Description	Offered only in the fall semester. Integration of theories and principles of social work practice with fieldwork experience.
Pre/ Co Requisites	PREREQ: Completion of SWK 312 and SWK 306 with a minimum grade of C. COREQ: SWK 470.
Credits	2
Hours	2
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)	Social Work
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	Social Work
Course Prefix & Number	SWK 440
Course Title	Fieldwork Seminar I
Description	Offered only in the fall semester. Integration of theories and principles of social work practice with fieldwork experience.
Pre/ Co Requisites	PREREQ: Completion of SWK 312 and SWK 306 with a minimum grade of C. COREQ: SWK 470.
Credits	2
Hours	2
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

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

There is no reason to designate this course as Liberal Arts. It is part of the Fieldwork sequence that is focused on social work practice.

5. Date of departmental approval:

March 18, 2015

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Sociology B.A.

Hegis Number: 2208.00

Program Code: 02686

Effective Term: Fall 2015

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

2. **From:** Sociology, B.A. (~~30~~ Credit Major)

The required courses and credits are distributed as follows:

CORE COURSES (~~12~~ credits)

All students are required to complete the following courses:

Credits	Course	Title
3	SOC 300	The Sociological Imagination
3	SOC 301	Methods of Social Research
3	SOC 302	Foundations of Modern Sociological Theory
3	SOC 303	Advanced Methods of Social Research

COURSES IN STUDENT'S CONCENTRATION (18 credits)

Each student is required to complete a concentration in one of three separate tracks. At least 9 of these credits must be at the 300-400 level. The tracks, detailed below, are (1) General Sociology, (2) Demography and Population Health, and (3) Education, Social Inequality and Urban Studies.

NOTES: 1. SOC 166 or any 200 level SOC course is a prerequisite for all 300 and 400 level courses. 2. Students registering for SOC 300 and SOC 301 must have a Sociology Grade Point Average of C (2.0) or better. 3. Students registering for SOC 302 and all 400 level courses must have completed SOC 300 with a grade of C- (1.7) or better. 4. Students registering for SOC 303 and all 400 level courses must have completed and SOC 301 with a grade of C- (1.7) or better.

3. **To:** Sociology, B.A. (33 Credit Major)

The required courses and credits are distributed as follows:

CORE COURSES (15 credits)

All students are required to complete the following courses:

Credits	Course	Title
3	SOC 300	The Sociological Imagination
3	SOC 301	Methods of Social Research
3	SOC 302	Foundations of Modern Sociological Theory
3	SOC 303	Advanced Methods of Social Research
<u>3</u>	<u>SOC 345</u>	<u>Quantitative Analysis of Sociological Data</u>

COURSES IN STUDENT'S CONCENTRATION (18 credits)

Each student is required to complete a concentration in one of three separate tracks. At least 9 of these credits must be at the 300-400 level. The tracks, detailed below, are (1) General Sociology, (2) Demography and Population Health, and (3) Education, Social Inequality and Urban Studies.

NOTES: 1. SOC 166 or any 200 level SOC course is a prerequisite for all 300 and 400 level courses. 2. Students registering for SOC 300 and SOC 301 must have a Sociology Grade Point Average of C (2.0) or better. 3. Students registering for SOC 302 and all 400 level courses must have completed SOC 300 with a grade of C- (1.7) or better. 4. Students registering for SOC 303, SOC 345, and all 400 level courses must have completed and SOC 301 with a grade of C- (1.7) or better.

4. **Rationale:** This change in degree requirements makes SOC 345 a required course, rather than an elective course to ensure that majors get experience with quantitative data analysis and statistical programming. This change will enhance student's preparation for the job market and graduate degree programs. It also aligns the major with disciplinary standards for undergraduate education.

5. **Date of departmental approval:** March 11, 2015

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Sociology B.A.

