School of Health Sciences, Human Services and Nursing

Department of Health Sciences

HEALTH EDUCATION & PROMOTION
GRADUATE PROGRAM

STUDENT HANDBOOK

Degrees offered:
MA Health Education & Promotion
MS Ed Pre K-12 Health Teacher

Dr. Craig Demmer
Program Director
Phone: 718-960-7313
Fax: 718-960-8908
Email: craig.demmer@lehman.cuny.edu
Office: Gillet Hall, Room 334 (3rd floor)

Last updated 5/12/2016
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**FULL-TIME FACULTY**
Craig Demmer, EdD, PhD  
Professor and Graduate Program Director  
Office: Gillet Hall 334  
Phone: 718-960-7313  
Email: craig.demmer@lehman.cuny.edu

Danna Ethan, EdD, MSW  
Assistant Professor and Undergraduate Program Director  
Office: Gillet Hall 334  
Phone: 347-577-4034  
Email: danna.ethan@lehman.cuny.edu

Lisa Fusco, EdD  
Lecturer and Student Teaching Coordinator  
Office: Gillet Hall 432  
Phone: 718-960-8085  
Email: lisa.vernale@lehman.cuny.edu

**DEGREES OFFERED**
We offer the following graduate degrees:
- Master of Arts in Health Education and Promotion (33 credits)
- Master of Science in Education, Pre K-12 Health Teacher (*Sequence 1*) (39 credits)
- Master of Science in Education, Pre K-12 Health Teacher (*Sequence 2*) (51 credits) **(not accepting students at this time)**
- Master of Science in Education, Pre K-12 Health Teacher (*Sequence 3*) (30 credits)

**PROGRAM PHILOSOPHY**
- Health educators can affect beneficial changes in the health, health literacy, and health behavior of their students.
- The role of learning and affective experiences is important in health education.
- Self-motivation and self-evaluation are critical in enhancing the learning experience.
- Maintaining a strict code of ethics is crucial for health educators to protect the confidentiality and trust of their students and/or clients.

**PROGRAM GOALS**
The goals of the graduate program in health education and promotion are to:
- Prepare students in the MA (Health Education and Promotion) degree to sit for the Certified Health Education Specialist (CHES) exam.
- Prepare students in the MS Ed Pre K-12 Health Teacher degree to apply for initial/professional certification in health education with New York State Education Department.
- Prepare dynamic health education specialists to work in schools, work sites, health care and community settings, and public and private health care agencies.
- Provide high quality instruction to students.
- Maintain a high quality academic program with high quality students.
- Provide students with the theory, knowledge, and needed skills to integrate the principles of health promotion into a variety of community, research, clinical, business or
school settings.
- Differentiate the practice of health education from that of other helping professions by emphasizing the teaching-learning process for improving the health status of defined populations.

**SELECTION PROCESS**
The application process for the MA and MS Ed degrees is competitive and admission is reserved for the best applicants. Admission is not automatic if an applicant has met the minimum requirements. Each application is carefully reviewed and a decision is made based on the quality of the application as well as compared to that of other applications received. Students who do not meet the admission requirements may be accepted into the program with non-matriculated status and will need to satisfy certain conditions before they are matriculated into the program. Please be advised that taking courses as a non-matriculated student does not guarantee admission into the program.

**DEADLINES FOR ADMISSION**
Applications and all supporting credentials must be sent to the Graduate Admissions office by March 1 for admission in the fall semester or October 1 for admission in the spring semester. Persons who miss the deadlines can apply for admission as non-matriculated students. They must then submit a complete application for admission as matriculated students by the next deadline. These students can transfer up to 12 credits if they are accepted into the program. Degree and non-degree applications can be obtained from the Office of Graduate Admissions, telephone (718) 960-8702. If you are a prospective student or currently enrolled as a non-matriculated, please contact the Graduate Admissions office for an application packet and return the completed packet with all required documents to that office before the deadline.
M.A. in Health Education and Promotion  
(program code: 540)

The M.A in Health Education and Promotion is a 33-credit graduate degree that provides advanced academic training for individuals employed or planning to seek employment as health educators in academic, clinical, community, and corporate settings. This program prepares students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings. Graduates of the program may also find career opportunities as health advocates, program planners and evaluators, case managers, policy analysts and health administrators. This degree may also be suitable for individuals such as nurses, social workers, physician assistants or allied health personnel who wish to enhance their qualifications. Upon completion of the degree, students are eligible to sit for the CHES exam (Certified Health Education Specialist), a national credential awarded by the National Commission for Health Education Credentialing (see page 38).

This program prepares students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings. The program emphasizes education as the primary factor for the promotion of health and the prevention of disease. Students learn to provide programs at all levels of the health continuum from wellness to various prevention interventions including primary (health promotion), secondary (early detection and intervention), and tertiary (rehabilitative and therapeutic).

Graduates of the program are trained to possess the competencies delineated by the National Commission for Health Education Credentialing, Inc:
- Planning effective health education programs.
- Implementing health education programs.
- Evaluating the effectiveness of health education programs.
- Coordinating provisions of health education services.
- Acting as a resource person in health education.
- Communicating health and health education needs, concerns, and resources.
- Applying appropriate research principles and methods in health education.
- Administering health education programs.
- Advancing the profession of health education.

Students will be prepared to:
- Gather, organize, and analyze health promotion data;
- Plan, including goals and objectives; implement; and evaluate health promotion programs.
- Use a range of educational and counseling strategies to promote healthy behaviors.
- Communicate demographic, statistical, programmatic, and scientific information to professional and lay audiences;
- Utilize appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic backgrounds, and persons of all ages and lifestyle preferences;
- Collaborate with community partners to promote the health of the population;
establish and maintain linkages with key stakeholders; develop, implement, and evaluate a community health assessment;

- Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflict in health promotion settings;
- Prepare proposals for funding from external sources and manage budgetary and information systems.
- Act as a resource person in health promotion.
- Apply appropriate research principles and methods in health promotion.
- Administer health promotion programs.
- Advance the profession of health promotion.

Graduates will demonstrate the following:

- A mastery of public health knowledge and skills, including community organization, community assessment, program planning, implementation/service delivery, and evaluation; theories of health behavior change; and the concepts and interventions for health promotion/disease prevention.
- A mastery of skills that are required to use electronic media as currently employed in the health education field.
- Knowledge of the values and ethics that guide decision-making in the practice of health education, and implications of these for public health and health education policies.
- Knowledge of multicultural influences on health and health behavior change.
- A mastery of fundamental research skills through involvement in research activities, including research design, implementation, analysis and reporting.
- Completion of a community-based internship in which students will gain an understanding of health education practice and the role of the internship experience.

Admission requirements
To be considered for admission to the M.A. in Health Education and Promotion, an applicant must:

1. Possess a bachelor's degree from an accredited university.
2. Have completed an approved program of study with a minimum average of approximately B (3.0) in the major and B- (2.7) overall.
3. Submit three letters of recommendation (including one from a professor from your undergraduate degree program).
4. Submit a personal goal statement.

Degree requirements
To earn this degree, students must complete 33 credits (24 credits in required courses and 9 credits in health electives), plus pass the Comprehensive Examination. Students also have the option of completing a thesis and not having to write the comprehensive exam. In this case, students need to compete 24 credits in required courses plus 6 credits in Thesis and 3 credits in health electives (for a total of 33 credits).

Students are required to maintain a B (3.0) average. A matriculated student whose GPA falls below 3.0 before completing the course requirements for the degree is placed on academic probation. The deficiency must then be removed (a GPA of 3.0 or higher
attained) within the next nine credits of course work, in which case the probationary condition is removed. Failing to achieve this, the student is dismissed from the program and barred from further registration in the program.

<table>
<thead>
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<th>M.A. in Health Education and Promotion</th>
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<tr>
<td>(Option 1: Comprehensive exam and no thesis)</td>
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<tr>
<td>Required courses (Total of 24 credits):</td>
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<tr>
<td>HEA 600 Biostatistics</td>
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<td>HEA 602 Research Methods</td>
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<td>HEA 603 History &amp; Philosophy of Health Education</td>
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<td>HEA 620 Health Counseling</td>
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<tr>
<td>HEA 622 Org &amp; Admin of Health Ed Programs</td>
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<tr>
<td>HEA 623 Program Planning and Evaluation</td>
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<tr>
<td>HEA 670 Field Experience</td>
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<td>HEA 671: Teaching Strategies for Health (Psychosocial Wellness)</td>
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<td>HEA 672: Teaching Strategies for Health (Health Promotion Behaviors)</td>
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<tr>
<td>HEA 673: Teaching Strategies for Health (Disease and Disability)</td>
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<td>Elective courses (Total of 9 credits):</td>
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<tr>
<td>HEA 507 Human Sexuality</td>
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<tr>
<td>HEA 509 Drugs and Substance Abuse</td>
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<tr>
<td>HEA 636 Perspectives on Death and Dying</td>
</tr>
<tr>
<td>HEA 640 Nutrition and Chronic Diseases</td>
</tr>
<tr>
<td>HEA 680 Special Topics in Health</td>
</tr>
<tr>
<td>HEA 685 Independent Study in Health Ed &amp; Promotion</td>
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<td>TOTAL CREDITS FOR DEGREE: 33</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>HEA 600</td>
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<td>HEA 603</td>
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<tr>
<td>HEA 691</td>
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**Elective courses (Total of 3 credits):**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>HEA 507</td>
<td>Human Sexuality</td>
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<tr>
<td>HEA 509</td>
<td>Drugs and Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HEA 636</td>
<td>Perspectives on Death and Dying</td>
<td>3</td>
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<tr>
<td>HEA 640</td>
<td>Nutrition and Chronic Diseases</td>
<td>3</td>
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<tr>
<td>HEA 680</td>
<td>Special Topics in Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 685</td>
<td>Independent Study in Health Ed &amp; Promotion</td>
<td>3</td>
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**TOTAL CREDITS FOR DEGREE: 33**
Curricular designs for MA in Health Education and Promotion

Two SAMPLE plans are offered to help you map out the completion of your degree. They are intended to serve as a guide and are not set in stone. Please consult the Program Director if you need help planning your program. Students may attend full- or part-time. These models are for students who will be doing the comprehensive exam option and not the thesis option. If you plan on doing the thesis, you can also follow these models but just substitute HEA 691 and 692 for two HEA elective courses. HEA 691 is taken in one semester followed by HEA 692 the next semester. Please note that the thesis option has not been offered in many years.

