LEHMANN 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 LEHMANN COLLEGE GOVERNANCE
College Undergraduate Curriculum Committee
March 11, 2015
Lehman College Senate
DATE
APPROVED BY CUNY SCHOOL OF PUBLIC HEALTH GOVERNANCE
Curriculum Committee
February 26, 2015
Faculty Student Council
DATE

COLLEGE REPRESENTATIVE:

Signature: _____________________________ Date ___________________________
Anny Morrobel-Sosa, PhD
Provost and Senior Vice President
## Purpose and Goals

Purpose and Goals: .......................................................................................................................... 4

## Program Purpose:

Program Purpose: .......................................................................................................................... 4

## Educational goals:

Educational goals: .......................................................................................................................... 4

## Brief Rationale for Program:

Brief Rationale for Program: ......................................................................................................... 5

## National or Local Educational Trends

National or Local Educational Trends .......................................................................................... 5

## Faculty Interest and Commitment

Faculty Interest and Commitment .................................................................................................. 6

## Relation to Existing Departmental or College Offerings

Relation to Existing Departmental or College Offerings ................................................................. 6

## Relation to Other Programs throughout CUNY

Relation to Other Programs throughout CUNY .............................................................................. 6

## Need and Justification

Need and Justification...................................................................................................................... 7

## Needs of Students:

Needs of Students: .......................................................................................................................... 7

## Needs of College:

Needs of College: ............................................................................................................................ 8

## Needs of the University:

Needs of the University: ................................................................................................................... 8

## Needs of the Community:

Needs of the Community: ............................................................................................................... 9

## Needs related to Economy:

Needs related to Economy: .............................................................................................................. 9

## Needs related to the Nation:

Needs related to the Nation: ............................................................................................................. 9

## Student Interest and Enrollment

Student Interest and Enrollment ..................................................................................................... 10

## Evidence for Student Interest: Demographics of Prospective Students

Evidence for Student Interest: Demographics of Prospective Students........................................... 10

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

Evidence for Student Interest: enrollment in the Lehman public health minor............................... 10

## Enrollment estimates for the first five years

Enrollment estimates for the first five years .................................................................................... 10

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

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

Enrollment in other BSPH programs outside of CUNY.................................................................. 11

## Anticipated attrition rate

Anticipated attrition rate .................................................................................................................. 11

## Special Admission Requirements

Special Admission Requirements ...................................................................................................... 11

## Preparation of Students to Qualify for Admission

Preparation of Students to Qualify for Admission ......................................................................... 11

## Specific Groups

Specific Groups ..................................................................................................................................... 11

## Curriculum

Curriculum........................................................................................................................................ 12

## Rationale for the Curriculum

Rationale for the Curriculum ........................................................................................................... 12

## Course Descriptions

Course Descriptions ........................................................................................................................ 12

## Accrediting or Licensure Requirements

Accrediting or Licensure Requirements .......................................................................................... 13

## Non-Course Requirements (e.g., thesis or comprehensive exam)

Non-Course Requirements (e.g., thesis or comprehensive exam) .................................................... 14

## Undergraduate Program Schedule

Undergraduate Program Schedule .................................................................................................. 14

## Articulation Agreements

Articulation Agreements .................................................................................................................. 14

## Faculty

Faculty............................................................................................................................................... 14

## Current Full-time Faculty Available to Teach in the Program

Current Full-time Faculty Available to Teach in the Program ........................................................... 14
PROPOSAL FOR A BACHELOR OF SCIENCE IN PUBLIC HEALTH

PURPOSE AND GOALS

Program Purpose:
The proposed Bachelor of Science in Public Health (BSPH) intends to prepare graduates with skills and competencies needed to advance population health in the New York City (NYC) region and to meet both national and global demands of current and emerging public health trends.1 A shortage of properly trained public health workers has been recognized for some time now, 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”.

2. Nationally, the ASPPH estimates that 250,000 new workers will be needed by 2020. More than 25% of public health workers have retired in the past decade and only 20% of the current workforce has formal training in public health.

3. Furthermore, both national and international organizations are increasingly turning to public health initiatives and interventions to address recurrent natural and anthropogenic disasters, which require responses by well-trained and skilled public health professionals.

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.” See Figure 1 for detailed trends observed from this study.

Several converging factors make this an opportune time for Lehman College to present a bachelor of public health degree, including: 1) recommendations of the ASPPH *Framing the Future: The Second 100 Years of Education for Public Health*, which provides critical component elements of an undergraduate major in public health; 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), 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 Health, which incorporates public health with other competencies and skills to prepare students for jobs that help communities to maintain good health, prevent disease and secure treatment. This is somewhat distinct from the proposed Lehman BSPH, which focuses on broader public health competencies and skills that lead to either entry-level jobs in a wide variety of places or graduate studies in public health.
Brooklyn College, which is also part of the CUNY School of Public Health, is proposing a public health concentration within their Department of Health and Nutrition Science’s Bachelor of Science program. These undergraduate programs at both Lehman and Brooklyn Colleges will intentionally be similar with respect to a common set of core competencies (and therefore similar core courses), as summarized above under “Educational goals”. However, the proposed Lehman program is a major in public health (as opposed to a concentration) and each campus caters to different communities and geographic areas of New York City.

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

**NEED AND JUSTIFICATION**

**Needs of Students:**

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

Since most health data are spatially-related, there is an increasing need for public health students to have at least basic training in Geographic Information Science (GISc), including the creation of clear, informative maps and the ability to analyze spatially-related data. While the continued growth of GISc\(^{11}\) 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 elsewhere\(^{12}\).

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\(^{13}\) and international organizations like the World Health Organization\(^{14}\) and the United Nations\(^{15}\). 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, 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\(^\text{17}\). 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\(^\text{18}\). 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\(^\text{3}\).

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\(^\text{6}\). 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\(^\text{5}\).
STUDENT INTEREST AND ENROLLMENT

Evidence for Student Interest: Demographics of Prospective Students

A recent study indicates that, nationally, a higher proportion of public health undergraduate degrees were received by women and minority students, relative to total undergraduate conferrals. 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.

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

* 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.

Anticipated attrition rate

According to the Lehman College Data Book 2013, 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.

<table>
<thead>
<tr>
<th>component</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses:</td>
<td>30</td>
</tr>
<tr>
<td>Specialization Courses: GISc or Global Health</td>
<td>18</td>
</tr>
<tr>
<td>Fieldwork and Capstone</td>
<td>6</td>
</tr>
</tbody>
</table>

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

Required Fieldwork and Capstone (6 credits)

PHE 470: Applied/Field Experience in Public Health (3 credits, 3 hours)
PHE 472: Capstone Seminar (3 credits, 3 hours)

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 focus 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.
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
Appendix D: Course Descriptions.

Accrediting or Licensure Requirements

The Lehman BSPH will be part of the CUNY School of Public Health, which is accredited by the Council on Education for Public Health (CEPH) for a five-year term ending on July 1, 2016. In anticipation of the upcoming reaccreditation, the curriculum is based on CEPH accreditation criteria for undergraduate degree programs in public health.

Non-Course Requirements (e.g., thesis or comprehensive exam)

None

Undergraduate Program Schedule

For a sample undergraduate program schedule, see Appendix 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*

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1</th>
<th></th>
<th>Year 2</th>
<th></th>
<th>Year 3</th>
<th></th>
<th>Year 4</th>
<th></th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>$ 99,613.24</td>
<td></td>
<td>$ 125,199.89</td>
<td></td>
<td>$ 125,199.89</td>
<td></td>
<td>$ 125,199.89</td>
<td></td>
<td>$ 125,199.89</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>$ 19,888.00</td>
<td></td>
<td>$ 59,664.00</td>
<td></td>
<td>$ 59,664.00</td>
<td></td>
<td>$ 59,664.00</td>
<td></td>
<td>$ 59,664.00</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
</tr>
<tr>
<td>Part Time Staff</td>
<td>$ 16,950.00</td>
<td></td>
<td>$ 16,950.00</td>
<td></td>
<td>$ 16,950.00</td>
<td></td>
<td>$ 16,950.00</td>
<td></td>
<td>$ 16,950.00</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
</tr>
<tr>
<td>Equipment</td>
<td>$ 30,000.00</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
</tr>
<tr>
<td>Laboratories</td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other than Personal Services)</td>
<td>$ 36,000.00</td>
<td></td>
<td>$ 11,000.00</td>
<td></td>
<td>$ 11,000.00</td>
<td></td>
<td>$ 11,000.00</td>
<td></td>
<td>$ 11,000.00</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
</tr>
<tr>
<td>Other</td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
<td></td>
<td>$ -</td>
</tr>
<tr>
<td>Total all</td>
<td>$ 202,451.24</td>
<td></td>
<td>$ 212,813.89</td>
<td></td>
<td>$ 212,813.89</td>
<td></td>
<td>$ 212,813.89</td>
<td></td>
<td>$ 212,813.89</td>
</tr>
</tbody>
</table>

*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*

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Year 1 Academic Year 2016-2017</th>
<th>Year 2 Academic Year 2017-2018</th>
<th>Year 3 Academic Year 2018-2019</th>
<th>Year 4 Academic Year 2019-2020</th>
<th>Year 5 Academic Year 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$189,900</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
</tr>
<tr>
<td>Total</td>
<td>$189,900</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
</tr>
<tr>
<td>State Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$189,900</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$189,900</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
</tr>
</tbody>
</table>
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.