Hegis Number: 2208.00

Program Code: 02686

Effective Term: Spring 2015

1. **Type of Change:** Addition of courses to B.A. Degree Concentration electives

2. **From:** **CONCENTRATIONS IN SOCIOLOGY**

CONCENTRATION IN GENERAL SOCIOLOGY (18 credits)

Students are required to take 6 courses beyond the required 4 courses specified above. These courses are to be chosen from the list of Sociology Courses in the Bulletin. At least three of these courses must be at the 300-400 level.

CONCENTRATION IN DEMOGRAPHY AND POPULATION HEALTH (18 Credits)

Required Courses (9 credits)

Credits	Course	Title
3	SOC 319	Population and Society
3	SOC 320	Immigration and Adaptation
3	SOC 339	American Demography

Electives (9 credits) to be chosen from the list below:

SOC 166, SOC 220, SOC 223, SOC 227, SOC 240, SOC 243, SOC 305, SOC 321, SOC 322, SOC 333, SOC 343, SOC 345, SOC 3470, SOC 402, SOC 460 and SOC 481.

Note: MAT 104 or higher is strongly recommended.

CONCENTRATION IN EDUCATION, SOCIAL INEQUALITY AND URBAN STUDIES (18 credits)

Required Courses (12 credits)

Credits	Course	Title
3	SOC 234	Urban Sociology
3	SOC 235	Education and Society
3	SOC 309	Social Inequality
3	SOC 334	Urban Sociology in Global Perspective

Electives (6 credits) to be chosen from the list below:

SOC 166, SOC 222, SOC 227, SOC 228, SOC 230, SOC 231, SOC 233, SOC 237, SOC 238, SOC 250, SOC 306, SOC 308, SOC 322, SOC 324, SOC 3250, SOC 328, SOC 332, SOC 335, SOC 3360, SOC 338, SOC 344, SOC 345, SOC 3470, SOC 402, SOC 460 and SOC 481.

3. To: CONCENTRATIONS IN SOCIOLOGY

CONCENTRATION IN GENERAL SOCIOLOGY (18 credits)

Students are required to take 6 courses beyond the required 4 courses specified above. These courses are to be chosen from the list of Sociology Courses in the Bulletin. At least three of these courses must be at the 300-400 level.

CONCENTRATION IN DEMOGRAPHY AND POPULATION HEALTH (18 Credits)

Required Courses (9 credits)

Credits	Course	Title
3	SOC 319	Population and Society
3	SOC 320	Immigration and Adaptation
3	SOC 339	American Demography

Electives (9 credits) to be chosen from the list below:

SOC 166, SOC 220, SOC 223, SOC 227, SOC 240, SOC 243, SOC 245, SOC 305, SOC 321, SOC 322, SOC 333, SOC 343, SOC 345, SOC 3470, SOC 354, SOC 402, SOC409, SOC 460 and SOC 481.

Note: MAT 104 or higher is strongly recommended.

CONCENTRATION IN EDUCATION, SOCIAL INEQUALITY AND URBAN STUDIES (18 credits)

Required Courses (12 credits)

Credits	Course	Title
3	SOC 234	Urban Sociology
3	SOC 235	Education and Society
3	SOC 309	Social Inequality
3	SOC 334	Urban Sociology in Global Perspective

Electives (6 credits) to be chosen from the list below:

SOC 166, SOC 222, SOC 227, SOC 228, SOC 230, SOC 231, SOC 233, SOC 237, SOC 238, SOC 245, SOC 250, SOC 306, SOC 308, SOC 320, SOC 322, SOC 324, SOC 3250, SOC 328, SOC 332, SOC 335, SOC 3360, SOC 338, SOC 344, SOC 345, SOC 3470, SOC 354, SOC 402, SOC 409, SOC 460 and SOC 481.

4. **Rationale**: The Sociology Department's proposal to change the list of electives for the specialized concentrations adds courses to the list of electives that students may

take to satisfy the requirements for a specialized concentration. The additions reflect the relevance of each course's content for the specialized concentration.