MODEL 1 (TWO YEARS)

Sequence of courses

(First year)

<table>
<thead>
<tr>
<th>FALL (semester 1)</th>
<th>SPRING (semester 2)</th>
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<tbody>
<tr>
<td>HEA 600: Biostatistics</td>
<td>HEA 603: History &amp; Philosophy of HE</td>
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<tr>
<td>HEA 671: Teaching Strategies for Health (Psychosocial Wellness)</td>
<td>HEA 623: Program Planning</td>
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SUMMER (semester 3)

| HEA elective |

| HEA elective |

(Second year)

<table>
<thead>
<tr>
<th>FALL (semester 4)</th>
<th>SPRING (semester 5)</th>
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<tbody>
<tr>
<td>HEA 602: Research Methods</td>
<td>HEA 622 Org &amp; Admin of HEP</td>
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<td>HEA 670 Field Experience</td>
<td>HEA elective</td>
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<tr>
<td>HEA 620: Health Counseling</td>
<td>Comprehensive exam</td>
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# MODEL 2 (THREE YEARS)

**Sequence of courses**

**(First year)**

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<thead>
<tr>
<th>FALL (semester 1)</th>
<th>SPRING (semester 2)</th>
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<tbody>
<tr>
<td>HEA 600: Biostatistics</td>
<td>HEA 603: History &amp; Philosophy of HE</td>
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<tr>
<td></td>
<td>HEA 623: Program Planning</td>
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<table>
<thead>
<tr>
<th>SUMMER (semester 3)</th>
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<tbody>
<tr>
<td>HEA elective</td>
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**(Second year)**

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<tr>
<th>FALL (semester 4)</th>
<th>SPRING (semester 5)</th>
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<tbody>
<tr>
<td>HEA 671: Teaching Strategies for Health (Psychosocial Wellness)</td>
<td>HEA 622 Org &amp; Admin of HEP</td>
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<td></td>
<td>HEA 620: Health Counseling</td>
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<tr>
<th>SUMMER (semester 6)</th>
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<tbody>
<tr>
<td>HEA elective</td>
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**(Third year)**

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<th>FALL (semester 7)</th>
<th>SPRING (semester 8)</th>
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<tr>
<td>HEA elective</td>
<td>HEA 602: Research Methods</td>
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<tr>
<td>HEA 670 Field Experience HEA elective</td>
<td>Comp exam</td>
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M.S. Ed Health N-12 Teacher  
(program code: THE 250)

This degree is approved by New York State Education Department and is NCATE accredited. The profession of teacher education is licensed by the New York State Education Department. This program is designed for students seeking a master's degree in Teaching Health Education. Graduates of this program are recommended for New York State Initial or Professional Certification in Health Education (Pre K-12). Students are supervised in their fieldwork and student teaching by faculty members of the Health Education program in the Department of Health Sciences. Advisement is provided by the Coordinator and faculty members of the Health Education program in the Department of Health Sciences and/or the School of Education.

To be eligible for this Master's Program, potential students must fall into one of the following categories:

**Sequence 1 (39 credits).** Students who already possess New York State certification in a related area and who seek additional certification in Health Education Pre K-12.

**Sequence 2 (51 credits).** Liberal arts and sciences graduates who lack professional education coursework and who seek initial certification in Health Education Pre K-12.  
*no longer accepting applicants to this sequence*

**Sequence 3 (30 credits).** Students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12.

**Admission Requirements:**
To be considered for admission to the M.S. Ed Pre K-12 Health Teacher program, potential students must fall into one of the following categories:

**Sequence 1 (39 credits)***. Students who already possess New York State certification in a related area and who seek additional certification in Health Education Pre K-12.

**Sequence 2 (51 credits).** Liberal arts and sciences graduates who lack professional education coursework and who seek initial certification in Health Education Pre K-12.  
*no longer offered*

**Sequence 3 (30 credits).** Students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12.

**Admission Requirements for MS Ed Pre K-12 Health Teacher:**

- Possess a Bachelor's degree (or its equivalent) from an accredited college or university.  
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.**  
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum cumulative undergraduate grade point average of 3.0 or higher.
- Three letters of recommendation and a Personal Goal Statement.
- For Sequence 1 admission, possess New York State teacher certification in an area other than health education.
- For Sequence 2 admission, submit scores on the appropriate New York State teacher certification examinations (no longer offered).
- For Sequence 3 admission, possess New York State teacher certification in health education.

*You can be accepted into the MS Ed Health Teacher degree program (Sequence 1) if you only have a copy of your LAST score, but the condition is that you qualify for initial certification and submit a copy of your initial teaching certificate within three semesters of beginning this program. Please be advised that a block may be placed on your record if this document is not submitted to the Graduate Admissions office by the end of your third semester and you will not be able to register for the following semester until the missing document is submitted.

**The GRE will be required of all applicants starting June 1, 2016. This means that if you wish to apply for Summer or Fall 2016 admission, you will need to submit your GRE scores.

Degree Requirements
Students must consult with the graduate adviser in the health education program before starting their Master's Program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the health education program.

Students must complete one of the three sequences outlined below:

**Sequence 1 (39 credits):** For students who already possess New York State certification in another subject and who seek certification in Health Education Pre K-12. Course and credit requirements are as follows:

- Required HEA courses (12 credits): HEA 600 (3), 602 (3), 603 (3), 620 (3)
- HEA electives (9)
- Courses linking health with teaching strategies (9): HEA 671 (3), 672 (3), 673 (3)
- Special Education (3): ESC 506 (3) or EDS 701 (3) or equivalent
- Student Teaching (3 credits): ESC 595 (for in-service teachers; 2 credits) and ESC 611 (1 credit)
- Master’s Project (3): ESC 708 (3). Culminates in an approved curriculum project

**Sequence 2 (51 credits) (not accepting applicants):** For liberal arts and sciences graduates who lack professional education coursework and who seek initial certification in Health Education Pre K-12. Course and credit requirements are as follows:

- Required HEA courses (12 credits): HEA 600 (3), 602 (3), 603 (3), 620 (3)
- HEA electives (9)
- Courses linking health with teaching strategies (9): HEA 671 (3), 672 (3), 673 (3)
- Core Education (12 credits): ESC 501 (3), 502 (3), ESC 506 (3) or EDS 701 (3) or equivalent, 529 (3)
- Student Teaching (6 credits): 596 (for pre-service teachers, 3 credits) and ESC 612 (3 credits).
- Master’s Project (3): ESC 708 (3). Culminates in an approved curriculum project

**Sequence 3 (30 credits):** For students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12. The curriculum consists of 30 graduate credits. Course and credit requirements are as follows:

- Required HEA courses (12 credits): HEA 600 (3), 602 (3), 603 (3), 620 (3)
- Courses linking health with teaching strategies (9): HEA 671 (3), 672 (3), 673 (3)
- Special Education (3): ESC 506 (3) or EDS 701 (3) or equivalent
- Student Teaching (3 credits): ESC 595 (for in-service teachers; 2 credits) and ESC 611 (1 credit).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project

Students in all three sequences are required to maintain a B (3.0) average. A matriculated student whose GPA falls below 3.0 before completing the course requirements for the degree is placed on academic probation. The deficiency must then be removed (a GPA of 3.0 or higher attained) within the next nine credits of course work, in which case the probationary condition is removed. Failing to achieve this, the student is dismissed from the program and barred from further registration in the program.

**Goals of this degree program:**
- To provide instruction in the content, methods, and resources leading to New York State Certification in Health Education, grades Pre-K - 12.
- To provide learning experiences which culminate in the skills and ability to develop and teach quality health education programs for grades Pre-K - 12.
- Provide students with the knowledge and skills to teach toward the goals mandated by the New York State Department of Education for School Health.
- Provide the knowledge and skills necessary to teach the content areas of health literacy as established by New York State Education Department.
- Provide content that addresses the attitudes, health needs, practices, interests, and strengths of culturally diverse populations.
- Provide the knowledge and skills necessary to develop, assess, implement, and evaluate school health curricula and health programs for children and adolescents.
- Provide the necessary content and pedagogy to facilitate interactive learning that relates to health in the pre-kindergarten through grade 12 classroom setting.
- Provide up-to-date and developmentally appropriate materials, methods, and resources for teaching health.
- Provide opportunities for conducting research, advanced study, and/or personal growth related to school health education.
- Provide an avenue for professional development and an opportunity to develop the skills and strategies for helping to promote change within school health education.
The curriculum incorporates the best practices set forth by the National Board for Professional Teaching Standards for Health Education to prepare degree candidates to:

- Explain wellness as it relates to the health content areas
- Identify the connection between health education and societal issues
- Deliver health content through skills-based learning
- Teach to national and New York State standards in health education
- Select, plan, and evaluate curriculum and teaching strategies to ensure comprehensive school health education
- Utilize an array of engaging instructional strategies to facilitate student learning
- Select, design, and implement assessment strategies to evaluate student learning and improve teaching
- Explain the importance of understanding individual students, their family structure, and their backgrounds
- Demonstrate and promote respect and appreciation of diversity
- Work collaboratively with colleagues, families, and the community
- Remain current in research and innovations in health education.