REFERENCES


20. communication with Craig M. Wilson, MD, Professor of Epidemiology, Pediatrics and Microbiology Director, UAB Sparkman Center for Global Health and Director, DrPH International Health and SOPH Global Health Studies Programs (March, 2015).
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

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 Evolenteer 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/revised 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**
### 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
<table>
<thead>
<tr>
<th>Name</th>
<th>Lone Star Circle of Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Clinical Analytics</td>
</tr>
<tr>
<td>Industry</td>
<td>Non-Profit/NGO</td>
</tr>
<tr>
<td>Description</td>
<td>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.</td>
</tr>
</tbody>
</table>

**About the Position**

<table>
<thead>
<tr>
<th>Internal Ref.:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Type:</td>
<td>Full-Time Experienced</td>
</tr>
<tr>
<td>Related Areas:</td>
<td>Epidemiology</td>
</tr>
<tr>
<td></td>
<td>Information Systems</td>
</tr>
<tr>
<td></td>
<td>Public Health - General</td>
</tr>
<tr>
<td>Openings:</td>
<td>1</td>
</tr>
<tr>
<td>Location:</td>
<td>Georgetown, TX (United States)</td>
</tr>
</tbody>
</table>

| Description:         | Perform a vital role in a large community health center that is using data to drive real transformation 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. RESPONSIBILITIES: • 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
GIS Research Associate (found in PublicHealthJobs.net)

About the Organization

<table>
<thead>
<tr>
<th>Name:</th>
<th>University of South Carolina</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Institute for Families In Society</td>
</tr>
<tr>
<td>Industry:</td>
<td>Education/Academic/Research</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>CPH Required:</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date:</td>
<td>10/31/2014</td>
</tr>
<tr>
<td>Other:</td>
<td>No Response</td>
</tr>
</tbody>
</table>

Posting available until Tuesday, March 31, 2015
**About the Position**

**Internal Ref.:** 005492

<table>
<thead>
<tr>
<th>Job Type:</th>
<th>Full-Time Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Areas:</td>
<td>No Response</td>
</tr>
<tr>
<td>Openings:</td>
<td>1</td>
</tr>
<tr>
<td>Location:</td>
<td>Columbia, SC (United States)</td>
</tr>
</tbody>
</table>

**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

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

Phone: 803-777-2190

Fax: 803-777-1120

E-mail: sheatley@mailbox.sc.edu

Web: http://ifs.sc.edu

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

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
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

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

---

**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 women 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

VACANCY TITLE
Research Scientist 3 (Biostatistics)

SALARY/
$75,243 - $94,834

SALARY GRADE
Grade 25

NEGOTIATING UNIT
Professional, Scientific and Technical (05)

LOCATION
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
Permanent, full-time, non-competitive appointment.

APPLICATION PROCEDURE
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/
$52,293 - $66,494/ Grade 18
SALARY GRADE
$64,302 - $81,415/ Grade 22
NEGOTIATING UNIT
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
Permanent, full-time, non-competitive appointment.

APPLICATION PROCEDURE
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

Position 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 improvement processes. A foundation, knowledge and interest in quality improvement work.

Responsibilities :

The Quality Improvement Coordinator I will contribute to the Bureau of Community Chronic Disease Prevention's (BCCDP) Actions to Prevent and Control Heart Disease and Diabetes. The incumbent will report to the Health Systems Program Manager and will serve as an improvement liaison to health centers participating in BCCDP clinical quality improvement initiatives. He/she will assist Federally Qualified Health Centers to use evidence-based quality improvement approaches and methods to design, plan, and test system-level changes. System changes will aim to improve hypertension (HTN) identification and control, focus on criteria to identify HTN patients, standardize measures for documented HTN self-management plans, support a team-based approach to HTN management, and standardize HTN management protocols. The Quality Improvement Coordinator I will assist in the planning, coordination, facilitation and monitoring of collaborative learning sessions, including content and curriculum development, and will contribute to the development of knowledge and skills around evidence based quality improvement frameworks among staff, contractors and health system partners. Other duties will include coordinating data collection, summarization and review, and contributing to the evaluation of interventions.

Conditions of Employment :

Grant funded position.

Compliance with funding requirements such as time and effort reporting, grant deliverables, and contract deliverables, is required.

HRI participates in the E-Verify Program

AA/EEO/M/W/Qualified Individuals with Disabilities/Qualified Protected Veterans
Program Coordinator I

Job ID 2014-2888

# of Openings 1

Job Location US-NY-Albany

Posted Date 1/5/2015

Department AIDS Institute - Office of Medicaid Policy and Programs

Position Type Full Time

Position will Remain Open Until Application Submitted by Date

Grade P23

Applications to be submitted by 1/12/2015

OR Grade 2

Salary Min USD $67,040.00/Yr.

Salary 2 (Min)

Salary Max

OR Grade 3

Location Pay

Salary 3 (Min)

Additional Salary Info

Minimum Qualifications:

A Bachelor's degree and three years of experience in the administration of a public health, health regulatory, or human services related field OR an Associate's degree and five years of such experience OR seven years of such experience. At least one year of the experience must have included supervision of staff and/or program management. A Master's degree may substitute for one year of the general experience.

Preferred Qualifications:

Bachelor's Degree and four years of professional/administrative experience with HIV/AIDS health program development, implementation and management; knowledge of NYS Medicaid policy and reimbursement systems; knowledge of managed care policy and issues as they relate to persons with HIV; experience providing technical assistance to health care and HIV support service providers; experience in program oversight including survey and/or contract management activities addressing special needs populations; experience developing and evaluating quality standards; proficiency with spreadsheet and database programs such as Excell, Access, and Crystal reports.

Responsibilities:

The Program Coordinator I will have responsibilities associated with the implementation, program oversight, and reimbursement of health care services for persons with HIV/AIDS. Duties will include: participating in policy and standards development; programmatic follow-up especially as it relates to Medicaid reform and emerging system changes for Designated AIDS Centers and providers in HIV Primary Care Medicaid program and working with other HIV programs within the AIDS Institute regarding issues affecting persons with HIV; providing subject matter experience on the clinical and support needs of HIV+ persons; coordination of other special projects related to assuring appropriate treatment of persons with HIV/AIDS in the expanding managed care and insurance environment, navigating pharmacy benefit programs, confidentiality issues, etc. The incumbent will coordinate communication and provide support to staff related to HIV requirements of managed care plans. Other related duties as assigned.

Conditions of Employment:
Grant funded position.

Compliance with funding requirements such as time and effort reporting, grant deliverables, and contract deliverables, is required.

**HRI participates in the E-Verify Program**

**AA/EEO/M/W/Qualified Individuals with Disabilities/Qualified Protected Veterans**

[www.healthresearch.org](http://www.healthresearch.org)
The New York City Department of Environmental Protection (DEP) protects public health and the environment by supplying clean drinking water, collecting and treating wastewater, and reducing air, noise, and hazardous materials pollution. DEP is the largest combined municipal water and wastewater utility in the country, with nearly 6,000 employees. We deliver 1.1 billion gallons of high quality drinking water per day to 8.3 million New York City residents and more than 1 million people in Upstate New York, and we collect and treat an average of 1.3 billion gallons of wastewater per day.

Working under general supervision, as part of bureau EHS, responsible for coordinating and supporting facility operations in maintaining environmental, health and safety (EHS) compliance of a wastewater treatment plant (WWTP), in accordance with OSHA, PESH (DOL) and FDNY regulations, federal, state and local environmental laws and regulations and Agency EHS polices. Responsibilities cover all aspects of EHS compliance, including, but not limited to: coordination, support and management in maintaining EHS compliance of a WWTP; coordinating/managing implementation of new EHS program initiatives; evaluating the effectiveness of EHS programs and recommending and implementing improvements; providing EHS guidance and support to facility staff; identifying new potential sources of hazards in the facility; performing job hazard analysis and monitoring; maintaining documented program, plan and policy documents; maintaining regulatory required documentation (hardcopy and/or electronic); performing required compliance inspections and programmatic audits; managing the resolution of audit findings; responding to environmental, health and safety issues and emergencies at the facility; and assisting with EHS compliance improvements and enhancements bureau-wide. A valid New York State Motor Vehicle Driver License and the ability to obtain 40-hour HAZWOPER certification are required.

Minimum Qual Requirements

1. A baccalaureate degree from an accredited college or university, including or supplemented by 30 semester credits in the biological and/or physical sciences, and at least two years of satisfactory full-time experience performing inspections to assure compliance with pertinent laws, rules and regulations governing the areas of food, drugs and general environmental conditions; or

2. An associate degree from an accredited college or university, including or supplemented by 12 semester credits in the biological and/or physical sciences, and four years of satisfactory full-time experience as described in “1” above; or

3. Education and/or experience equivalent to “1” or “2” above. However, all candidates must have at least 60 semester credits from an accredited college or university, including at least 12 semester credits in the biological and/or physical sciences. Furthermore, to assure compliance with Section 11.112 of the New York State Sanitary Code, all candidates must have at least two years of experience as a public health sanitarian as described in “1” above.

Preferred Skills

Candidates must be knowledgeable in OSHA regulations and related health and safety regulations and/or federal and/or state environmental laws and regulations related to waste management, bulk storage tanks or environmental assessments and remediation. Candidate should have a working knowledge of MS-Office and strong oral communication and organization skills.