5. **Date of departmental approval:** March 11, 2015

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Hours for a course

2. **From:**

Department(s)	Sociology
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	Sociology
Course Prefix & Number	SOC 281
Course Title	Tutorial in Sociology
Description	A course offering the beginning student interested in Sociology the opportunity to do individual reading and writing under the direction of a Sociology Department faculty member. Subject to be agreed upon between student and instructor.
Pre/ Co Requisites	
Credits	3 credits
Hours	3 hours
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

	_____ Scientific World
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3. To:

Department(s)	Sociology
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	Sociology
Course Prefix & Number	SOC 281
Course Title	Tutorial in Sociology
Description	A course offering the beginning student interested in Sociology the opportunity to do individual reading and writing under the direction of a Sociology Department faculty member. Subject to be agreed upon between student and instructor. <u>Number of credits to be determined in consultation with faculty advisor prior to registration.</u>
Pre/ Co Requisites	
Credits	<u>1-3 credits</u>
Hours	<u>1-3 hours, variable</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale: This change will allow greater flexibility in the type and amount of individual reading and writing in which students may engage. The number of credits will

be determined by the supervising faculty member, in agreement with the student prior to registration.

5. **Date of departmental approval:** December 10, 2014

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Course Title and Description

2. **From:**

Department(s)	Sociology
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	Sociology
Course Prefix & Number	SOC 324
Course Title	Sociology of Politics
Description	An interdisciplinary course focusing on the substantive concerns of political science and employing theoretical perspectives developed in sociology.
Pre/ Co Requisites	PREREQ: POL 166 for POL 324.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **To:** Underline the changes

Department(s)	Sociology
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	Sociology
Course Prefix & Number	SOC 324
Course Title	<u>Social Theories of Inequality and Power.</u>
Description	<u>The examination of power and inequality across societies and their impact on economic and political systems.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** This change was originally included in a March 2014 proposal to the Senate, but the proposal document was formatted incorrectly (listing 2 “to” sections), which resulted in a change of course title/description in the Bulletin but not in the Chancellor’s Report and therefore not in CUNYFirst. This proposal repeats the change in title/description to have it reflected in the Chancellor’s Report and corrected in CUNYFirst.

5. **Date of departmental approval:** December 10, 2014

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Course title and description

2. **From:**

Department(s)	Sociology
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	Sociology
Course Prefix & Number	SOC 345
Course Title	Statistics for Social Scientists
Description	An elementary treatment of statistical concepts. Descriptive and inferential statistics; introduction to sampling and probability theory. Extensive use of computers.
Pre/ Co Requisites	Pre: SOC 301
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

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3. **To:** Underline the changes

Department(s)	Sociology
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	Sociology
Course Prefix & Number	SOC 345
Course Title	<u>Quantitative Analysis of Sociological Data</u>
Description	<u>An introduction to data analysis with descriptive and inferential statistics; graphing and other visual presentations of data analysis; statistical programming. Extensive use of computers.</u>
Pre/ Co Requisites	Pre: SOC 301 <u>with a grade of C- or better</u>
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

4. **Rationale:** The new course title and description more accurately reflect the central focus of this course as it has been redesigned.

5. **Date of departmental approval:** March 11, 2015

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

1. **Type of Change:** Withdrawal of courses

2. **Description:**

SOC 101 Fundamentals Sociology
SOC 232 Religion & Society
SOC 280 Col BehavSoc Movemt
SOC 282 Mass Comm Publ Opon
SOC 295 Soc and the Inner City
SOC 360 Nature Funct Soc Grp
SOC 362 Religion & Society
SOC 530 Migratn Grps Metros

3. **Rationale:**

These courses have not been offered in the department for 10 years or more.