Sources currently utilized in the development of the curriculum and knowledge base include:

- The National Standards for Health Education. Joint Committee on National Health Education Standards
- Ten Major Content Areas identified in widely accepted definition of Comprehensive School Health Education

**Student Performance Objectives**

- Students will be prepared to take and pass the Health Education Content Specialty Test (CST) as evidenced by passing the exam.
- Students will be satisfied with the School Health Education Program as evidenced by their responses on surveys.
- Students will be employed as health teachers or in related fields as indicated by the results of program surveys.
## M.S. Ed Pre K-12 Health Teacher

### Sequence 1 (39 credits)

**Required courses (Total of 30 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 600</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>HEA 602</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>HEA 603</td>
<td>History &amp; Philosophy of Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HEA 620</td>
<td>Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HEA 671</td>
<td>Teaching Strategies for Health (Psychosocial Wellness)</td>
<td>3</td>
</tr>
<tr>
<td>HEA 672</td>
<td>Teaching Strategies for Health (Health Promotion Behaviors)</td>
<td>3</td>
</tr>
<tr>
<td>HEA 673</td>
<td>Teaching Strategies for Health (Disease and Disability)</td>
<td>3</td>
</tr>
<tr>
<td>ESC 506</td>
<td>Special Needs Education in TESOL and Secondary Settings</td>
<td>3</td>
</tr>
<tr>
<td>ESC 595</td>
<td>Internship in Classroom Teaching</td>
<td>2</td>
</tr>
<tr>
<td>ESC 611</td>
<td>Seminar in Secondary &amp; TESOL Education</td>
<td>1</td>
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<tr>
<td>ESC 708</td>
<td>Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas</td>
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**Elective courses (Total of 9 credits):**

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>HEA 509</td>
<td>Drugs and Substance Abuse</td>
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</tr>
<tr>
<td>HEA 636</td>
<td>Perspectives on Death and Dying</td>
<td>3</td>
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<tr>
<td>HEA 640</td>
<td>Nutrition and Chronic Diseases</td>
<td>3</td>
</tr>
<tr>
<td>HEA 680</td>
<td>Special Topics in Health</td>
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<tr>
<td>HEA 685</td>
<td>Independent Study in Health Ed &amp; Promotion</td>
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**TOTAL CREDITS FOR DEGREE: 39**
M.S. Ed Pre K-12 Health Teacher

Sequence 2 (51 credits) (no longer offered)

Required courses (Total of 42 credits):

<table>
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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>HEA 600</td>
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<tr>
<td>ESC 501</td>
<td>Psychological Foundations of Education</td>
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<tr>
<td>ESC 502</td>
<td>Historical Foundations of Education: A Multicultural Perspective</td>
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<tr>
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<td>Special Needs Education in TESOL and Secondary Settings</td>
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Elective courses (Total of 9 credits):

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TOTAL CREDITS FOR DEGREE: 51
### M.S. Ed Pre K-12 Health Teacher

**Sequence 3 (30 credits)**

**Required courses (Total of 30 credits):**

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<tbody>
<tr>
<td>HEA 600</td>
<td>Biostatistics</td>
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<tr>
<td>HEA 602</td>
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<td>3 credits</td>
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<td>Special Needs Education in TESOL and Secondary Settings</td>
<td>3 credits</td>
</tr>
<tr>
<td>ESC 595</td>
<td>Internship in Classroom Teaching</td>
<td>2 credits</td>
</tr>
<tr>
<td>ESC 611</td>
<td>Seminar in Secondary &amp; TESOL Education</td>
<td>1 credit</td>
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<tr>
<td>ESC 708</td>
<td>Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas</td>
<td>3 credits</td>
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**TOTAL CREDITS FOR DEGREE: 30**
**Curricular designs for SEQUENCE 1 (39 credits)**

Two SAMPLE plans are offered to help you map out the completion of the MS Ed Pre K-12 Health Teacher (39 credits). They are intended to serve as a guide and are not set in stone. Please contact the Program Director if you need help planning your program. Students may attend full- or part-time.

**MODEL 1 (TWO YEARS)**

Sequence of courses

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<th>FALL (semester 1)</th>
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<tbody>
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<td>HEA 600: Biostatistics</td>
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<td>HEA elective</td>
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<table>
<thead>
<tr>
<th>SPRING (semester 2)</th>
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<tbody>
<tr>
<td>HEA 602: Research Methods</td>
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<tr>
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<tr>
<td>HEA 672: Teaching Strategies for Health (Health Promotion Behaviors)</td>
</tr>
<tr>
<td>ESC 506: Special Needs Education in TESOL &amp; Sec Settings</td>
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</table>

<table>
<thead>
<tr>
<th>SUMMER (semester 3)</th>
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</thead>
<tbody>
<tr>
<td>HEA elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL (semester 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA elective</td>
</tr>
<tr>
<td>HEA 673: Teaching Strategies for Health (Disease and Disability)</td>
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<table>
<thead>
<tr>
<th>SPRING (semester 5)</th>
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<tbody>
<tr>
<td>ESC 595: Internship in Classroom Teaching</td>
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<tr>
<td>ESC 611: Seminar in Secondary &amp; TESOL Education</td>
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<tr>
<td>ESC 708: Project Seminar</td>
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MODEL 2 (THREE YEARS)
Sequence of courses

(First year)

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<tr>
<th>FALL (semester 1)</th>
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SUMMER (semester 3)
HEA elective

(Second year)

<table>
<thead>
<tr>
<th>FALL (semester 4)</th>
<th>SPRING (semester 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 673: Teaching Strategies for Health (Disease and Disability)</td>
<td>HEA elective</td>
</tr>
<tr>
<td>HEA 620: Health Counseling</td>
<td>HEA 602: Research Methods</td>
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SUMMER (semester 6)
HEA elective

(Third year)

<table>
<thead>
<tr>
<th>FALL (semester 7)</th>
<th>SPRING (semester 8)</th>
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<tbody>
<tr>
<td>ESC 506: Special Needs Education in TESOL and Secondary Settings</td>
<td>ESC 595: Internship in Classroom Teaching</td>
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</tbody>
</table>
Curricular designs for SEQUENCE 2 (51 credits) (no longer offered)
Four SAMPLE plans are offered to help you map out the completion of the MS Ed pre K-12 Health Teacher (51 credits). They are intended to serve as a guide and are not set in stone. Please contact the Program Director if you need help planning your program. Students may attend full- or part-time.

MODEL 1 (TWO YEARS)
Sequence of courses

(First Year)
SUMMER (semester 1)
HEA elective

FALL (semester 2)
HEA 600: Biostatistics
HEA 620: Health Counseling
HEA 671: Teaching Strategies for Health (Psychosocial Wellness)
ESC 501: Psychological Foundations of Education

SPRING (semester 3)
HEA 603: History & Philosophy of HE
HEA 672: Teaching Strategies for Health (Health Promotion Behaviors)
HEA elective
ESC 502: Historical Foundations of Education: A Multicultural Perspective

SUMMER (semester 4)
HEA elective

(Second Year)
FALL (semester 5)
ESC 506: Special Needs Education in TESOL and Secondary Settings
ESC 529: Language and Literacies Acquisition in Secondary Education
HEA 673: Teaching Strategies for Health (Disease and Disability)

SPRING (semester 6)
HEA 602: Research Methods
ESC 596: Student Teaching in the Middle and High School Grades
ESC 612: Seminar in Secondary & TESOL Student Teaching
ESC 708: Project Seminar
## MODEL 2 (TWO YEARS)
### Sequence of courses

**First Year**

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<thead>
<tr>
<th><strong>FALL (semester 1)</strong></th>
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<tbody>
<tr>
<td>HEA 600: Biostatistics</td>
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<tr>
<td>ESC 501: Psychological Foundations of Education</td>
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<table>
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<tbody>
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<td>HEA 672: Teaching Strategies for Health (Health Promotion Behaviors)</td>
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<tr>
<td>HEA 603: History &amp; Philosophy of HE</td>
<td></td>
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<tr>
<td>ESC 502: Historical Foundations of Education: A Multicultural Perspective</td>
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<tr>
<th><strong>SUMMER (semester 3)</strong></th>
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<tbody>
<tr>
<td>HEA elective</td>
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**Second Year**

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<tbody>
<tr>
<td>ESC 506: Special Needs Education in TESOL and Secondary Settings</td>
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<thead>
<tr>
<th><strong>SPRING (semester 5)</strong></th>
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<tbody>
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<td>HEA 602: Research Methods</td>
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<tr>
<td>ESC 596: Student Teaching in the Middle and High School Grades</td>
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<tr>
<td>ESC 612: Seminar in Secondary &amp; TESOL Student Teaching</td>
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<tr>
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### MODEL 3 (THREE YEARS)

**Sequence of courses**

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<tbody>
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<td><strong>FALL (semester 1)</strong></td>
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<table>
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<tr>
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<tbody>
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<table>
<thead>
<tr>
<th>SUMMER (semester 6)</th>
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<td>HEA elective</td>
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<table>
<thead>
<tr>
<th>(Third year)</th>
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<tbody>
<tr>
<td><strong>FALL (semester 7)</strong></td>
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<td>ESC 708: Project Seminar</td>
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### MODEL 4 (FOUR YEARS)
Sequence of courses

#### (First year)

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**SUMMER (semester 3)**
HEA elective

#### (Second year)

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**SUMMER (semester 6)**
HEA elective

#### (Third year)

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**SUMMER (semester 9)**
HEA elective

#### (Fourth year)

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<th>SPRING (semester 11)</th>
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<td>HEA 620: Health Counseling</td>
<td>ESC 708: Project Seminar</td>
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<td>ESC 596: Student Teaching in the Middle and High School Grades</td>
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<tr>
<td></td>
<td>ESC 612: Seminar in Secondary &amp; TESOL Student Teaching</td>
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</table>
Curricular designs for **SEQUENCE 3** (30 credits)

Two SAMPLE plans are offered to help you map out the completion of the MS Ed Pre K-12 Health Teacher (30 credits). They are intended to serve as a guide and are not set in stone. Please contact the Program Director if you need help planning your program. Students may attend full- or part-time.