Additional Information

Appointments are subject to OMB approval.

For additional information about DEP, visit www.nyc.gov/dep.

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.

<table>
<thead>
<tr>
<th>Company/Position Details</th>
<th>Required Qualifications</th>
<th>Preferred Skills</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYC DOHMH Bureau of District Public Health Offices (DPHO) within the Center for Health Equity, East and Central Harlem</td>
<td>“MPH highly desirable … experience with GIS”</td>
<td></td>
<td><a href="https://a127-jobs.nyc.gov/">https://a127-jobs.nyc.gov/</a> (job ID = 183837)</td>
</tr>
<tr>
<td>NYC DOHMH Bureau of District Public Health Offices (DPHO) within the Center for Health Equity, East and Central Harlem</td>
<td>“…must have at least a master's degree … some experience with GIS…”</td>
<td></td>
<td><a href="https://a127-jobs.nyc.gov/">https://a127-jobs.nyc.gov/</a> (job ID = 183814)</td>
</tr>
<tr>
<td>NYC DOHMH Bureau of District Public Health Offices (DPHO) within the Center for Health Equity, East and Central Harlem</td>
<td>“MPH highly desirable … experience with GIS”</td>
<td></td>
<td><a href="https://a127-jobs.nyc.gov/">https://a127-jobs.nyc.gov/</a> (job ID = 183890)</td>
</tr>
<tr>
<td>NYC DOHMH Environmental Response Analyst, Bureau of Environmental Surveillance and Policy</td>
<td>“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)</td>
<td></td>
<td><a href="https://a127-jobs.nyc.gov/">https://a127-jobs.nyc.gov/</a> (job ID = 190007)</td>
</tr>
</tbody>
</table>
Appendix C: External Letters of Support

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,

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 graduates of the program will have multiple options to consider both in terms of joining the workforce 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
February 15, 2015

R. Gui Tinayi 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
February 18, 2015

R. Gül 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
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 focus 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.
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
Appendix D: Course Descriptions (existing courses)


**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.** (3 credits, 3 hours) Fundamentals of remote sensing: energy interactions between the sun, atmosphere, and features on the earth surface. Course content: structure of raster data, cell size, and both passive and active remote sensing; and spatial, spectral, radiometric and temporal resolution characteristics of different multi-spectral remotely sensed data using specialized image analysis software.

**GEP 350: Special Projects in Geographic Information Systems.** (3 credits, 3 hours) The course focuses on special topics in the use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences. The advanced use of computer mapping and spatial analysis for studying the physical and human components of the earth's environment.

**GEP 360: Geovisualization and Analytic Cartography.** (3 credits, 3 hours) Creating maps using advanced Geographic Information Science (GISc) techniques. Focus on understanding cartographic conventions and principles of good cartographic design and analysis of complex spatial data through geovisualization methods. PREREQ: GEP 204, or GEP 205, or Departmental permission.
Global Health

**HEA 302:** Women and Health (3 credits, 3 hours) Physiological, psychological, political, and social determinants of the health and healthcare of women. PREREQ: Two courses in the behavioral sciences.

**HEA 211:** Perspectives on AIDS (3 credits, 3 hours) Examination of HIV/AIDS in the United States and the world, including biomedical aspects of HIV/AIDS, history of the epidemic, epidemiology, prevention, treatment, and policy issues.

**HSA 350:** Contemporary Health Issues (3 credits, 3 hours; maximum 6 credits). Recent topics of interest pertinent to the management and delivery of healthcare. Emphasis will be given to administrative, political, legislative, and legal dimensions of current health issues. PREREQ: HSD 266 and HSA 267.

**HEA 348:** Latino Health. (3 credits, 3 hours) An interdisciplinary perspective on the health of Latinos in the United States. Topics include health disparities, immigrant paradox, chronic disease, and current research on protective factors.
LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF HEALTH SCIENCES
CURRICULUM CHANGE

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

2. 

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>HEALTH SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ x ] Undergraduate [ ] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[ x ] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Public Health</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PHE 340</td>
</tr>
<tr>
<td>Course Title</td>
<td>Global Nutrition and Disease</td>
</tr>
<tr>
<td>Description</td>
<td>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.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>HSD 240</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Hours</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ x ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
<td></td>
</tr>
<tr>
<td>General Education Component</td>
<td>[x] Not Applicable</td>
</tr>
<tr>
<td></td>
<td>[ ] Required</td>
</tr>
</tbody>
</table>
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):** HEALTH SCIENCES  
   **Career:** [ x ] Undergraduate [ ] Graduate  
   **Academic Level:** [ x ] Regular [ ] Compensatory [ ] Developmental [ ] 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:** [ ] Yes [ x ] No  
   **Course Attribute (e.g. Writing Intensive, WAC, etc):**  
   **General Education:** [x] Not Applicable  
   _____ Required
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.  

<table>
<thead>
<tr>
<th><strong>Department(s)</strong></th>
<th>HEALTH SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career</strong></td>
<td>[ x ] Undergraduate</td>
</tr>
<tr>
<td></td>
<td>[ ] Graduate</td>
</tr>
<tr>
<td><strong>Academic Level</strong></td>
<td>[ x ] Regular</td>
</tr>
<tr>
<td></td>
<td>[ ] Compensatory</td>
</tr>
<tr>
<td></td>
<td>[ ] Developmental</td>
</tr>
<tr>
<td></td>
<td>[ ] Remedial</td>
</tr>
<tr>
<td><strong>Subject Area</strong></td>
<td>Public Health</td>
</tr>
<tr>
<td><strong>Course Prefix &amp; Number</strong></td>
<td>PHE 303</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td><strong>Approaches to Public Health Research</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Research methods and findings applied to public health problems; quantitative and qualitative approaches; relevant experimental designs and analytical techniques</td>
</tr>
<tr>
<td><strong>Pre/ Co Requisites</strong></td>
<td>HEA 300, HSD 269, 306</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Liberal Arts</strong></td>
<td>[ ] Yes</td>
</tr>
<tr>
<td></td>
<td>[ x ] No</td>
</tr>
<tr>
<td><strong>Course Attribute</strong></td>
<td>(e.g. Writing Intensive, WAC, etc)</td>
</tr>
<tr>
<td><strong>General Education Component</strong></td>
<td><em>x</em> Not Applicable</td>
</tr>
<tr>
<td></td>
<td>_____ Required</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>HEALTH SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ x ] Undergraduate  [ ] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[ x ] Regular  [ ] Compensatory  [ ] Developmental  [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Public Health</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PHE 304</td>
</tr>
<tr>
<td>Course Title</td>
<td>Fundamentals of Global Health</td>
</tr>
<tr>
<td>Description</td>
<td>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.</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td>PHE 302</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes  [ x ] No</td>
</tr>
<tr>
<td>Course Attribute</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(e.g. Writing Intensive, WAC, etc)</td>
</tr>
<tr>
<td>General Education</td>
<td>[ x ] Not Applicable</td>
</tr>
<tr>
<td>Component</td>
<td>Required</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>___ English Composition</td>
</tr>
<tr>
<td></td>
<td>___ Mathematics</td>
</tr>
<tr>
<td></td>
<td>___ Science</td>
</tr>
<tr>
<td></td>
<td>___ Flexible</td>
</tr>
<tr>
<td></td>
<td>___ World Cultures</td>
</tr>
<tr>
<td></td>
<td>___ US Experience in its Diversity</td>
</tr>
<tr>
<td></td>
<td>___ Creative Expression</td>
</tr>
<tr>
<td></td>
<td>___ Individual and Society</td>
</tr>
<tr>
<td></td>
<td>___ Scientific World</td>
</tr>
</tbody>
</table>

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

2.  

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>HEALTH SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ x ] Undergraduate [ ] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[ x ] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Public Health</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PHE 305</td>
</tr>
<tr>
<td>Course Title</td>
<td><strong>Community-based Participatory Research Methods</strong></td>
</tr>
<tr>
<td>Description</td>
<td>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.</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td>PHE 302 and PHE 303</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ x ] No</td>
</tr>
<tr>
<td>Course Attribute</td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td><strong>x</strong> Not Applicable</td>
</tr>
</tbody>
</table>
3. **Rationale**: This course is proposed to be part of the new BS in Public Health program since the content is essential for the study of public health.

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

   Upon completion of this course, students will be able to:

   - Identify the major principles of CBPR and illustrate their relevance.
   - Describe important events that have shaped the development and evolution of CBPR.
   - Analyze key CBPR methodological considerations in partnering with communities, planning for research, data gathering, and dissemination of results.
   - Demonstrate the importance of cultural competency and identify challenges in working with diverse populations.
   - Critically examine ethical dimensions of CBPR.
   - Evaluate advantages and limitations of CBPR as a method for approaching study and action to address public health and social problems and health disparities.

5. **Date of Departmental Approval**: February 18, 2015
LEHMAN COLLEGE
OF THE
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.

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>HEALTH SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ x ] Undergraduate [ ] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[ x ] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Public Health</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PHE 306</td>
</tr>
<tr>
<td>Course Title</td>
<td>Global Burden of Communicable and Non-Communicable Disease</td>
</tr>
<tr>
<td>Description</td>
<td>An introduction to the rise and burden of both communicable and non-communicable diseases globally, along with methods for global disease surveillance and control.</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td>PHE 304</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Hours</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ x ] No</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>(e.g. Writing Intensive, WAC, etc)</td>
</tr>
</tbody>
</table>
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
1. **Type of change:** New Course

2. 