4. **Date of departmental approval:** March 11, 2015

LEHMAN COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SPEECH-LANGUAGE- HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Dept. of Speech-Language- Hearing Sciences,
B.A. in Speech-Language Pathology and Audiology

Hegis Number:

Program Code:

Effective Term: Fall 2015

1. Type of Change: Change in Degree Requirements

2. From:

Speech Pathology and Audiology, B.A. (34-Credit Major)

All applicants to the Major must first apply for admission to the College. After being admitted to the College, students apply to the Department of Speech-Language-Hearing Sciences to declare a Major in Speech Pathology and Audiology. To remain in the major students must take four of the five required courses chosen from SPV 221 (LNG 230), SPV (LNG) 245, SPV 246 (LNG 160), SPV (LNG) 247, and SPV 249—and maintain a minimum cumulative index of 2.7 (B-) in these courses. Students who do not achieve a cumulative GPA of 2.7 in these first four courses may use them as a Minor in Speech Pathology and Audiology.

The required credits are distributed as follows:

15 SPV 221 (LNG 230), SPV (LNG 245), SPV 246 (LNG 160), SPV (LNG) 247, and
SPV 249

15 SPV 312, SPV 326, SPV 327, SPV 328, and SPV 430

4 ~~PSY 226 or ENW 201~~

3. To:

Speech Pathology and Audiology, B.A. (46-Credit Major)

All applicants to the Major must first apply for admission to the College. After being admitted to the College, students apply to the Department of Speech-Language-Hearing Sciences to declare a Major in Speech Pathology and Audiology. To remain in the major students must take four of the five required courses chosen from SPV 221 (LNG 230), SPV (LNG) 245, SPV 246 (LNG 160), SPV (LNG) 247, and SPV 249—and maintain a minimum cumulative index of 2.7 (B-) in these courses. Students who do not achieve a cumulative GPA of 2.7 in these first four courses may use them as a Minor in Speech Pathology and Audiology.

The required credits are distributed as follows:

15 SPV 221 (LNG 230), SPV (LNG 245), SPV 246 (LNG 160), SPV (LNG) 247, and SPV 249

15 SPV 312, SPV 326, SPV 327, SPV 328, and SPV 430

3 Social Science requirement: PSY 166: General Psychology or
SOC 166: Fundamentals of Sociology

4 Biological Science requirement: BIO 183: Human Biology, or
BIO 166: Principles of Biology: Cells & Genes

3 Natural Science requirement: PHY 141: Physics of Speech, Sound, & Music

3 Statistics requirement: MAT 132: Introduction to Statistics

3 Writing requirement: ENW 3070: Health and Science Writing

TOTAL CREDITS

46

4. Rationale: Currently the majority of required courses within the Speech Pathology & Audiology major are taken within the Dept. of Speech-Language-Hearing Sciences. In addition to these courses, students have a choice of taking either an Advanced Expository Writing course or Statistical Methods in Psychology. In order to better address our learning outcome, *1.1 Students will demonstrate knowledge of the principles of the biological sciences, physical sciences, mathematics, life, social, and behavioral sciences*, as well as comply with requirements with the American-Speech-Language- Association (ASHA) for certification, we are adding the additional requirements of a course in the natural, biological, and social sciences, statistics, and an advanced writing course. We are eliminating the choices of ENW 201 or PSY 226 as both a writing course and a statistics course are necessary to fulfill certification requirements for ASHA and to ensure students achieve our learning outcomes. ENW

3070 is a better-suited writing course for students in the health sciences, and MAT 132 provides an introductory level Statistics course for our students. MAT 132 was selected in favor of PSY 226: Statistical Methods in Psychology as MAT 132 is a prerequisite course for PSY 226, and will fulfill the level of knowledge in Statistics required by ASHA. PHY 141 fulfills a Foundation course requirement under Pathways, and PSY 166 will fulfill a Distribution course requirement. As a result of these additional courses, the total credits for the major would increase from 34 credits to 46 credits.

5. Date of departmental approval: 3/17/15

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).^{*} 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.