**MODEL 1 (TWO YEARS)**

Sequence of courses

(First year)

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(Second year)

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**MODEL 2 (THREE YEARS)**

Sequence of courses

(First year)

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(Third year)

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<thead>
<tr>
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<td>ESC 708: Project Seminar</td>
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WHEN ARE COURSES OFFERED?
Depending on budget and staffing, we do our best to offer most of the health education (HEA) courses for the MA and MS Ed degrees every fall and spring. We also offer a couple of courses in Summer Session A and Summer Session B. The type of courses offered over the summer sessions varies from year to year and may consist of one or two required courses and a couple of health elective courses. Please note that there is no guarantee that certain courses will be offered each semester. We try our best to follow a schedule but it depends on budget and staffing.

We do our best to accommodate the needs of students who are working full-time. Classes meet ONCE a week from 6:00pm – 8:40pm.

We also offer the following online and hybrid courses:

- HEA 507 Human Sexuality (online)
- HEA 602 Research Methods (online)
- HEA 603 History & Philosophy of Health Education (online)
- HEA 620 Health Counseling (hybrid and online sections)
- HEA 636 Perspectives on Death & Dying (online)
- HEA 640 Nutrition & Chronic Diseases (online)
- HEA 671 Teaching Strategies for Health (Psych Wellness) (hybrid)
- HEA 680 Special Topics (subject varies) (online)

The following courses do not require attendance on campus:

- 685: Independent Study (Dept permission required. Must meet certain requirements)
- 691/692: Thesis Advisement (Dept permission required. Must meet certain requirements)

Education (ESC) courses are offered by the Division of Education and you will need to contact the Department of Middle and High School Education directly for details about when ESC courses are offered. Please contact Ms. Joi Jones.
Email: joi.jones@lehman.cuny.edu
COURSE PRE-REQUISITES (for both degrees)
1. Students must complete HEA 600 (Biostatistics) before registering for HEA 602 (Research Methods).
2. HEA 640 is a health elective course. You cannot take it if you have already taken an undergraduate course in nutrition.
3. You cannot register for HEA 670 unless you have completed at least 15 credits. HEA 670 is best taken toward the end of your degree. It is only offered every Fall.
4. There are no prerequisites for any other HEA graduate courses, so students can take courses in any order they want although they are advised to take HEA 602 (Research Methods) and HEA 620 (Health Counseling) either midway or toward the end of the degree.
5. In terms of education (ESC) courses which are required of MS Ed students only, you are advised to complete all the required ESC courses as well as HEA 671-673 before registering for ESC 595, ESC 611, and ESC 708 in the Spring.

WHEN DO I REGISTER FOR COURSES?
Every semester, please check the Lehman College website to see when you can start registering for courses for the following semester. Usually, registration begins in April for Summer courses, May for Fall courses, and November for Winter and Spring courses. Please contact Dr. Demmer for electronic permission for HEA courses. For ESC courses, please contact Ms. Joi Jones for electronic permission. Make sure you provide your EMPLID # when requesting electronic permission for courses.

Note: Full-time faculty are away during the Summer break so if you have any questions about Summer or Fall registration or you need electronic approval for Summer or Fall courses, please make sure you contact Dr. Demmer BEFORE the summer break begins (by the end of May the latest).

For details about how to register for courses, you can visit the Lehman College website or contact the Registrar’s office directly. The Office of the Registrar has an email address solely intended for student inquiries to the office. The address is registrar@lehman.cuny.edu All students are encouraged to send questions regarding any Registrar services to this address.

EXIT REQUIREMENTS
Students in the MA degree must successfully complete EITHER a Comprehensive Examination or a Master's Thesis in addition to their coursework in order to graduate. Students indicate their intent to choose one specific option when they register for the course associated with that option (HEA 691 Thesis Advisement) or sign up to take the comprehensive examination. The choice of options is final. A student who fails the comprehensive exam cannot then choose to do a thesis. Likewise, a student who fails to successfully complete a thesis cannot then choose to do the comprehensive exam. Please note that there are no additional requirements (such as comprehensive exam or thesis) for students in the MS Ed Pre K-12 Health Teacher degree (Sequence 1, 2 or 3).
The comprehensive exam (for MA students only)
The decision to take the comprehensive examination is final. The comprehensive examination is given each Spring and Fall (April and November each year). It is not offered in the winter or summer. Students can only sit for the comprehensive exam after completing all the required courses (or if all required courses will be completed at the end of the semester in which you take the exam). It is a take-home exam and students will have several weeks to work on it. Students may not sit for the exam more than twice. If you fail the exam the second time, you will be dismissed from the program. We do not recommend that you register for more than one course during the semester in which you take the exam (if you are a part-time student). For those students who intend to take the comp exam in a particular semester, it is the student’s responsibility to contact Dr Demmer within the first week of that semester to find out details about the upcoming comp exam for that semester and to obtain a copy of the exam. There is no fee or registration to take this exam. You will be sent detailed information about the exam when you contact Dr. Demmer at the beginning of the semester. To be eligible to take the exam you need to have completed all of the required courses by the end of the semester that you will be taking the exam and you need to have a GPA of at least 3.0.

Thesis (for MA students only)
Students in the MA degree who wish to write a Master’s Thesis must obtain permission from the instructor of HEA 602 (Research Methods) and the Graduate Program Director. If a student in the MA Health Education & Promotion program is granted permission to pursue this option, s/he needs only to complete 6 credits in health electives (instead of 12 credits in health electives). S/he will register for HEA 691 (Thesis Advisement) (3 credits) and HEA 692 (Thesis Advisement) (3 credits) - over two semesters. Typically, a student needs to earn an A or A- for both HEA 600 and 602 and have a viable research proposal in order to be granted permission to pursue the thesis option. The thesis usually involves conducting an original empirical research study. A student will choose two faculty members to work with, one to function as a primary advisor and the other a secondary advisor. After completing a thorough literature review, the student, in conjunction with his/her advisors, develops a research design. He/she will then collect and analyze data. The study and its results are then written up in a thesis. The thesis typically contains five chapters: an introductory chapter, a literature review chapter, a chapter describing the research design, a results chapter, and a final chapter discussing findings, stating conclusions, and making recommendations for future research. It should take students two semesters to complete their research study and to write up the thesis. As can be surmised, the thesis exit option provides students with firsthand experience of conducting a research study and helps them thereby develop research skills. The Master’s thesis option is highly recommended for students who expect to continue their education on the doctoral level where research skills are necessary and have clear application. A handbook explaining the requirements for a thesis can be obtained from the department office.

Please note that the thesis option has not been offered in many years. All students in the MA do the Comp exam option.
LEHMAN COLLEGE GRADUATE DIVISION REGULATIONS

Program of study
During the first semester in attendance, each student should contact the Director of the graduate program and plan their sequence of courses based on their individual needs.

Length of time to complete the degree
A Master’s degree must be completed within five years following matriculation.

Maintaining continuous attendance
Candidates for graduate degrees are expected to maintain continuous attendance in the program to which they have been admitted until they have completed it. Interruption of study obligates the student either to apply for an “official leave of absence” or to pay a “maintenance of matriculation” fee. When students resume study, they must apply for readmission. Therefore, if a student is not registered for a course during a semester, he/she must pay a “maintenance of matriculation” fee. A student who is taking the comprehensive exam but is not taking any courses during that semester must pay a “maintenance of matriculation” fee. Please contact the registrar for details.

Grades
Students are required to maintain a B (3.0) average. A matriculated student whose GPA falls below 3.0 before completing the course requirements for the degree is placed on academic probation. The deficiency must then be removed (a GPA of 3.0 or higher attained) within the next nine credits of course work, in which case the probationary condition is removed. Failing to achieve this, the student is dismissed from the program and barred from further registration in the program. A student who falls below a GPA of 3.0 at the point of completing the course requirements for the degree may take up to an additional nine credits to remove the deficiency but only with the recommendation of the program and approval by the Office of the Dean of Graduate Studies and Research. The program may specify the courses to be taken. In addition, a minimum of a 3.0 grade point average is required to apply to take a comprehensive examination or to do a thesis.

Academic integrity
Students are advised to read and become familiar with the section on academic integrity in the College Bulletin. Both academic and disciplinary penalties may be incurred for violating the college’s policy.

STUDENT RESPONSIBILITIES
Once you are admitted into the program, you are expected to know what the requirements of the program are. All you have to do is read this handbook and follow the courses listed for your degree program. It’s that simple.

First of all, make sure that you know which degree program you applied for and that you are enrolled in the program of your choice (MA or MS Ed). If in doubt, contact the Graduate Admissions office. If you have been advised that certain documents are still missing from your application, you need to make sure that by the end of your first
semester you have furnished the Graduate Admissions Office with all these documents. You may not be allowed to register for the following semester until this issue has been resolved.

Every semester, you are advised to go online and check your transcript and see what courses you have already completed and what courses you still have left to do. That way there will be no surprises during your last semester when the Graduation Office checks through your transcript to see whether you have satisfied all of the requirements for the degree.

Please do not wait until the end of your degree and then find out that you have not followed the rules for the program or that you are enrolled in the wrong program. Check in with Dr. Demmer on a regular basis and read this handout. If you need help with planning your degree program, please contact Dr. Demmer.

On average, most students in both programs attend part-time and complete the degree in three years or so. Usually, students take 6 credits in the fall and spring semesters and perhaps 3-6 credits each summer. You are advised to take the required courses whenever they are offered. If you can, try to do the elective courses over the summer or do them when you can’t get into a particular required course for that semester (or if it conflicts with your schedule).

GRADING
Students should have reasonable expectations when it comes to their grades. While there will always be variations in grading due to course content, instructors, and other issues, the faculty of the Health Education and Promotion program will not foster or engage in grade inflation. In accordance with the University grading schedule, graduate students must earn grades based on merit and competitive comparison. It is unreasonable to expect perfection in each and every course enrolled, or to insist that the student deserves an “A” because the student has always earned them. Performance is individualized and the range of performance varies. A “C” denotes satisfactory performance. A “B” represents good work. An “A” is reserved for those performing with excellence and at the highest level.