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>HEALTH SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ x ] Undergraduate [ ] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[ x ] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Public Health</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PHE 307</td>
</tr>
<tr>
<td>Course Title</td>
<td>Emergency Preparedness at the Global, National and Community Levels</td>
</tr>
<tr>
<td>Description</td>
<td>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.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>EVN 210, PHE 302, PHE 303</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Hours</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ x ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
<td></td>
</tr>
</tbody>
</table>

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
LEHMANN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2.

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>HEALTH SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ x ] Undergraduate [ ] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[ x ] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Public Health</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PHE 470</td>
</tr>
<tr>
<td>Course Title</td>
<td>Public Health Field Experience</td>
</tr>
<tr>
<td>Description</td>
<td>Supervised field experience requiring a minimum of 120 hours of work in a public health setting</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Completion of 39 credits in major</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Hours</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ x ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
<td></td>
</tr>
<tr>
<td>General Education Component</td>
<td><em><strong>x</strong></em> Not Applicable</td>
</tr>
<tr>
<td></td>
<td>_____ Required</td>
</tr>
<tr>
<td></td>
<td>_____ English Composition</td>
</tr>
<tr>
<td></td>
<td>_____ Mathematics</td>
</tr>
</tbody>
</table>
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
LEHMANN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2.

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>HEALTH SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ x ] Undergraduate [ ] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[ x ] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Public Health</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PHE 472</td>
</tr>
<tr>
<td>Course Title</td>
<td><strong>Public Health Capstone</strong></td>
</tr>
<tr>
<td>Description</td>
<td>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.</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td>Completion of 39 credits in major</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Hours</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ x ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, WAC, etc)</td>
<td></td>
</tr>
<tr>
<td>General Education Component</td>
<td>_<strong>x</strong> Not Applicable</td>
</tr>
<tr>
<td></td>
<td>_____ Required</td>
</tr>
</tbody>
</table>
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

Grade Distribution:

<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm:</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>40%</td>
</tr>
<tr>
<td>Group project:</td>
<td>25%</td>
</tr>
</tbody>
</table>

Tentative Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥93</td>
<td>B-</td>
<td>80-82</td>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>C+</td>
<td>77-79</td>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>C</td>
<td>73-76</td>
<td>F</td>
<td>&lt;60</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>C-</td>
<td>70-72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tentative Course schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Brief overview of nutrition and health</td>
</tr>
<tr>
<td>Week 2</td>
<td>Malnutrition: Protein energy malnutrition and undernutrition</td>
</tr>
<tr>
<td>Week 3</td>
<td>Micronutrient deficiencies: vitamin A, Iodine,</td>
</tr>
<tr>
<td>Week 4</td>
<td>Micronutrient deficiencies: Iron, Zinc</td>
</tr>
<tr>
<td>Week 5</td>
<td>Nutritional requirements during pregnancy and current practices/challenges in developing countries</td>
</tr>
<tr>
<td>Week 6</td>
<td>Infant and childhood feeding: breastfeeding and complementary feeding practices</td>
</tr>
<tr>
<td>Week 7</td>
<td>MID TERM</td>
</tr>
<tr>
<td>Week 8</td>
<td>The burden of infections on nutritional status</td>
</tr>
<tr>
<td>Week 9</td>
<td>Globalization, nutrition transition and obesity</td>
</tr>
<tr>
<td>Week 10</td>
<td>Global Food Insecurity</td>
</tr>
<tr>
<td>Week 11</td>
<td>Nutrition-related interventions: effects and challenges with regards to community-based and international interventions</td>
</tr>
<tr>
<td>Week 12</td>
<td>Chronic disease and nutrition: Cardiovascular Disease</td>
</tr>
<tr>
<td>Week 13</td>
<td>Chronic disease and nutrition: Cancer</td>
</tr>
<tr>
<td>Week 14</td>
<td>Translating research evidence into policy</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final exam</td>
</tr>
</tbody>
</table>

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.
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

Other assigned readings are provided on Blackboard.

Course Structure:

Class Attendance and Participation
Class attendance is an important part of the learning process. Students are expected to attend all class sessions and do all required reading prior to the class to which it is assigned. There is a substantial amount of reading required in this course and you may need to read some of the articles more than once. Because class attendance and participation are such a key part of class you are expected to attend each class. Students are expected to arrive on time. Students are also expected to create a respectful environment that is conducive to learning. To help create this environment, cell phones and pagers must be turned off or set to vibrate. Text messaging is not allowed and students found to be texting during class will be asked to turn off their phones. Laptop computers and other electronic devices (i.e., iPhones, iPads, iPods, etc.) are not allowed.
Critical reading and reflection are integral components of higher level thinking and learning. This course will provide an opportunity to develop and practice these skills. Therefore, in order to have good discussion and really delve into the topics each week, students need to come to class prepared to discuss the readings in detail. These topics will likely create lively and interesting discussions and students may at times disagree with one another. Students are expected to respect other’s opinions and work to create an environment where everyone feels comfortable sharing his or her ideas.

Meeting Deadlines
All assignments are due at the beginning of class. Assignments will receive 5% off for each 24 hours they are late. Students must turn in all written assignments to pass the course.

Other Expectations
Students can expect the instructor to facilitate student learning through classroom activities, lectures, constructive feedback on class assignments, and appointments with students. Students can expect to get out of class on time as long as students arrive to class on time and are ready to begin working at the scheduled start time. The instructor will be open to constructive feedback about the course. Students can expect timely responses to emails, usually within 24 hours, however, in the rare instance where you do not receive a response within 24 hours, please do not email again until at least 48 hours have passed. Do not wait until the night before to email me about a question for an assignment, I do not guarantee that I will be able to get back to you with enough time for you to complete the assignment.

Course Feedback
During this course I will be asking you to give me feedback on your learning in informal as well as formal ways, including anonymous surveys. You will also have opportunities in class to provide feedback. It’s very important for me to know your reaction to what we’re doing in class, so I encourage you to respond to these surveys and other feedback opportunities, ensuring that together we can create an environment effective for teaching and learning.

GRADING SCALE

Grading Scale
- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%

COURSE REQUIREMENTS

Written Assignments: In addition to turning assignments in at the beginning of class, all students must upload their assignments to Blackboard. All written assignments must be completed to pass the course.

Class Participation – 10% of grade. Students are expected to have read all assigned materials prior to coming to class and should be prepared to participate in class discussions of those readings. Because of the interactional nature of the class, quality and quantity of informed participation and contribution will be evaluated.

Each student will also be responsible for preparing 2 questions or commentary on each weeks’ readings. The questions/commentary should not be a Yes/No answer, but rather pose a question that would lead to a discussion. Questions/commentaries should cover areas such as issues/questions that were brought up by the readings, comparisons or contradictions in readings, links between readings across different topic areas, and/or controversial issues.

The questions should be posted to the Discussion Board on Blackboard by the preceding Sunday at 5 pm. Students are welcome to comment on the discussion board postings at any time.
Weekly Individual/Dyad Presentation – 10% of grade. One to two students will work together each week to find an additional one to two readings for the class session. Students will select topics on the first day of class, with input from the Instructor. Topics may include specific health issues or sub-groups related to the focus of that day’s class. This assignment gives students the opportunity to work independently to find relevant information, present information to the class, and lead the discussion.

Reaction Papers – 30% of grade. Students will write a two page reaction paper (1 inch margins, 12 point Times New Roman font, double spaced) on the readings and class material for a total of three classes. Students can submit up to four reaction papers with the top three scores counting toward the final grade. In addition to content, reaction papers will be graded for grammar, clarity, and organization as well as the use of and reference to class material. (10% of final grade for each reaction paper, total 30% of final grade).

Research Paper - 30% of grade. A final research paper (approximately 12-15 pages double-spaced pages, not including references) is required of each student and is due no later than May 9th at 5pm. Topics for research papers may vary widely but must be linked to the study of social determinants of health and must be approved in advance by the instructor I suggest you set up a time to meet with me or come to office hours to discuss your topic before beginning. Be sure to upload a final copy of the paper to Blackboard by May 9th at 5pm.

Research Paper Presentation – 20% of grade. Each student will present their research papers to the class in a formal 10 minute PowerPoint presentation with 5 minutes for questions scheduled during the last two of weeks of class.

The assignment of points and the grading scale is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Individual/dyad presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Reaction Papers (3 at 10% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Research Paper Presentation</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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 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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions/Course Syllabus</td>
<td>Review syllabus, assignments, course expectations</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Suggestion:</strong> Have at Least One Reaction Paper Completed by Today</td>
</tr>
</tbody>
</table>

101
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>

*Suggestion*

Have at Least Two Reaction Papers Completed by Today
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13</td>
<td>Student Presentations</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Student Presentations</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Presentations and Wrap Up</td>
<td></td>
</tr>
</tbody>
</table>
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


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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Type</th>
<th>Points %</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course entry assignment</td>
<td>Individual</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Letter of intent</td>
<td>Group</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Letter of intent</td>
<td>Individual</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Draft: title, background, specific aims and hypotheses</td>
<td>Group</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Draft: title, background, specific aims and hypotheses</td>
<td>Individual</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Power-Point presentation (15 minutes): Title, introduction, specific aims, hypotheses, background &amp; significance, design &amp; methods, implementation, limitations, conclusion</td>
<td>Group</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Group Member Evaluation</td>
<td>Individual</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Draft: title, introduction, specific aims, hypotheses, background &amp; significance, design &amp; methods, implementation, limitations, conclusion</td>
<td>Group</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Draft: title, specific aims, hypotheses, background &amp; significance, design &amp; methods</td>
<td>Individual</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Assignments Due Date and Points
School Policies

Academic Integrity
Dishonesty will not be tolerated in this course. Dishonesty includes, but is not limited to, (1) plagiarism; (2) cheating; (3) having another person fulfill your assignment. To help you in understanding what plagiarism is and how to avoid it, please read the guide provided by CUNY’s provost, dean, and student affairs offices.