^{*} **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 (type in the requested information)
Institution name and address	Lehman College, CUNY <i>Additional information:</i> <ul style="list-style-type: none"> Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Speech Pathology & Audiology <u>Award</u> (e.g., B.A., M.S.): B.A. Credits: change from 34 to 46 credits HEGIS code: 1220.00 <u>Program code</u> :79084
Contact person for this proposal	Name and title: Diana Almodovar- Lecturer and Undergraduate Program Director Telephone: 347-731-2503 Fax: E-mail: Diana.almodovar@lehman.cuny.edu
CEO (or designee) approval	Name and title: Anny Morrobel-Sosa, Provost and Senior Vice President for Academic Affairs Signature and date:
<i>Signature affirms the institution's commitment to support the program as revised.</i>	If the program will be registered jointly¹ with another institution, provide the following information:
	Partner institution's name:
	Name and title of partner institution's CEO: Signature of partner institution's CEO:

- 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.

¹ If the partner institution is non-degree-granting, see CEO Memo 94-04 at 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.

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.²
- 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.

² 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.

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:

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

- b) Proposed dual-degree program (title and award):³
- 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:

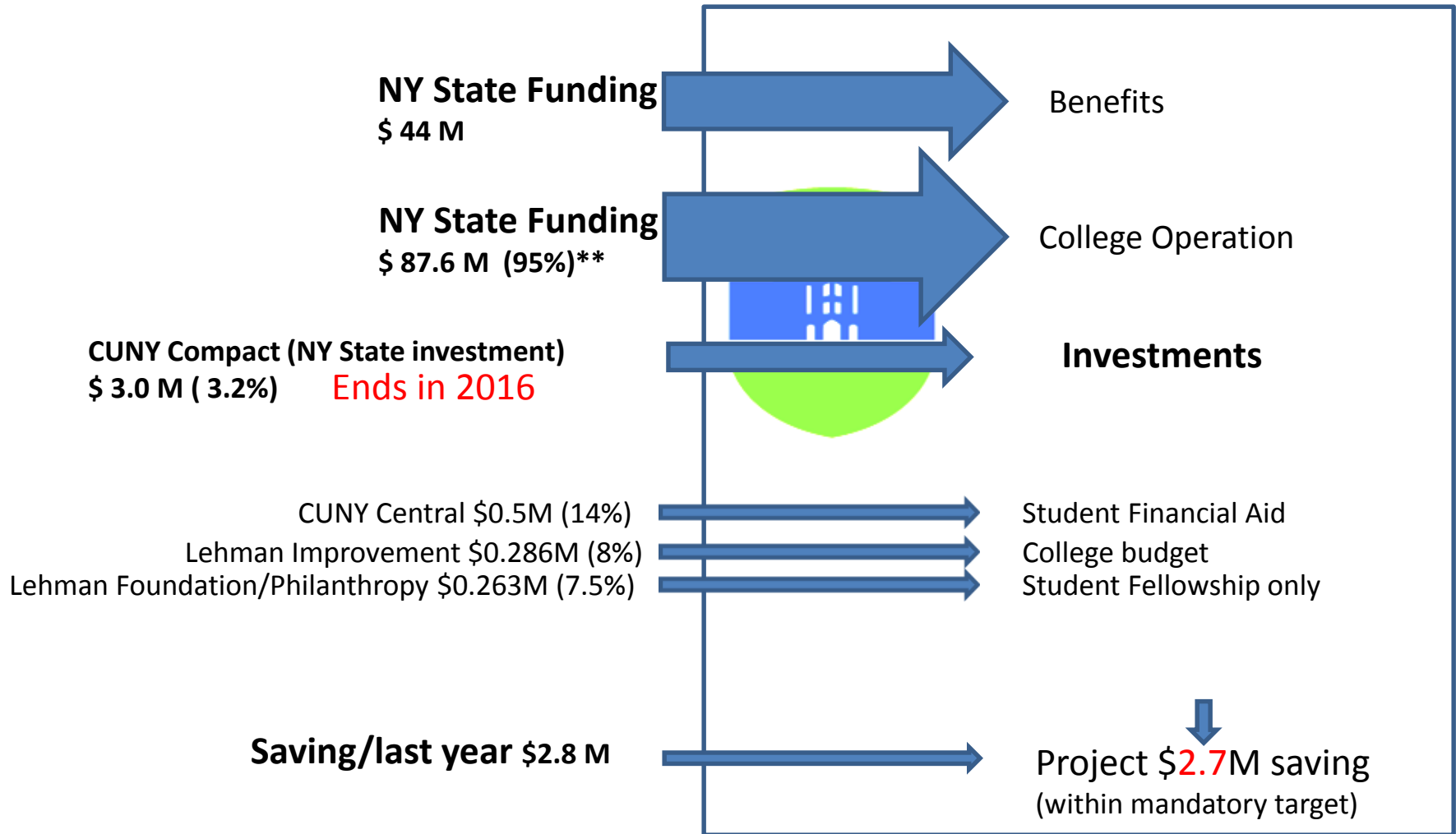
Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