USEFUL PHONE NUMBERS

Dr. Craig Demmer, Deputy Chairperson and Graduate Program Director: 718-960-7313
Ms. Julissa Cruz, Dept Secretary: 718-960-8775
Dr. Gul Sonmez, Chairperson, Dept of Health Sciences: 718-960-7755
Lehman College (general information): 718-960-8000
Graduate Admissions office: 718-960-8702
Mr Richard Finger, Graduate Studies Director: 718-960-8448
Financial Aid office: 718-960-8545
Bursar’s office: 718-960-8573

Lehman College website: www.lehman.cuny.edu

The Office of the Registrar has an email address solely intended for student inquiries to the office. The address is Registrar@lehman.cuny.edu. All students are encouraged to send questions regarding any Registrar services to this address.

Information Technology helpdesk (for help with accessing online courses, Lehman email accounts, and questions about Blackboard): 718-960-1111

Graduation Office (for questions about how to file for graduation, deadlines for filing etc): Ms. Sheniqua Fleming 718-960-8608

For information about how to apply for initial or professional teaching certification, please contact the New York State Education Department: http://www.nysed.gov/

GRADUATE COURSES IN HEALTH EDUCATION
HEA 507: Human Sexuality. 3 hours, 3 credits.  
(Closed to students who have taken HEA 307 or equivalent.)  
Physiological, psychological, and social aspects of human sexual development and function.

HEA 509: Drugs and Substance Abuse.  
3 hours, 3 credits.  
(Closed to students who have taken HEA 309 or equivalent.)  
Emphasis on physiological, psychological, and social effects of drug abuse.

HEA 600: Biostatistics in Health Research. 3 hours, 3 credits.
Application of statistical techniques in the analysis of health data. Emphasis on interpretation of basic descriptive and inferential statistics in health research. Includes an introduction to computer software used in the statistical analysis of health data.

HEA 602: Research Methods in Health Education.  
3 hours, 3 credits.  
Study of the design, methods, and research tools used in health education. Formulation of a research problem. PREREQ: HEA 600 or equivalent.

HEA 603: History and Philosophy of Health Education and Promotion.  
3 hours, 3 credits. Examination of the philosophical basis of health education and development of the health promotion movement in modern society. Analysis of the scientific, educational, sociological, psychological, anthropological, and legal basis of the profession with respect to its place in the health care system. Review of current professional developments.
HEA 620: Health Counseling.
3 hours, 3 credits.
Health problems of the school child, remedial procedures, and health-counseling techniques. PREREQ: Either a personal-health, public health, or physical-inspection course (or equivalents) or departmental permission. NOTE: Students (in consultation with the instructor) will be expected to enter into a specific health-counseling situation in depth and follow it to fruition at the end of the semester.

HEA 622: Organization and Administration of Health Education and Promotion Programs.
3 hours, 3 credits.
Formulation of principles, policies, and procedures of health education and promotion programs within a variety of institutional settings; coordination with other health services, professional personnel, and cooperating agencies.

HEA 623: Program Planning and Evaluation in Health Education.
3 hours, 3 credits. Identification and analysis of health education and promotion program planning, implementation, and evaluation in various professional environments. Emphasis on the development of model programs.

HEA 636: Perspectives on Death and Dying.
3 hours, 3 credits.
Study of dying death and bereavement from psychological social and cultural perspectives. Topics including end of life care, the effects of different types of death on the grief process, children and bereavement, and grief counseling. Implications for health services delivery.

HEA 640: Nutrition and Chronic Diseases.
3 hours, 3 credits.
The relationship of diet to health promotion and disease prevention and management. Emphasis on current dietary patterns in the United States and other industrialized nations and the high incidence of degenerative diseases such as arteriosclerosis, diabetes mellitus, diverticulosis, and cancer. PREREQ: BIO 181 and BIO 182 or equivalents and permission of the Department. [NOT OPEN TO STUDENTS WHO HAVE ALREADY TAKEN AN UNDERGRADUATE COURSE IN NUTRITION]

HEA 670: Field Experience in Health Education.
3 hours, 3 credits.
Supervised field experience in an agency offering health education/ health promotion programs. PREREQ: Completion of 15 graduate credits in health education.

HEA 671: Teaching Strategies for Health: Psychosocial Wellness.
3 hours, 3 credits.
Study of psychosocial wellness incorporating mental, emotional, family, and social health. Emphasis will be on using educational strategies to promote psychosocial wellness among students from PRE-K-12.
HEA 672: Teaching Strategies for Health: Health Promotion Behaviors.  
3 hours, 3 credits.  
Study of health behaviors and the promotion of healthy lifestyles. Emphasis will be on using educational strategies to promote health among students from PRE-K-12.

HEA 673: Teaching Strategies for Health: Disease and Disability.  
3 hours, 3 credits.  
Examines the etiology of health problems and risk factors for diseases and disabilities. Emphasis will be on using educational strategies to identify and reduce risks for various health problems among students from PRE-K-12.

HEA 680: Special Topics in Health. 3 hours, 3 credits.  
(May be reelected for credit when the topic changes)  
Consideration of recent developments in the field of health, with special emphasis on interdisciplinary contributions.

HEA 685: Independent Study in Health Education and Promotion.  
One semester, 3 credits (may be repeated up to 6 credits).  
Readings in and examination of special topics in health education. PREREQ: Departmental permission. (Open only to matriculated students who have completed 24 credits in the major and who have a minimum of a 3.7 GPA in the graduate program)

6 credits (not open to students who have taken the comprehensive exam).  
Individual research under faculty supervision. Credit granted only upon completion and acceptance of thesis. PREREQ: HEA 602. Graduate Adviser’s permission required.

GRADUATE COURSES IN EDUCATION (only for MS Ed students)

ESC 501: Psychological Foundations of Education.  
3 hours, 3 credits. (Closed to students who have taken ESC 301 or equivalent.)  
Cognitive and emotional development from childhood through adolescence; learning theories; measurement and evaluation; inclusion of special student populations, and uses of relevant technology and software. Theories and research findings discussed in relation to classroom observations. Students will be responsible for assigned readings, lectures, class discussions, and field experiences.

3 hours, 3 credits.  
Study of the historical development of education and schools within the context of various communities and families. Emphasis on the school as a sociocultural institution: issues of equity and bias, and the contributions of the major racial and ethnic groups, especially in New York City schools. Presentation of relevant technology and software.
**ESC 506: Special Education.**
*3 hours, 3 credits.*
The identification, instruction, and assessment of special needs populations in secondary and TESOL settings. Laws and regulations pertaining to the education of special needs children; information on categories of disability, including autism; identifying and remediating specific learning disabilities; special education process; classroom management and positive behavioral supports and interventions; individualized and differentiated instruction; effective co-teaching and collaboration. Fieldwork required.

**ESC 529: Language and Literacies Acquisition in Secondary Education.**
*3 hours, 3 credits.*
The teaching and acquisition of language and literacies through secondary content areas, including media literacy, with students of diverse language backgrounds and abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment. Includes field experience.

**ESC 595: Internship in Classroom Teaching.**
*One semester full-time, two supervised/mentored experiences of 20 days each (or other Lehman College approved sequences), 1-3 credits. (May be re-elected once, with adviser's permission.)*
Designed for graduate students who teach full time, the course provides on-site supervisory visits and a weekly seminar. Assigned in-school activities are required. PREREQ: A grade of B or better in Content Area Teaching Methods course; an overall index of at least 3.0; a passing score on the ATS-W Teacher Certification Examination; Departmental permission; and approval from the Professional Development Coordinator.

**ESC 596: Student Teaching in the Middle and High School Grades.**
*One semester full-time supervised student teaching, two experiences of 20 days each (or other Lehman College approved sequences), 3 credits.*
Student teaching in the middle and high school grades, plus a weekly seminar. PREREQ: A grade of B or better in the Content Area Teaching Methods course; an overall index of at least 3.0; a passing score on the ATS-W Teacher Certification Examination; Departmental permission; and approval from the Professional Development Coordinator.

**ESC 611: Seminar in Secondary & TESOL Education.**
*2 hours, 1 credit.*
Analysis of problems or practices in secondary school and TESOL teaching. Weekly seminar and assigned in-school activities required. PREREQ: Departmental permission. COREQ: ESC 595 or 797.

**ESC 612: Seminar in Secondary and TESOL Student Teaching.**
*2 hours, 3 credits.*
Analysis of problems or practices in secondary school and TESOL student teaching. Weekly seminar and assigned in-school activities required. PREREQ: Departmental permission. COREQ: ESC 596 or ESC 798.
ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas.
3 hours, 3 credits.
Development of a culminating curriculum project in candidates' field that includes an analysis of contextual factors; integration of prior coursework and research; theoretical foundations of the discipline; learning goals; assessment plan; design of instruction; technology; analysis of student learning and reflection on teaching practice. PREREQ: Departmental permission.

CAREERS IN HEALTH EDUCATION & PROMOTION

What is Health Education?
- Health education is a social science that draws from the biological, environmental, psychological, physical, and medical sciences to promote health and prevent disease, disability and premature death through education-driven voluntary behavior change activities.
- Health education is the development of individual, group, institutional, community, and systemic strategies to improve health knowledge, attitudes, skills, and behavior.
- The purpose of health education is to positively influence the health behavior of individuals and communities as well as the living and working conditions that influence their health.