Any cases of academic dishonesty that I discover in any assignment in this course will be dealt with strictly: A faculty report on the dishonest student will be filed with the Office of the Academic Integrity Official; the student will be failed in the assignment and possibly also in the course. Please consult CUNY's policy on academic integrity for further information: [http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html](http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html)

Students with Disabilities:
The Office of Student Disability Services (SDS) provides a supportive environment for students with disabilities and can be helpful in arranging student accommodations, support services, and academic adjustments. Please contact the office early in the semester to schedule an appointment. If after meeting with SDS it is determined that you would benefit from in-class accommodations, the office will ask you to bring me an Academic Adjustment Memo that specifies the nature of the accommodations. I can work with you to ensure that these accommodations are met.

<table>
<thead>
<tr>
<th>Group Member Evaluation</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Group</td>
</tr>
<tr>
<td>Final paper: Short proposal - Title, introduction, specific aims, hypotheses, background, design and methods, implementation, monitoring and evaluation, references</td>
<td>Individual</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
# Course Schedule

## Week 1  Introduction & Course Overview

<table>
<thead>
<tr>
<th>Lecture Objective: Introduction &amp; Course Overview</th>
<th>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.</th>
</tr>
</thead>
</table>

**Read:**  
Foundations  
Philosophy of Research  
Ethics in Research  
Conceptualizing Evaluation  
Research  
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 |
|---|---|

|---|---|

<table>
<thead>
<tr>
<th>Activity Objective: RFPs and Proposal Logistics</th>
<th>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.</th>
</tr>
</thead>
</table>

| Activity | Access and review posted web links of RFPs (request for proposals), RFAs |
### Lecture Objective: Needs Assessment and Priority Settings in Public Health

This week’s lecture will introduce you to a fundamental element of project planning: assessing population health needs and ensuring that project initiation, planning and implementation reflect the needs and aspirations of beneficiaries. You will be introduced to a variety of approaches for conducting population health needs assessment in high and low-income countries. Advantages and limitations of these various approaches will be addressed.

### Required Readings


### Recommended Readings


### Activity 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 4

**Defining Project Goals, Objectives, Indicators & Hypotheses**
<table>
<thead>
<tr>
<th>Lecture Objective: Defining Project Goals, Objectives, Indicators &amp; Hypotheses</th>
<th>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.</th>
</tr>
</thead>
</table>

<p>| Activity Objective: Writing Specific Aims and Hypothesis | Learn how to write SMART specific aims and when a specific aim calls for a hypothesis. |
| Activity Preparation | To be assigned. |</p>
<table>
<thead>
<tr>
<th>Week 5 Project Conceptual Model</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Objective: Group Work</td>
<td>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.</td>
</tr>
<tr>
<td>Activity Preparation</td>
<td>To be assigned.</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>Design and Method – Quantitative</strong></td>
</tr>
<tr>
<td>Lecture Objective: Design and Method – Quantitative</td>
<td>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 designs and methods that are available for structuring the orientation of population based health projects.</td>
</tr>
</tbody>
</table>
| Recommended Readings | Here are some sample size calculation software applications:  
- Epi-Info Statcalc: [http://www.cdc.gov/epiinfo/](http://www.cdc.gov/epiinfo/)  
- PS Power and sample Calculator version 3.0 (2009) by William Dupont: [http://biostat.mc.vanderbilt.edu/twiki/bin/view/Main/PowerSampleSize](http://biostat.mc.vanderbilt.edu/twiki/bin/view/Main/PowerSampleSize) |
<table>
<thead>
<tr>
<th><strong>Activity Objective:</strong> Conceptual Maps</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity Preparation</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td><strong>Project Theoretical Model and Intervention Mapping</strong></td>
</tr>
<tr>
<td><strong>Lecture Objective:</strong> Project Theoretical Model and Intervention Mapping</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Recommended Readings


### Activity Objective

**Group Work**

For in-class activity, each group will be assigned one or more of the above listed articles to review and present in the class.

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 8

**Design and Method – Quantitative (Questionnaire Design)**

### Lecture Objective

**Design and Method – Quantitative**

This week’s lecture will discuss strategies for designing effective questionnaires for use in primary data collection.
### Required Readings


### Recommended Readings


### Activity Objective: Theory and the Conceptual Map

Refine your group and individual conceptual maps. Building on your group and individual conceptual maps, we will work through overlaying theory onto the conceptual map both in groups and individually. The instructor and TA will be available for questions.

### Activity Preparation

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.

**Week 9**

Design and Method - Mixed Method Approach
<table>
<thead>
<tr>
<th><strong>Lecture Objective:</strong> Design and Method – Mixed Method Approach</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5. Devers KJ (1999). How will we know &quot;good&quot; qualitative research when we see it? Beginning the dialogue in health services research. <em>Health Serv Res.</em>; 34(5 Pt 2):1153-88.</td>
</tr>
<tr>
<td><strong>Activity Objective:</strong> Group Work</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Activity Preparation</strong></td>
<td>To be assigned.</td>
</tr>
<tr>
<td>Lecture Objective: Project Monitoring and Evaluation</td>
<td>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.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Activity Objective: Group Work</td>
<td>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.</td>
</tr>
<tr>
<td>Activity Preparation</td>
<td>To be assigned.</td>
</tr>
<tr>
<td>Lecture Objective: Project Monitoring and Evaluation</td>
<td>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.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Activity Objective: Group Presentations</td>
<td>Receive feedback from instructor, TA, and classmate on your emerging proposal plans.</td>
</tr>
<tr>
<td>Activity Preparation</td>
<td>Prepare power-Point presentation to last 15 minutes including: title, introduction, specific aims, hypotheses, background &amp; significance, conceptual model, design &amp; methods, implementation, limitations, conclusion. Wisely select how to best present this information in 15 minutes.</td>
</tr>
<tr>
<td>Week 12</td>
<td>Budget and Budget Justification</td>
</tr>
<tr>
<td>Lecture Objective: Budget and Budget Justification</td>
<td>This week’s lecture will discuss various types of budgets. Guidelines and examples of how to develop and justify project budgets will be provided.</td>
</tr>
</tbody>
</table>

| 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**


**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.
<table>
<thead>
<tr>
<th>Required Readings</th>
<th>Read:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Review Belmont Report Educational Video <a href="http://www.youtube.com/watch?v=W7sfIA1dI">http://www.youtube.com/watch?v=W7sfIA1dI</a>GQ</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Activity Objective:</th>
<th>Group Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

| Activity Preparation | To be assigned. |
LEHM AN 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Critical reflection papers (5% each)</td>
<td>15%</td>
</tr>
<tr>
<td>Group debate</td>
<td>10%</td>
</tr>
<tr>
<td>Group paper outline (to include objectives, hypotheses, and policy relevance)</td>
<td>5%</td>
</tr>
<tr>
<td>Draft group paper</td>
<td>10%</td>
</tr>
<tr>
<td>Final group paper</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grade Scale:

- A      >= 93
- A-     90-92
- B+     87-89
- B      83-86
- B-     80-82
- C+     77-79
- C      73-76
- C-     70-72
- D+     67-69
- D      63-66
- D-     60-62
- F      < 60

Class Participation:

Class participation includes engagement in discussions and answering of questions during lecture. Lateness and absence will count against this grade. Class participation accounts for 10% of the final grade.
Assignments:

Assignments consist of reflection papers, accounting for 15% of the final grade.

Group debate:

A group debate will be held, where each student is expected to come prepared and will be graded on an individual basis, accounting for 10% of the final grade.

Group paper:

Students will be assigned to small groups, in order to work together with other students on a term paper. The paper will be graded in stages to encourage timely completion. The overall paper will equal 45% of the final grade.

Final exam:

A comprehensive final exam will equal 20% of the final grade.

Course Policies

Lateness and absences: Lateness or absence will count against your class participation grade unless there is an emergency or it is cleared with the professor in a timely fashion before class. If you miss a session, it is your responsibility to check with your classmates for notes and other course materials.

Late submission of assignments or exams: Late assignments/exams will generally not be accepted unless it is cleared with the professor well before the due date. Under special circumstances, unexcused late assignments may be accepted (at the professor’s discretion) but one full letter grade will be subtracted. If there is a medical reason for lateness, please supply documentation.

Blackboard: Blackboard will be used to distribute and update assignments, readings, and other course materials. It is the student’s responsibility to check it regularly.

Cell phone use: The use of cell phones and other similar devices are not permitted during class.