September 2009

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

Lehman Budget Committee Report

Based on VP Clark's 2015 budget report version April 15, 2015

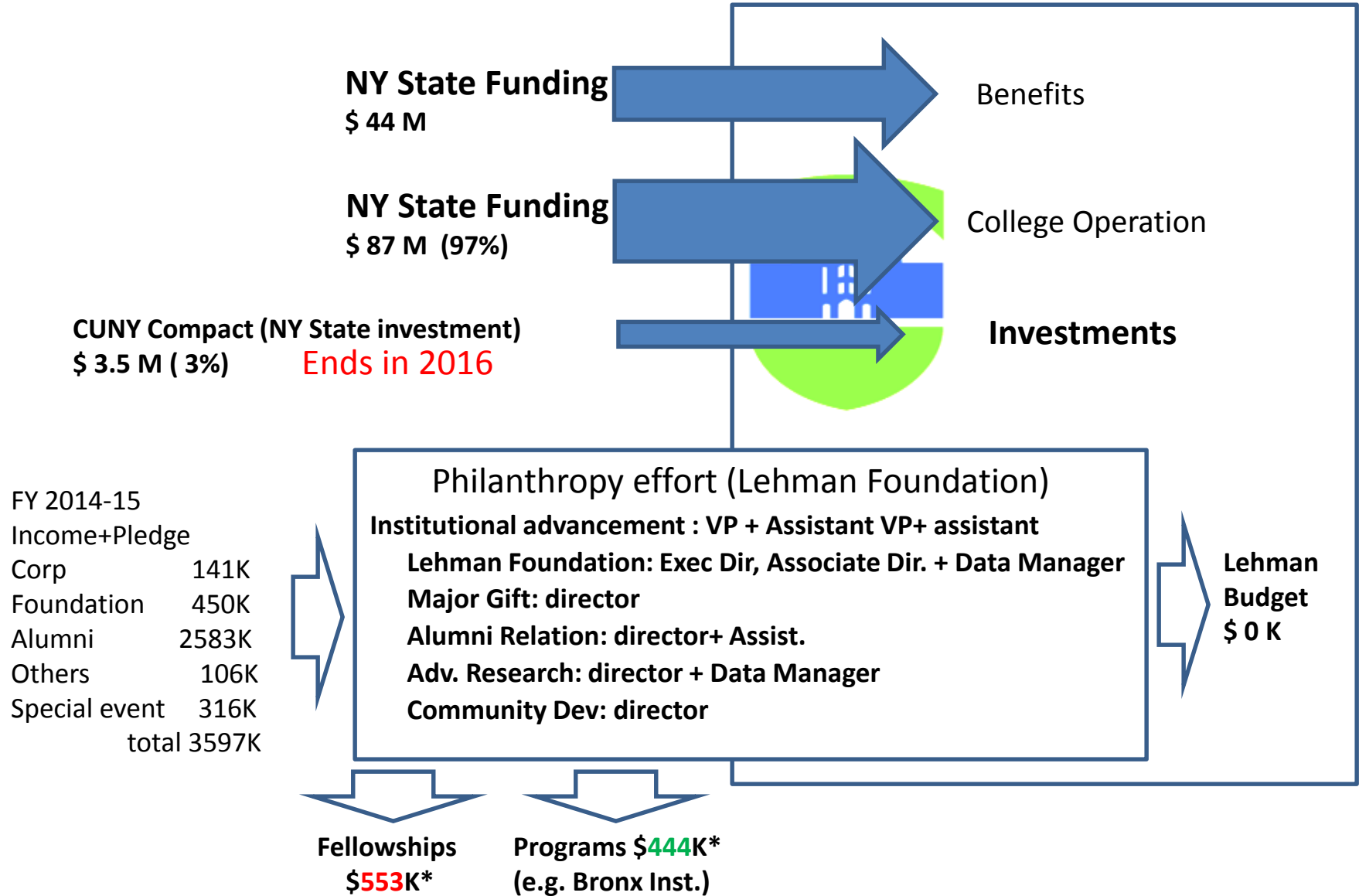


*changes compared to 2014

**NY State funding=92M-1.4M Phila-3.0M comp

Lehman Budget Committee Report

Based on VP Clark's 2015 budget report version April 15, 2015



FY 2014-15

Income+Pledge	
Corp	141K
Foundation	450K
Alumni	2583K
Others	106K
Special event	316K
total	3597K

*changes compared to 2014

Lehman Foundation income and expenses

Based on VP DellaPina's reports on April 29, 2015

Income and Pledges

	FY 2011-12	FY 2012-3	FY2013-14	FY2014-15
Corp	271K	248K	84K	142K
Foundation	6K	332K	275K	450K
Individual	279K	105K	268k	
Alumni	56K	75K	56K	2583K
Invest. In.	281	617K	84K	
Others				106
Special				315
Total	993K	1,478K	767K	3597K

Expenses

	FY 2011-12	FY2012-13	FY2013-14	FY2014-15
Operation	178K	174K	88K	230K
Fellowship	813K	774K	578K	553K
Programs	328K	338K	237K	443K
Lehman operation	316K	0 K	0 K	0 K
Total	1,634K	1,287K	902 K	1227 K



UFS Report to the Lehman College Senate, April 29, 2015 Manfred Philipp

The UFS Spring Conference on Globalizing Education took place last Friday at John Jay College. Speakers from outside CUNY included:

Daniel Kramer, Director, Fulbright U.S. Study Program, Institute for International Education