Who Provides Health Education?
- Health education requires intensive specialized study. Over 250 colleges and universities in the United States offer undergraduate and graduate (Masters and Doctorate) degrees in school or community health education, health promotion, and other related titles.
- Nationally, voluntary credentialing as a Certified Health Education Specialist (CHES) is available from the National Commission for Health Education Credentialing, Inc (NCHEC). CHES competencies (health education needs assessment; program planning, implementation and evaluation; service coordination; and Health Education needs, concerns, resource communication) are generic to the practice of health education, whether it takes place in schools, colleges, workplaces, medical care settings, public health settings or other educational settings of the community. CHES are re-certified every five years based on documentation of participation in 75 hours of approved continuing education activities.
- Some people specialize in health education (trained and/or certified health education specialists). Others perform selected health education functions as part of what they consider their primary responsibility (medical treatment, nursing, social work, physical therapy, oral hygiene, etc.). Lay workers learn on the job to do specific, limited educational tasks to encourage healthy behavior.
- Para-professionals and health professionals from other disciplines are not familiar with the specialized body of health education knowledge, skills, theories, and research, nor is it their primary interest or professional development focus. This will limit their effectiveness with clients and communities, and their cost-effectiveness.
Why is Health Education Important?

- Health education improves the health status of individuals, families, communities, states, and the nation.
- Health education enhances the quality of life for all people.
- Health education reduces premature deaths.
- By focusing on prevention, health education reduces the costs (both financial and human) that individuals, employers, families, insurance companies, medical facilities, communities, the state, and the nation would spend on medical treatment.

Where Are Health Educators Employed?

- **In schools**... health educators teach health as a subject and promote and implement Coordinated School Health Programs, including health services, student, staff, and parent health education, and promote healthy school environments and school-community partnerships. At the school district level they develop education methods and materials; coordinate, promote, and evaluate programs; and write funding proposals.
- **On college/university campuses**... health educators are part of a team working to create an environment in which students feel empowered to make healthy choices and create a caring community. They identify needs; advocate and do community organizing; teach whole courses or individual classes; develop mass media campaigns; and train peer educators, counselors, and/or advocates. They address issues related to disease prevention; consumer, environmental, emotional, sexual health; first aid, safety and disaster preparedness; substance abuse prevention; human growth and development; and nutrition and eating issues. They may manage grants and conduct research.
- **In business & industry**... health educators perform or coordinate employee counseling as well as education services, employee health risk appraisals, and health screenings. They design, promote, lead and/or evaluate programs about weight control, hypertension, nutrition, substance abuse prevention, physical fitness, stress management, and smoking cessation; develop educational materials; and write grants for money to support these projects. They help companies meet occupational health and safety regulations, work with the media, and identify community health resources for employees.
- **In health care settings**... health educators educate patients about medical procedures, operations, services and therapeutic regimens, create activities and incentives to encourage use of services by high risk patients; conduct staff training and consult with other health care providers about behavioral, cultural, or social barriers to health; promote self-care; develop activities to improve patient participation on clinical processes; educate individuals to protect, promote or maintain their health and reduce risky behaviors; make appropriate community-based referrals, and write grants.
- **In community organizations and government agencies**... health educators help a community identify its needs, draw upon its problem-solving abilities, and mobilize its resources to develop, promote, implement and evaluate strategies to improve its own health status. Health educators do community organizing and outreach, grantwriting, coalition building, advocacy, and develop, produce, and evaluate mass media health campaigns.
What Does A Trained Health Educator Do?

- Assess individual and community
- Plan health education programs
- Develop health education programs
- Coordinate health education programs
- Implement health education programs
- Manage health education programs and personnel
- Evaluate health education programs
- Write grants
- Build coalitions
- Identify resources
- Make referrals
- Develop social marketing and mass media campaigns
- Organize/ mobilize communities for action
- Handle controversial health issues/content
- Advocate for health related issues
- Encourage healthy behavior
- Use a variety of education/training methods
- Develop audio, visual, print and electronic materials
- Write scholarly articles

Helpful Links
U.S Department of Labor’s Occupational Outlook for health educators
www.bls.gov/oco/

The Society for Public Health Education
http://sophe.org/

Information for Current and Future Health Professionals in New York
http://healthcareersinfo.net/
Certified Health Education Specialist (CHES)
Health educators are professionals who design, conduct, and evaluate activities that help improve the health of all people. These activities can take place in a variety of settings that include schools, communities, health care facilities, businesses, colleges and government agencies. Health educators are employed under a range of job titles such as patient educators, health education teachers, trainers, community organizers, and health program managers. Certified health education specialists (CHES) are those who have met the standards of competence established by the profession and have successfully passed the CHES examination. The CHES designation after a health educator’s name is an indication of professional competency and commitment to continued professional development.

Certified Health Education Specialist (CHES) Exam
The curriculum for the MA in Health Education and Promotion at Lehman College is aligned with the Responsibilities and Competencies outlined by the National Commission for Health Education Credentialing (NCHEC). Students who complete the MA degree are eligible to sit for the CHES examination (offered twice a year), which is the only certification for the field of health education. While health educators are not currently required obtain certification for employment, requiring job applicants to have CHES certification is becoming increasingly common. To find out more information about NCHEC and the CHES examination, please visit www.nchec.org

The National Commission for Health Education Credentialing (NCHEC)
This CHES certification program is administered by the National Commission for Health Education Credentialing. NCHEC’s mission is to improve the practice of health education and to serve the public and profession of health education by certifying health education specialists, promoting professional development, and strengthening professional preparation and practice. The major purposes of NCHEC include: development and administration of a national competency-based examination; development of standards for professional preparation; professional development through continuing education programs. NCHEC’s voluntary professional certification program establishes a national standard for individual health education practitioners. For more information about credentialing and the certification exam visit www.nchec.org.
FREQUENTLY ASKED QUESTIONS

How do I apply to become a graduate student?
You can contact the Lehman Graduate Admissions office directly. The office is located in Shuster Hall, Room 150. The phone number is 718-960-6990. You need to complete a Graduate Application Form and have your official college transcripts sent directly to the Graduate Admissions office. You will also need to provide a written professional goals statement and three recommendation letters. MS Ed students must also provide a copy of their initial certificate (for Sequence 1 applicants) or a copy of their professional certificate (for Sequence 3 applicants).

Please make sure you apply to the proper program!
If you are a school teacher and you wish to become a certified health teacher and obtain New York State initial or professional certification, then you need to apply to the MS Ed Health Teacher degree. You must choose either Sequence 1 or 3 depending on your eligibility. If you are unsure of which sequence to follow, please contact Dr. Demmer immediately. If you wish to become a community health educator, you need to apply to the MA in Health Education and Promotion.

Note: It is the applicant’s responsibility to ensure that he/she applies to the proper degree program.

Where do I send my application and supporting documents?
You submit everything to the Graduate Admissions Office at Lehman College. Please do not send them to Dr. Demmer or the Dept of Health Sciences. The application system is now all online. Please contact the Graduate Admissions office directly for further details or check the college website.

When are the application deadlines?
Your complete application (including all supporting documents) must be submitted by:
- March 1 (for admission in the fall).
- October 1 (for admission in the spring)

What is the minimum undergraduate GPA required in order to be admitted?
2.75 and above. Please note that having the minimum GPA will not automatically grant you admission into the program. Admission is selective and based on the number and quality of applications received each semester.

What if I am in the final semester of my Bachelor’s degree and I don’t have my final grades yet. Can I still apply?
Yes. You may be provisionally accepted upon condition that you will graduate shortly before entering the graduate program. But you will need to submit your final degree transcript to the Graduate Admissions office as soon as it becomes available. If your final degree transcript shows that you had below a 2.75 GPA, you will not be able to continue in the program as a matriculated student.

I would like to apply to the MS Ed Health Teacher degree (Sequence 1), but I don’t have my test scores or initial teaching license yet. Can I still apply?
You can be accepted into this program if you have a copy of your LAST score, but the condition is that you submit your initial teaching certificate within three semesters of beginning the program. Please note that this option is only available to students who
have already completed the undergraduate requirements (including courses for the major, education courses and student teaching) to become provisionally certified in a recognized teaching subject (e.g., health, physical education, science, social studies) by New York State.

I have a Bachelor’s or Master’s degree in another subject and I am not certified to teach. I would like to become a health teacher. What do I do?
In the past you could apply for admission to the MS Ed Health Teacher degree (Sequence 2) but we are no longer accepting applications to Sequence 2.

I have a Bachelor’s degree in Health Education and an initial certification in health education. I would like to obtain professional certification in health education. Which sequence should I apply to?
MS Ed Health Teacher degree (Sequence 3).

I already have another Master’s degree and I am certified in another subject. I would like to become certified in health education as well. How many courses in health must I take in order to become certified?
We do not determine which health courses or education courses you need to take or how many credits you need to take in these subjects in order to become certified in health. That is decided by New York State Education Department. Please go to their website for further information: http://www.nysed.gov. Once you hear back from NYS Education Department and you know which courses and how many courses you need to take, you can then register at Lehman as a non-matriculated student and complete your coursework with us. You can complete the health courses at the graduate or undergraduate level in our program. Typically, in order to meet the requirements for initial certification to teach health education in middle and high school, you need 30 credits in health education at the undergraduate or graduate level. Of course, you can also register as a matriculated student and earn a second Master’s degree (MS Ed Health Teacher - Sequence 1). The degree requirements remain the same whether or not you already possess another Master’s degree and certification in another subject. If you have a Bachelor’s degree in Health Education and initial certification in health education, you will follow Sequence 3. If you are certified in another area, you will follow Sequence 1 (even if you have a Master’s degree in that subject).

What do I do once I have been accepted into the program?
You will receive an email from Dr. Demmer with a copy of this handbook. Allow about a week or so after you have been accepted into the program to be entered into the Lehman College computer system. You need to be entered into the system before you can register for courses. You can contact the Graduate Admissions office directly to see if you can proceed with registering for courses.

How do I know which courses to register for?
It’s all in this handbook. Once you have read through this handbook, you will know what courses you need to register for every semester based on your own schedule. If you need help with planning your program, please contact Dr. Demmer.