Computers: For classes held in a computer lab, the following additional rules apply:

- Monitors must be turned off during lectures
- No drinking or eating of any kind in the lab
- No printing of any materials without permission from the instructor or the lab manager

Incompletes: A grade of incomplete will only be considered if you are clearly making a good faith effort to complete the course (i.e., attending regularly, participating in discussions) and have a good reason for not completing the work.

Academic dishonesty: Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing (including “cutting and pasting” or paraphrasing information from the internet without proper citation), fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or papers written for other courses, or tampering with the academic work of other students. Students may be asked to submit their notes and references to prove that their work is their own. For further clarification, please read CUNY’s policy on academic integrity at
http://www.lehman.edu/provost/documents/academic-integrity.pdf. Violators will be reported to the head of the Department and to the Dean of Student Affairs.

**Syllabus Modification:** The instructor may modify the syllabus and study plan.

**Accommodation for Students with Disabilities:**
Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, tel #: 718-960-8441.

**The Academic Center for Excellence (ACE) and the Science Learning Center (SLC):**
Lehman College has two tutoring centers on campus. The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences and writing, as well as general writing skills. The SLC provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and SLC, please visit their website at http://www.lehman.edu/issp, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.
Schedule:

- Readings and assignments are to be done before the class in which they are listed.
- Schedule, readings, and assignments are subject to change.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction; Social determinants of health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>International cooperation in global health: A historical overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>International health agencies, activities &amp; other actors</td>
<td>Reflection paper1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Political economy of health and development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Globalization and health</td>
<td>Reflection paper2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Gender &amp; health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Nutrition and global health</td>
<td>Reflection paper3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>The role of NGOs in global health</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Water &amp; sanitation</td>
<td>Group debate</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Disease control priorities in low income countries</td>
<td>Draft Group paper</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Disease control priorities in low income countries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Maternal and child health</td>
<td>Final Group paper</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Health systems reforms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Semester Review</td>
<td>Term Projects due</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Final Exam</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>
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:


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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Class participation</td>
</tr>
<tr>
<td>20%</td>
<td>Assignments</td>
</tr>
<tr>
<td>20%</td>
<td>Final Paper &amp; Presentation</td>
</tr>
<tr>
<td>25%</td>
<td>Midterm exam</td>
</tr>
<tr>
<td>25%</td>
<td>Final exam</td>
</tr>
<tr>
<td>100%</td>
<td>Total</td>
</tr>
</tbody>
</table>

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**

**Lateness and absences:** Lateness or absence will count against your class participation grade unless there is an emergency or it is cleared with the professor in a timely fashion before class. If you miss a session, it is your responsibility to check with your classmates for notes and other course materials.

**Late submission of assignments or exams:** Late assignments/exams will generally not be accepted unless it is cleared with the professor well before the due date. Under special circumstances, unexcused late assignments may be accepted (at the professor’s discretion) but one full letter grade will be subtracted. If there is a medical reason for lateness, please supply documentation.

**Blackboard:** Blackboard will be used to distribute and update assignments, readings, and other course materials. It is the student’s responsibility to check it regularly.

**Cell phone use:** The use of cell phones and other similar devices are not permitted during class.

**Computers:** For classes held in a computer lab, the following additional rules apply:

- Monitors must be turned off during lectures
- No drinking or eating of any kind in the lab
- No printing of any materials without permission from the instructor or the lab manager

**Incompletes:** A grade of incomplete will only be considered if you are clearly making a good faith effort to complete the course (i.e., attending regularly, participating in discussions) and have a good reason for not completing the work.

**Dropping:** The last day to drop the course with the grade of “W” is April 12 (no refund).

**Academic dishonesty:** Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing (including “cutting and pasting” or paraphrasing information from the internet without proper citation), fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or papers written for other courses, or tampering with the academic work of other students. Students may be asked to submit their notes and references to prove that their work is their
own. For further clarification, please read CUNY’s policy on academic integrity at http://www.lehman.edu/provost/documents/academic-integrity.pdf. Violators will be reported to the head of the Department and to the Dean of Student Affairs.

Syllabus Modification: The instructor may modify the syllabus and study plan.

Accommodation for Students with Disabilities:
Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, tel #: 718-960-8441.

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC):
Lehman College has two tutoring centers on campus. The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences and writing, as well as general writing skills. The SLC provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and SLC, please visit their website at http://www.lehman.edu/issp, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.
Schedule:

-Readings and assignments are to be done before the class in which they are listed

-Schedule, readings, and assignments are subject to change

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Course overview, conceptual models of research and brief introduction to CBPR</td>
<td>Chapter 1</td>
<td>--</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>CBPR Historical context and social determinants of health</td>
<td>Chapter 2</td>
<td>--</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Principles of CBPR</td>
<td>Chapter 3</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Experimental Design in CBPR</td>
<td>Chapters 4</td>
<td>Assignment 1 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article (TBD)</td>
<td>Article (TBD)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Community partnerships and Collaborations (2) / Peer critique of Assignment 1</td>
<td>Chapters 5 &amp; 6</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Community assessment, issue analysis, and research planning</td>
<td>Chapter 9 &amp; 12</td>
<td>--</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Data gathering</td>
<td>Chapters 10 &amp; 11</td>
<td>Assignment 2 Due</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td><strong>Midterm exam</strong></td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Ethical considerations in CBPR, IRB, and funding issues (1) / Peer critique of assignment 2</td>
<td>Chapter 14</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article (TBD)</td>
<td>Article (TBD)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Ethical considerations in CBPR, IRB, and funding issues (2)</td>
<td>Chapter 15</td>
<td>Assignment 3 Due</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Diverse populations, cultural competence, and issues of power in CBPR / Peer critique of assignment 3</td>
<td>Article (TBD)</td>
<td>--</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Interpretation, results sharing, and action planning</td>
<td>Chapters 16 &amp; 17</td>
<td>Assignment 4 Due</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Peer critique of draft</td>
<td>--</td>
<td>Final Paper Draft Due</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Final Paper Presentations</td>
<td>--</td>
<td>Final Paper Due</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td><strong>Final Exam</strong></td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
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:

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:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Class participation</td>
</tr>
<tr>
<td>40%</td>
<td>Assignments</td>
</tr>
<tr>
<td>20%</td>
<td>Mid-term exam</td>
</tr>
<tr>
<td>30%</td>
<td>Final exam</td>
</tr>
<tr>
<td>100%</td>
<td>Total</td>
</tr>
</tbody>
</table>

**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.

Blackboard: Blackboard will be used to distribute and update assignments, readings, and other course materials. It is the student’s responsibility to check it regularly.

Cell phone use: The use of cell phones and other similar devices are not permitted during class.

Computers: For classes held in a computer lab, the following additional rules apply:
- Monitors must be turned off during lectures
- No drinking or eating of any kind in the lab
- No printing of any materials without permission from the instructor or the lab manager

Incompletes: A grade of incomplete will only be considered if you are clearly making a good faith effort to complete the course (i.e., attending regularly, participating in discussions) and have a good reason for not completing the work.

Academic dishonesty: Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing (including “cutting and pasting” or paraphrasing information from the internet without proper citation), fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or papers written for other courses, or tampering with the academic work of other students. Students may be asked to submit their notes and references to prove that their work is their own. For further clarification, please read CUNY’s policy on academic integrity at http://www.lehman.edu/provost/documents/academic-integrity.pdf. Violators will be reported to the head of the Department and to the Dean of Student Affairs.

Syllabus Modification: The instructor may modify the syllabus and study plan.

Accommodation for Students with Disabilities:
Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, tel #: 718-960-8441.

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC):
Lehman College has two tutoring centers on campus. The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences and writing, as well as general writing skills. The SLC provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and SLC, please visit their website at http://www.lehman.edu/issp, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.
**Schedule:**

- Readings and assignments are to be done *before* the class in which they are listed.
- Schedule, readings, and assignments are subject to change.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>The Global Burden of Disease, Goals and Strategies for Prevention and Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Global Challenges in Cancer Prevention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Cardiovascular Disease: Global needs and approaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Diabetes: Global needs and approaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Infectious agents and chronic disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Global Non-communicable diseases of children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td><strong>Mid-Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Zoonotic and arboviral diseases: Global Challenges of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Global challenges of Gastrointestinal and Respiratory Infections related to Environmental Conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Sexually-transmitted diseases: Global Challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Global Surveillance of Infectious and Communicable diseases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Global Surveillance of Chronic diseases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Sources of health-related information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td><strong>Final Exam</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:


Resources:  
The following websites will be useful in the development and understanding of disaster and emergency preparedness:

- [www.fema.gov](http://www.fema.gov) - for basic information on the federal emergency management system, reports, legal documents, training and planning documents, and status reports on disasters, as well as links to state and local emergency management agencies (including a link to the Florida Emergency Management Agency).

- [www.colorado.edu/hazards](http://www.colorado.edu/hazards) - for information regarding specific hazards, full texts of the Natural Hazards Center’s series of working papers and quick response reports for recent disasters, and other information sources.

- [www.dhs.gov](http://www.dhs.gov) - for basic information on the Department of Homeland Security, including FEMA, and its constituent agencies and directorates.

- [www.iaem.com](http://www.iaem.com) - for information on the International Association of Emergency Managers (including IAEM Europa, IAEM Oceana, and IAEM Asia), job listings, commentary on current policy issues.

- [www.drc.udel.edu](http://www.drc.udel.edu) - for applied social science research related to disasters, full texts of some of the Disaster Research Center’s publications, including reports to FEMA and other government agencies.