Sabeen Altaf, Sr. Program Manager, Institute for International Education

Sigrid Berka, International Engineering Program, University of Rhode Island

Amra Dumisic, German Academic Exchange Service

Jon Rubin, Director of the SUNY Center for Collaborative Online Learning

The event featured an introduction by John Jay College

President Jeremy Travis and a talk on international education by **Chancellor Milliken**.

Chancellor Milliken speaks at the IIE and One-to-World gala events.



UFS Calendar Items

The **Council of Faculty Governance Leaders** met on Friday, April 17, and were addressed by Vice Chancellor Sapienza, and Zak Ivkovic, Executive Director of the CUNY Athletic Conference. *There was a vigorous discussion of the proposed revised CUNY textbook policy.*

Mr. Ivkovic presented data showing higher graduation rates for CUNY athletes.

The UFS Committee on Higher Education in the Prisons meets on Friday, May 1.

The next **UFS Plenary** will be on Tuesday May 5, at which new at-large members of the UFS Executive Committee will be elected. The first meeting of the new UFS Executive Committee will be on Tuesday, June 2nd.

The Faculty Advisory Council of the CUNY Research Foundation meets on May 15 and the RF Board of Directors meets on May 20.



Graduate Center President Chase Robinson has issued a draft report on the science doctoral programs.