How do I know which courses are offered for a semester?
You can check www.cunyfirst and you will see a listing of courses to be offered for the following semester. Hard copies of the schedule each semester are also available in the department office.
Is there a special sequence that I need to follow in completing courses?
You can consult the sample curricula plans that have been provided for you in this handbook. They are intended as a guide to help you plan your program.
Here are some general suggestions:

1) Take HEA 600 Biostatistics in the first or second semester and get it over with. You will need to have completed this course in order to register for HEA 602 Research Methods. HEA 602 has a prerequisite: HEA 600.
2) Take as many required courses as you can in the spring and fall and save your health electives for the winter and summer.
3) MS Ed students (Sequence 1 & 3) can take the “teaching health” courses (HEA 671, 672, 673) in any order but consider beginning with HEA 671.
4) MA students have to take ONE of the three "teaching health" courses. It is strongly recommended that you take HEA 671.
5) In terms of education (ESC) courses, MS Ed students (Sequence 1 & 3) are advised to complete ESC 506 and HEA 671-673 before registering for ESC 595, ESC 611, and ESC 708. These courses should be taken in the final semester. They are offered only once a year (every Spring).
6) Take HEA 620 Health Counseling halfway through your degree or toward the end of your degree.
7) Take HEA 602 Research Methods toward the end of your degree.
8) Take HEA 623 Program Planning or HEA 622 Organization and Administration in your second semester or later.
9) If you are enrolled in the MA, you need to complete HEA 670 Field Experience. You can take only register this course after you have completed at least 15 credits. It is recommended that you take this course in your last or second to last semester. If you currently work in the health education field, you may be allowed to do a graduate health elective in place of HEA 670. Please contact Dr. Demmer to see if you qualify.
10) If you are enrolled in the MA, take the comp exam in your last semester or second to last semester and do not take more than one course during that semester together with the comp exam if you are a part-time student.
11) A reminder for MS Ed students that ESC 595 (2 credits), ESC 611 (1 credit) and ESC 708 (3 credits) are only offered every Spring. Students usually take all three courses together for a total of 6 credits. You MUST contact Dr. Fusco by October 15 if you intend to take these courses the following Spring. She will review the requirements of these courses with you and help you complete the paperwork necessary for applying for the Internship in Classroom Teaching and Seminar (ESC 595/611 and 708).

How do I go about registering for courses after I have been accepted as a matriculated student?
For information on how to register, please go to the Lehman College website. The link for registration information is: http://www.lehman.edu/provost/registrar/registrar.html

Do I need approval from the program director before I can register for courses each semester?
Yes. You need electronic approval from Dr Demmer. Please make sure you provide your EMPLID # when requesting approval for courses. Do not wait until a week or two before the semester begins to request approval for courses. Most courses will be full at
that point. For ESC courses, you must obtain approval by contacting Ms. Joi Jones directly in the Division of Education. Her email is: joi.jones@lehman.cuny.edu

How do I register for courses?
Starting on April 16, 2012, the college instituted a new online system for registering for courses each semester. It is called CUNYfirst: http://www.lehman.edu/cunyfirst/cuny-first-students.php

To register for courses each semester, go to the college website and click on the link called "CUNYfirst" and log into your account.

How much is tuition?
Please check the college website for the latest figures. Effective Fall 2015:

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<th>Credits</th>
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<th>Grad Non-NYS Residents</th>
<th>Master of Social Work</th>
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* Undergraduate full-time rate is $3,165.00 (12-18 credits)
** Graduate full-time rate is $5,065.00 (12-18 credits)
*** Master of Social Work full-time rate is $6,685.00 (12-18 credits)
So how much will my degree cost overall?
For the MA in Health Education and Promotion (33 credits), it will cost you $14,000-$15,000. For the MS Ed (Sequence 1: 39 credits), it will cost you about $17,000. Compared to similar degrees elsewhere, this is a bargain. In many other colleges, these degrees would cost you two to three times more.

How do I find financial aid and/or scholarship opportunities?
The Lehman College Financial Aid office can help you with financial aid questions and forms. You can visit the Lehman College financial aid/scholarship office in person in Shuster Hall, Room 205 or contact them by phone at 718 960-8156 or on the web at www.lehman.cuny.edu/financialaid/ or www.lehman.cuny.edu/services/scholarships.html

If I submit my application by March 1 for fall admission and I am accepted, do I have to wait until the fall to take courses?
No. You don’t have to wait until the fall to start your studies. If any courses are offered in the summer, you are eligible to take them. But be advised that summer courses usually fill up quickly by matriculated students who were enrolled in the degree before you were. Once you are accepted as a matriculated student, you can register right away for courses for the following semester. Bear in mind that full-time faculty are away for summer break so they will not be able to assist you from June 1 to the end of August. If you want to register for the summer and need advisement, please make sure you contact Dr. Demmer before the end of May.

I wish to come in as a non-matric (non-degree) student. How do I go about registering?
First, file a non-matric application together with a copy of your undergraduate transcript at the Graduate Admissions office. You must have a minimum of a 2.75 GPA to be accepted as a non-matric student. If you do not, you need to contact Dr. Demmer. You will probably have to do 6-12 undergraduate credits in health education before you can apply to the graduate program, either as a non-matric or matric student. Bear in mind that being accepted as a non-matric student does not guarantee admission as a matriculated student later. Once a faculty member has granted you permission in the computer system for certain courses, you can then go ahead and register for them. For information on registration and the schedule of courses offered each semester, please go to the Lehman College website: http://www.lehman.cuny.edu Please be aware that courses fill up quickly and preference is given to matriculated students first to register for courses. There is a good chance that if you apply as a non-matric shortly before a semester begins, there may be few courses open.

How many credits can I take as a non-matriculated Student?
You may only take up to 12 credits. If you go over 12 credits, you will NOT be given credit for these extra courses.

If I cannot get into a course (whether I am a matric or non-matric student), can you put me on a waiting list for a course that I really want to get into?
Each course will have a wait-list if it is full. You will be able to add your name to the wait list.
How many credits do I take each semester?
Students who are doing the degree part-time, usually register for 3-6 credits per semester and those attending full-time must register for 12 credits per semester. If you are working full-time, it is recommended that you take no more than 6 credits in the fall and 6 credits in the spring. In summer semesters, comprising two sessions of approximately five weeks each, students may take no more than 8 credits in total. Since all HEA courses are 3 credits each, this means that you should take a maximum of two courses (6 credits) over the Summer. It is recommended that you take one course in Session A and one in Session B or Session C, rather than doing two courses in one Summer Session. Summer sessions are very intense and require a substantial amount of work in a very short period of time.

How much time should I put into my studies each week?
An estimate is at least 9 hours per week per course. You should allocate this amount of time to do assigned readings for class, work on assignments, and prepare for exams. It does not include time spent in class. Graduate study is rigorous and time consuming and is different to undergraduate study. If you were able to take many credits and work full-time as an undergraduate student, it does not mean that you should do so at the graduate level or that you will be successful.

Are their technology expectations for students?
Yes. All students MUST have a LEHMAN student email account (first name.last name@lc.cuny.edu) and a CUNY portal account to gain access to Blackboard. Lehman email accounts and portal accounts are available free of charge for Lehman students from the Instructional Technology Center in person on the first floor of Carman Hall, via the Internet, or by phone at 718.960.7333. Technological competence is developed and expected for all students throughout the program, including word processing, e-mail, power-point, use of spreadsheets for data, use of the internet, Blackboard, and the ability to learn in traditional, hybrid, and online formats. The Information Technology Center is open to all students and personnel are available there to provide technical assistance.

Is help available for research and using the Lehman library?
Yes. The Lehman library’s hours and services may be accessed from the Lehman website (www.lehman.cuny.edu) or by calling library information at 718-960-7766. Prof. Robin Wright is the health librarian and she is available to provide assistance to health education students who need help doing research, using periodical and journal resources, how to do computer searches, how to use electronic databases, etc. She is located in Room 105 in the library and she can be reached at 718-960-8673 or Robin.Wright@lehman.cuny.edu

How do I stay off probation?
You must maintain an overall GPA of 3.0 or more. As soon as your GPA falls below 3.0, you will automatically be placed on academic probation. A student may be on probation only once during their course of study. A graduate student placed on probation must raise their GPA to 3.0 or above during the next two semesters of enrollment and must take courses that satisfy the degree curriculum.

If you do not bring your GPA back up to 3.0 or above after two semesters, you will be dismissed from the program. Please note that there is a strong correlation between GPA in the program and scores on the comprehensive exam at the end of the program.
Students who have a low or minimum GPA in the program are much more likely to perform poorly on the comp exam. So be warned, if your grades are weak, regard this as a sign that you need to make drastic adjustments in your study habits, otherwise you risk failing the comprehensive exam and wasting all the time and money you put into your degree program.

I am a non-matric student, so how many credits can I transfer into the program? No more than 12 graduate credits taken as a non-matric student, subject to the approval of Dr. Demmer. You cannot transfer undergraduate credits into a graduate degree program. You can only receive credit for graduate courses that are the exact equivalent to courses offered in the graduate program. They should have a similar name and description to the ones listed in this handbook. After you have been accepted into the program, you may contact Dr. Demmer to discuss any courses you may wish to transfer into the program. You need to provide a copy of your graduate transcript as well as copies of the course descriptions. Make sure you pick up an "Application for Transfer of Credit" form from the Graduate Studies Office.

I have a Master's degree in another field. I understand I may be allowed to transfer up to 6 credits from another completed Master's degree into this degree. Is that correct? Yes. But these 6 credits need to be equivalent courses to the ones offered in our Master's degree. You can check your degree transcript against the list of courses required for the Lehman degree in this handbook. You should be able to see whether or not any of the Lehman courses are the same as what you took in your previous Master's degree. If you wish to receive credit, you will need to meet with Dr. Demmer and bring in a copy of your Master's degree transcript as well as a copy of course descriptions from your college bulletin.