- [www.emforum.org](http://www.emforum.org) - Emergency Information Infrastructure Partnership (EIIP) forum. Holds Internet workshops on a broad range of emergency management issues and maintains an archive of transcripts.

Course Format:
- The course will be divided into four modules relating to planning and policy processes corresponding to these four traditional phases of disaster management. Throughout the semester, particular attention will be paid to how disaster planning and policy efforts can increase and promote resilience and reduce vulnerabilities within communities and across population groups.

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>E</td>
<td>59% or less</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Applied Research Project</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
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 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.

Week 3: Mitigation Planning and Policy Strategies: Local, State, and Federal Level
- Waugh. 2000. Living with Hazards, Chapter 5

Week 4: Measuring and Mapping Vulnerability
Module 2: Preparedness and Planning

Week 5: Social, Economic, and Political Vulnerabilities


Recommended Readings:

Week 6: Community Resilience


Week 7: Emergency Management Planning


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)

Module 3: Disaster Response: Planning for Response

Week 9: Emergency Planning


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


Week 11: Collaboration and Coordination in Emergency Response Planning & Management

Module 4: Disaster Recovery and Rebuilding

Week 12: Recovery Time-frames and Differential Recovery Rates


Week 13: Long-term recovery

  http://www.bepress.com/cgi/viewcontent.cgi?article=1616&context=jhsem&sei-redir=1#search="long-term+disaster+recovery"
  http://www.bepress.com/cgi/viewcontent.cgi?article=1711&context=jhsem&sei-redir=1#search="disaster+recovery+time-frames"

Week 14: Post-Disaster Recovery Planning and Reconstruction

- Phillips B.D. 2009. Disaster Recovery chapter 10- Social Psychological Recovery; Chapter 11- Public Sector Recovery)

Week 15: Post-Disaster Housing Planning


Week 16: Final Exam and Project Presentations
Recommended Readings:


LEHMANN 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.
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.

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Credits per classification</th>
<th>Term: Spring 1</th>
<th>Credits per classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>HEA 300</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>HSD 269</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>HSD 266</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>HEA 301</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>GEP 204</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Term credit total: 15</td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Fall 2</th>
<th>Credits per classification</th>
<th>Term: Spring 2</th>
<th>Credits per classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>PHE 302</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>PHE 303</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>HEA 400</td>
<td>3</td>
<td>x</td>
<td>□</td>
</tr>
<tr>
<td>GEP 320</td>
<td>3</td>
<td>x</td>
<td>□</td>
</tr>
<tr>
<td>Term credit total: 12</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Credits per classification</th>
<th>Term: Spring 1</th>
<th>Credits per classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>HEA 300</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>HSD 269</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>HSD 266</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>HEA 301</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>HEA 267</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Term credit total:</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Term: Fall 2</td>
<td>Credits per classification</td>
<td>Term: Spring 2</td>
<td>Credits per classification</td>
</tr>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>PHE 302</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>PHE 303</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>PHE 304</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>HEA 400</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

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

Admissions 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

<table>
<thead>
<tr>
<th>CUNY Pathways General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Common Core</strong></td>
</tr>
<tr>
<td>A. English Composition (2 courses)</td>
</tr>
<tr>
<td>B. Mathematical and Quantitative Reasoning (1 course)</td>
</tr>
<tr>
<td>Students are advised to complete MTH 23 because it is a prerequisite for Lehman’s HSD 269 Fundamentals of Biostatistics for Health Professionals</td>
</tr>
<tr>
<td>C. Life and Physical Sciences (1 course)</td>
</tr>
<tr>
<td>BIO 11 General Biology I OR BIO 23 Anatomy and Physiology I</td>
</tr>
<tr>
<td><strong>Flexible Common Core</strong></td>
</tr>
<tr>
<td>A. World Cultures and Global Issues (1 course)</td>
</tr>
<tr>
<td>B. U.S. Experience in Its Diversity (1 course)</td>
</tr>
<tr>
<td>C. Creative Expression (1 course)</td>
</tr>
<tr>
<td>D. Individual and Society (1 course)</td>
</tr>
<tr>
<td>E. Scientific World (1 course)</td>
</tr>
<tr>
<td>CHM 17 Fundamentals of General Chemistry OR BIO 24 Anatomy and Physiology II (4 Credits)</td>
</tr>
<tr>
<td>Restricted Elective: Select one course from Areas A-E.</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>Transfer Credit Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Bronx Community College]</td>
<td>[Lehman College]</td>
</tr>
<tr>
<td><strong>Course &amp; Title</strong></td>
<td>Credit</td>
</tr>
<tr>
<td>CPR 10 Cardiopulmonary Resuscitation OR</td>
<td>1</td>
</tr>
<tr>
<td>PEA 12 Elementary Hatha Yoga OR</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Select any physical education course</td>
<td>1</td>
</tr>
<tr>
<td>HLT 91 Critical Issues in Health</td>
<td>2</td>
</tr>
<tr>
<td>HLT 94 Human Nutrition</td>
<td>3</td>
</tr>
</tbody>
</table>
Select 2 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 90</td>
<td>Health and Aging</td>
<td>6</td>
</tr>
<tr>
<td>HLT 92</td>
<td>Drugs, Society &amp; Human Behavior</td>
<td></td>
</tr>
<tr>
<td>HLT 93</td>
<td>Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>HLT 96</td>
<td>Health Education for Parenting</td>
<td></td>
</tr>
<tr>
<td>HLT 97</td>
<td>Field Work in Community Health Resources</td>
<td></td>
</tr>
<tr>
<td>HLT 89</td>
<td>HIV / AIDS</td>
<td></td>
</tr>
<tr>
<td>HEA 310</td>
<td>Health and Aging</td>
<td>6</td>
</tr>
<tr>
<td>HEA 309</td>
<td>Alcohol, Tobacco, and Other Drugs</td>
<td></td>
</tr>
<tr>
<td>HEA 307</td>
<td>Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>HEA 308</td>
<td>Parenting and Child Health</td>
<td></td>
</tr>
<tr>
<td>PSY 11</td>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 11</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>HEA 307</td>
<td>Fundamentals of Sociology</td>
<td></td>
</tr>
<tr>
<td>PSY 166</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 166</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HEA 211</td>
<td>Perspectives On AIDS</td>
<td>6</td>
</tr>
<tr>
<td>PSY 41</td>
<td>Psychology of Infancy and Childhood OR Modern Language</td>
<td>3</td>
</tr>
<tr>
<td>PSY 217</td>
<td>Child Psychology</td>
<td></td>
</tr>
<tr>
<td>FOREIGN LANGUAGE EQUIVALENCY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESTRICTED ELECTIVE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 20</td>
<td>Public Speaking</td>
<td>0-6</td>
</tr>
<tr>
<td>PSY 41</td>
<td>Psychology of Infancy and Childhood OR Modern Language</td>
<td>0-6</td>
</tr>
<tr>
<td>COM 203</td>
<td>Public Speaking</td>
<td></td>
</tr>
<tr>
<td>PSY 217</td>
<td>Child Psychology</td>
<td></td>
</tr>
</tbody>
</table>

FREE ELECTIVES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 11</td>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 11</td>
<td>Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal 28

TOTAL 60

D. Senior College Upper Division Courses Remaining For Baccalaureate Degree

<table>
<thead>
<tr>
<th>INTEGRATION GENERAL EDUCATION REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students choose two courses:</td>
<td></td>
</tr>
<tr>
<td>LEH 352 Studies in Literature: Selected topics in literature.</td>
<td>6</td>
</tr>
<tr>
<td>LEH 353 Studies in the Arts: Selected topics in the arts.</td>
<td></td>
</tr>
<tr>
<td>LEH 354 Historical Studies: Selected topics in historical studies.</td>
<td></td>
</tr>
<tr>
<td>LEH 355 Studies in Philosophy, Theory &amp; Abstract Thinking: Selected topics in philosophy, theory and abstract thinking.</td>
<td></td>
</tr>
</tbody>
</table>

B.S. IN PUBLIC HEALTH
### Core Courses (30 Credits)

- HEA 300 Introduction to Public Health
- HSD 269 Fundamentals of Biostatistics for Health Professionals (*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*)
- HSD 306 Epidemiology
- HEA 267 Human Behavior and Health (*equivalent to BCC’s HLT 91 Critical Issues in Health*)
- 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

### Specialization Courses (15 Credits)

**Geographic Information Science**

- GEP 205 Principles of Geographic Information Science
- GEP 310 Geography of Urban Health
- GEP 320 Population Geography

**Specialization Electives (Choose 6 credits from)**

- 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

### Global Health

- PHE 340 Global Nutrition and Disease
- PHE 304 Fundamentals of Global Health
- PHE 307 Emergency Preparedness at the Global, National and Community Levels

**Specialization Electives (Choose 6 credits from)**

- 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

### Capstone Experience (6 credits)

- PHE 470 Applied/Field Experience
- PHE 472 Capstone Seminar

### FREE ELECTIVES

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.

### WRITING INTENSIVE

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.