Specific recommendations proposed in the draft report are:

- 1. The consortial model should be preserved and strengthened**
- 2. The cap on cohort size for CUNY Science fellows should be raised, subject to financial commitments from participating colleges and the ASRC**
- 3, Recruitment and admissions should be revamped to accommodate campus needs and leverage campus resources.
4. In order to attract higher quality applicants and concentrate students upon their research, stipend levels should be raised, and the ceiling on student teaching during years 2-5 lowered from 8 to 4 contact hours per week per semester.
5. During the spring and fall semesters of 2015, The Executive Committees of Biology, Biochemistry, Chemistry, and Physics should undertake curriculum reviews, which focus especially on first year rotations and course offerings for those intending to pursue non-academic careers, and accelerate reviews of faculty membership.
6. The Graduate Center should strengthen its role in the teaching and training in the sciences.
7. A CUNY-wide oversight committee for the Bench Sciences should be established.

All 103 pages of the full text of the draft and its appendices are given here:

<http://1drv.ms/1wEjfm7>

It was emphasized in the discussion that the draft does not yet deal with financial issues. Two faculty members at the meeting who favored purely campus based programs were not happy with the proposals.



The Board of Trustees Committees met on April 6. The Committee on Student Affairs and Special Programs passed a proposal to change the governance of college associations. The full Board of Trustees meets on May 4.

<http://cunyufs.org/Manfred/Lehman/AMENDMENTstoArticleXVI.pdf>



The CUNY Academy presents or cosponsors the following upcoming events.

The Academy's 2015 Interdisciplinary Humanities Conference on War and Geography will be held in the Graduate Center, Room C198, on Friday, May 1, from 9 AM to 7 PM. This event is hosted by Professors Sarah Danielsson and Frank Jacob and is cosponsored by the Society for Military History.

From the Structure and Function of the Ribosome to New Antibiotics, a lecture by Thomas A. Steitz, 2009 Nobel Laureate in Chemistry and Sterling Professor, Molecular Biophysics & Biochemistry and Chemistry at Yale University. This event takes place at Lehman College. Reception at 4:15 in the Art Gallery, the lecture begins at 5:15 in the Recital Hall - Room 306 of the Music Building on Friday, May 1. Please RSVP before April 21 to cunyacademy@gmail.com with the word Sweeny in the subject line. This is the 35th Arthur Sweeny Jr. Lecture, co-sponsored by The Sweeny Lecture Fund of Lehman College's Chemistry Department, Lehman College's Dean of Natural and Social Sciences, Lehman College's Office of Alumni Relations & the CUNY Academy, The event is organized and hosted by Professor Andrei Jitianu.

Victory in Europe, The Otto & Fran Walter Memorial Lecture on the 70th Anniversary of the Defeat of European Fascism, 6pm on Tuesday, May 5, in the Graduate Center's Elebash Recital Hall. Frank G. Helman, Otto & Fran Walter Foundation; Ira Katznelson, Columbia University; Stephen Kotkin, Princeton University; Charles Maier, Harvard University. This event is moderated by Prof. John Torpey of the PhD Programs in Sociology & History and Director, the Ralph Bunche Institute for International Studies. Cosponsored by the American Council on Germany, the Leon Levy Center for Biography, the Ralph Bunche Institute for International Studies, & the CUNY Academy. To RSVP and for further information, please e-mail Partrizia Nobbe, acting director of the European Union Studies Center, at pnobbe@gc.cuny.edu.

The Global Financial Crisis and the Moral Economy: Local Impacts and Opportunities. The Annual Conference of the Commission on Urban Anthropology. This is the Academy's Feliks Gross Seminar on Visual and Urban Ethnography. The Woody Tanger Auditorium of the Brooklyn College Library, June 18-20, 2015. This event is co-chaired by Prof. Emeritus Jerome Krase.



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Please donate to help in Nepal. I recommend donating to *Friends of Patan Hospital* at foph.org .