### TOTAL

|   | 60 |
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

<table>
<thead>
<tr>
<th>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</th>
<th>Program Courses which may be Taught</th>
<th>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marilyn Aguirre-Molina, M.S., Ed.D., Professor</td>
<td>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)</td>
<td>Teachers College, Columbia University, EdD</td>
<td>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</td>
</tr>
<tr>
<td>Luisa Borrell, D.D.S., Ph.D., Professor</td>
<td>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)</td>
<td>University of Michigan, PhD</td>
<td>Served as Chair of Health Sciences Department, directed Columbia University’s masters and doctoral program in epidemiology, authored more than 80 peer-reviewed articles</td>
</tr>
<tr>
<td>Name</td>
<td>Courses</td>
<td>Institution</td>
<td>Contributions</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Glen Johnson, M.S., M.A, Ph.D., Associate Professor</td>
<td>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</td>
<td>Pennsylvania State University, PhD</td>
<td>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</td>
</tr>
<tr>
<td>Andrew Maroko, M.Phil., Ph.D., Assistant Professor</td>
<td>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</td>
<td>Graduate Center, CUNY, PhD</td>
<td>Serves as the Associate Director of the Urban GISc Lab at Lehman College, authored more than 20 peer-reviewed articles</td>
</tr>
<tr>
<td>Emma Tsui, M.PH., Ph.D., Assistant Professor</td>
<td>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)</td>
<td>Johns Hopkins University, PhD</td>
<td>Serves as Campus Director for the Lehman College MPH Program, authored six peer-reviewed articles</td>
</tr>
<tr>
<td>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</td>
<td>Program Courses which may be Taught</td>
<td>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</td>
<td>Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Alma Idehen. M.S., Adjunct Lecturer</td>
<td>HEA 300: Introduction to Public Health</td>
<td>M.S.</td>
<td></td>
</tr>
<tr>
<td>Claude Joseph, M.P.A, Adjunct Lecturer</td>
<td>HSD 269: Fundamentals of Biostatistics</td>
<td>M.P.A.</td>
<td></td>
</tr>
<tr>
<td>Maria Baquero, M.P.H, Adjunct Lecturer</td>
<td>HSD 269: Fundamentals of Biostatistics</td>
<td>M.P.H.</td>
<td></td>
</tr>
<tr>
<td>Steven Dewolf, M.A., Adjunct Lecturer</td>
<td>HSD 306: Epidemiology</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>Constance Garcia, M.A., Adjunct Lecturer</td>
<td>HSA 267: Management of Health Organizations</td>
<td>M.A.</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Courses</td>
<td>Degree(s)</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------</td>
<td>--------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 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.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th># of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent of Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date (mm/dd/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant/Associate Professor (Program Director)</td>
<td>1</td>
<td>PhD or DPH, public health (community health, epidemiology, environmental health, global health)</td>
<td>F/T</td>
<td>100%</td>
<td>Core courses, including Global Health, and electives, depending on need and the faculty member’s areas of expertise</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>PhD or DPH, public health (community health, epidemiology, environmental health, global health)</td>
<td>F/T</td>
<td>100%</td>
<td>Core courses and electives, depending on need and the faculty member’s areas of expertise</td>
<td>Fall 2016</td>
</tr>
</tbody>
</table>
**Appendix K: Five Year Financial Projections for Program**

Table 12: Five year cumulative costs.: Details

<table>
<thead>
<tr>
<th>DIRECT OPERATING EXPENSES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include additional expenses incurred by other programs when satisfying needs of new program. Faculty need should be commensurate with &quot;net section needs&quot; based on enrollment (see &quot;Enroll &amp; Seat Need Projections&quot; tab)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (list separately). Assoc Prof @ $88,418 Eff 9/1/16.</td>
<td>70,348</td>
<td>88,418</td>
<td>88,418</td>
<td>88,418</td>
<td>88,418</td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (43%)</td>
<td>29,265</td>
<td>36,782</td>
<td>36,782</td>
<td>36,782</td>
<td>36,782</td>
</tr>
<tr>
<td><strong>Total</strong> (Links to Full-Time Faculty on Program Exp Worksheet)</td>
<td>99,613</td>
<td>125,200</td>
<td>125,200</td>
<td>125,200</td>
<td>125,200</td>
</tr>
<tr>
<td>Part Time Faculty Actual Salaries (adjuncts); $3,200 for 5 courses in year 1, every year after 15 courses.</td>
<td>16,000</td>
<td>48,000</td>
<td>48,000</td>
<td>48,000</td>
<td>48,000</td>
</tr>
<tr>
<td>Part Time Faculty Actual Fringe Benefits (24.3%)</td>
<td>3,888</td>
<td>11,664</td>
<td>11,664</td>
<td>11,664</td>
<td>11,664</td>
</tr>
<tr>
<td><strong>Total</strong> (Links to Part-Time Faculty Program Exp Worksheet)</td>
<td>19,888</td>
<td>59,664</td>
<td>59,664</td>
<td>59,664</td>
<td>59,664</td>
</tr>
<tr>
<td>Full Time Staff Base Salary (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong> (Links to Full-Time Staff on Program Exp Worksheet)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**PART-TIME STAFF** (do not include library staff in this section)

<table>
<thead>
<tr>
<th>Part Time Staff Base Salary (list separately)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
</tr>
<tr>
<td>Description</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td>-------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Faculty Replacement Costs</strong> (replacement of full-time faculty - e.g. on release time - with part-time faculty)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Hourly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (13%)</td>
<td>1,950</td>
<td>1,950</td>
<td>1,950</td>
<td>1,950</td>
<td>1,950</td>
</tr>
<tr>
<td><strong>Total</strong> (Links to Part-Time Staff on Program Exp Worksheet)</td>
<td>$16,950</td>
<td>$16,950</td>
<td>$16,950</td>
<td>$16,950</td>
<td>$16,950</td>
</tr>
<tr>
<td><strong>LIBRARY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Staff Full Time (List Separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library Staff Part Time (List Separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong> (Links to Library on Program Exp Worksheet)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>EQUIPMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Hardware</td>
<td>10,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Office Furniture</td>
<td>20,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong> (Links to Equipment on Program Exp Worksheet)</td>
<td>$30,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>LABORATORIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong> (Links to Laboratories on Program Exp Worksheet)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>SUPPLIES AND EXPENSES (OTPS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Consultants and Honoraria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Supplies</td>
<td>6,000</td>
<td>6,000</td>
<td>6,000</td>
<td>6,000</td>
<td>6,000</td>
</tr>
<tr>
<td>Faculty Start-up Funds</td>
<td>25,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Faculty Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel and Conferences</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Membership Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising and Promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accreditation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Software</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer License Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Repair and Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment Repair and Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Total Supplies and OTPS Expenses</td>
<td>36,000</td>
<td>11,000</td>
<td>11,000</td>
<td>11,000</td>
<td>11,000</td>
</tr>
</tbody>
</table>

**CAPITAL EXPENDITURES**

<table>
<thead>
<tr>
<th>Capital Expenditures</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Renovations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (Links to Capital Expenditures on Program Exp</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Worksheet)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Other (list separately)                                 |       |       |       |       |       |
| TOTAL (Links to Other on Program Exp Worksheet)         | $-    | $-    | $-    | $-    | $-    |
Table 13: Five-Year Cumulative Revenues: Details

<table>
<thead>
<tr>
<th>EXISTING FULL-TIME STUDENTS</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING FULL-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income (calculates 2% increase per year after Fall 2015)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING FULL-TIME, Out-of-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Annual Avg # of Credits per FT student (24-30)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% annual increase after Fall 2015)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL EXISTING FULL-TIME TUITION REVENUE</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXISTING PART-TIME STUDENTS</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td># of EXISTING PART-TIME, In-State Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total In-State Tuition &amp; Fees</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of EXISTING PART-TIME Out of State Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(linked from &quot;Enrollment and Seat Need Projections&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Out-of-State Tuition &amp; Fees</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

**TOTAL EXISTING PART TIME REVENUE** | $0    | $0    | $0    | $0    | $0    |

**TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)** | $0    | $0    | $0    | $0    | $0    |
<table>
<thead>
<tr>
<th>NEW FULL-TIME STUDENTS</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One</td>
<td>Two</td>
<td>Three</td>
<td>Four</td>
<td>Five</td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW FULL-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>30</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Tuition Income (Does not assume a tuition increase after F2015)</td>
<td>$6,330</td>
<td>$6,330</td>
<td>$6,330</td>
<td>$6,330</td>
<td>$6,330</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$189,900</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Fees</td>
<td>$189,900</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$189,900</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW FULL-TIME, Out-of-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Annual Avg # of Credits per FT student (24-30)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL NEW FULL-TIME TUITION REVENUE</td>
<td>$189,900</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEW PART-TIME STUDENTS</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

165
<table>
<thead>
<tr>
<th></th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW PART-TIME, In-State Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrolled Credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>(Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total In-State Tuition &amp; Fees</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW PART-TIME, Out-of-State Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Enrolled Credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>(Specify Rate per credit) calculates 2% increase per year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Out-of-State Tuition &amp; Fees</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL NEW PART-TIME REVENUE</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)</strong></td>
<td>$189,900</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
<td>$379,800</td>
</tr>
<tr>
<td>OTHER REVENUE</td>
<td>Year One</td>
<td>Year Two</td>
<td>Year Three</td>
<td>Year Four</td>
<td>Year Five</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Other Revenue From Existing Sources (specify and explain) - LINKS TO REVENUE SPREADSHEET ROW 13</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Revenue New (specify and explain) - LINKS TO REVENUE SPREADSHEET ROW 15</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>