What are the rules about transferring graduate credits? Graduate credits can be transferred the first semester a student matriculates. The student must be matriculated and enrolled in at least one graduate course at the time the request is submitted.
- Maximum amount in total accepted for transfer is 12 graduate credits.
- 6 credit maximum for courses from a previously awarded master's degree
- Courses transferred must be graduate level and cannot be courses that satisfied an undergraduate degree.
- Courses cannot be more than five years old.

Please contact the Office of Graduate Studies (718-960-8448) directly for further information about the process for transferring graduate credits.

What times are classes offered? All classes are scheduled in the evenings at 6pm. Some are hybrid (mixture of classes on campus and online) and some are offered totally online.

Do I need to get permission before I can register for courses each semester? Yes. However, this policy is currently under review and may change in the future. For ESC courses, you can obtain approval by contacting Joi Jones in the Division of Education. Her email is: joi.jones@lehman.cuny.edu
I would like to take courses over the summer. Why aren’t the courses I want offered in the summer?
Within each academic year (Fall/Spring), we try to offer most of the courses needed to complete the degree so that students are able to graduate in a relatively short period of time. Each summer, we try to offer a couple of elective courses and one or two required courses but this depends on budget and faculty availability.

Are any courses offered over the winter?
Yes. We only offer two health elective courses. You need to complete a certain amount of elective courses in your program. Winter courses run about three weeks long during the month of January. Registration for the Winter session usually starts sometime in November.

If I am accepted for the Spring, do I have to wait for the Spring before I can start taking courses?
No. You can begin taking courses in the winter. Winter courses fall under the Spring semester.

If I am accepted for the Fall, do I have to wait for the Fall before I can start taking courses?
No. You can begin taking courses in the summer.

Can I do HEA 685 Independent Study instead of a required course?
No

Can I do HEA 685 Independent Study instead of an elective?
Yes, but you need to have completed 24 credits in the graduate program and have a minimum of a 3.7 GPA. Permission from Graduate Program Director is required. The purpose of the Independent Study is to explore a health topic in depth under the supervision of the Graduate Program Director. The student is responsible for writing a high quality review article on a topic that is suitable for submission to a peer-review journal at the end of the semester. There are no class meetings but the student will meet occasionally on campus with the advisor as well as communicate via email and phone.

I am in the MA in Health Education and Promotion. Do I have to take HEA 670 (Internship)?
Yes, it is a required course for this degree. However, if you have several years’ experience working in the health field (preferably in health education and promotion), there is the possibility that you can do a health elective course in place of HEA 670 but you will need to discuss this with the Graduate Program Director. In most instances, we strongly recommend that students do HEA 670 even if they have professional experience as it is a valuable opportunity to apply what you have learned in a new work setting and it could also lead to future job opportunities. If you do not have prior professional experience in health education and promotion, you must do HEA 670.

I work full-time so how do I complete the internship?
Since most organizations offering internships are only open during regular business hours (Monday to Friday) you will not be able to complete your internship in the evenings or on weekends. If you work full-time, you will need to make arrangements
with your job to get time off to do your internship. If taking time off from your job to do your internship is not an option, you will be responsible for locating an internship site on your own that may allow you to complete your hours in the evenings or weekends.

**How do I obtain further information about the internship (HEA 670)?**
Please contact Dr. Danna Ethan who coordinates the graduate internship. Her email is danna.ethan@lehman.cuny.edu and her phone number is 347-577-4034.

I have been working in the health field for many years. Is there a way I can get academic credit for my professional experience?
No.

I am enrolled in the MS Ed N-12 Health Teacher degree (Sequence 1). I already possess a teaching certification in another field (e.g. physical education) and I had to do student teaching as part of my Bachelor’s degree. Do I have to do student teaching again in my Master’s degree?
Yes. Since you will be earning certification in a different subject area you need to do student teaching in a different subject area. Teaching health in the classroom is very different to teaching physical education.

If I have questions about student teaching, who is the contact person?
Dr. Lisa Fusco, Lecturer in the Health Education and Promotion program. She is the coordinator of student teaching. Her phone number is 718-960-8085 and her email is lisa.vernale@lehman.cuny.edu

What is the professional code of ethics that students follow in the Health Education program?
All students in the program are expected to follow the code of ethics for health education professionals in all endeavors:
http://www.nchec.org/credentialing/ethics/

**How do I appeal a grade?**
If you wish to challenge a grade, you must complete the following steps:
- Read the policy regarding Grade Appeals in the Graduate Bulletin.
- Consult the instructor who assigned the grade to attempt to resolve the situation. You must do this no later than the end of the semester, following the semester in which the grade was assigned. If resolution is impossible, and if you still wish to challenge the grade, you should
- Consult your program adviser, who will attempt to resolve the situation. (if the adviser is the instructor who issued the original grade, consult the department chair). If you wish to challenge the grade further, you should appeal in writing to the chair of your department (if the chair is the instructor who issued the original grade, consult the chair of the department’s Personnel and Budget Committee), submitting any and all documents that support your case. The chair will form a grade appeal committee as described in the Graduate Bulletin.
- The decision of the Graduate Grade Appeal Committee is final.

**How do I take an “Incomplete” for a course?**
The grade of incomplete is awarded only when the course requirement has not been completed for good and sufficient reasons and when there is a reasonable expectation that the student can successfully complete the requirements of the course.
Change of any grade to an Incomplete:

**Appropriate Reasons:**

1. Student did not take final and grade was given based on term average. Student has acceptable reason for missing the final.
2. Student did not hand in the final paper or lab project and has documented an appropriate reason. Grade calculated based on missing paper. I am willing to accept the paper at this time.

**Inappropriate Reasons:**

1. Student will resubmit the paper
2. Student will take make up exam
3. Student will do extra work

**What do I have to do if I wish to withdraw from a course?**

If for any reason you need to stop attending classes in any semester, you must withdraw formally from the classes from which you are registered. Failure to do so will result in a grade of WU (Unofficial Withdrawal) appearing on your transcript. WU grades are the equivalent of failing grades and are counted in your Grade Point Average.

Check with the Registrar’s office for the withdrawal deadlines for each semester.

To withdraw from courses:

**In person:**

- Go to the Office of the Registrar (Shuster Hall, Room 114) prior to the published withdrawal deadline. Be sure to have your bursar’s receipt with you.
- Fill out the appropriate forms.
- Be sure to check your record after approximately one week to see that your withdrawal has been processed.

**By mail:**

- Prior to the published deadline, write a letter to the Registrar stating your name, I.D. number, and the course(s) from which you want to withdraw (e.g. BIO 722), with the section number. You must sign your letter.
- Enclose a copy of your bursar’s receipt (do not send originals).
- Send your letter and bursar’s receipt (copy) to the following address:

Lehman College  
Office of the Registrar  
250 Bedford Park Boulevard West  
Shuster Hall 114  
Bronx, NY 10468

Be sure to check your record after approximately one week to see that your withdrawal has been processed.
I have been told I have a stop on my record and I cannot register for courses.

What do I do?
There could be several reasons why you have a stop on your record including the following: unpaid tuition bill, missing medical documentation, an incomplete application folder (e.g., you are missing documents such as test scores or letters of recommendation), or a GPA below 3.0. You need to contact the Registrar’s office to find out what you need to do or you may contact the Graduate Studies office.

If I have a concern or grievance relating to a course, a professor or the program in general or I have a problem relating to my studies, who can I go to?
It depends on the nature of your concern or problem. If it is related to a course or a professor, you first want to speak with the professor concerned. The instructors in the health education program are friendly and approachable and are sensitive to the needs of students. In most cases, issues can be resolved quite easily between the student and the instructor provided there is an atmosphere of mutual respect and civility. If the matter is not resolved to your satisfaction or if you don’t feel comfortable talking to the instructor, you can contact the Graduate Program Director, Dr. Demmer. We value our students and we want our students to succeed. Let us know how we can work together to make this a worthwhile experience for you at Lehman College.

Do I have to pay a fee to take the Comprehensive exam (for MA students only)?
No. However, if you are not registered for any courses during the semester in which you wish to take the comp exam, you will need to pay a “Maintenance of matriculation fee” in order to stay enrolled in the degree program and to be able to take the comp exam. You can contact the Registrar’s office for details.

How do I stay active in the program?
You must take at least 6 credits during an academic year. You must be registered for at least 3 credits in the fall semester and 3 credits in the spring semester.

I am a matriculated student and I still have courses left to do to complete my degree. However, I have decided not to take any courses next semester. Is there anything I have to do?
You have two choices. One option is that you can pay a “Maintenance of Matriculation Fee” which will enable you to use various resources in the college (e.g., the library) during the semester when you are not taking any courses. The other option is that you do nothing. In this case, when you are ready to take courses again you will have to complete a “Readmit Form” and request to be readmitted to the program. You can obtain this form (“Readmit Form”) from the Graduate Admissions office. The program director will need to sign you back into the program. However, please be aware that readmission to the program is not automatic and is at the discretion of the Program Director.

I have completed all my coursework and will be doing the comp exam this semester for the MA degree. Since I will not be taking any courses this semester except sitting for the comp exam, is there anything I have to do?
Yes. If this is your last semester before graduating, and you have completed all your courses, and you are sitting for the comp exam, then you have to pay a “Maintenance of Matriculation Fee”. Please contact the registrar’s office for details.
I have completed all the coursework for the MA degree and I will be doing the comp exam this semester. However, I was not registered for any courses the previous semester/s. What do I have to do?
You will first have to complete a “Readmit form and get it signed by Dr. Demmer. You will also need to pay a “maintenance of matriculation fee” since this is your last semester before graduating. Please contact the registrar’s office for details.

Is there any paperwork I have to do to file for graduation?
Yes. Students must file in-person for graduation at the beginning of the semester in which they intend to graduate. Please visit the Graduation Audit Office (Shuster 105) for questions regarding graduation. The contact person is Sheniqua Fleming. Email: sheniqua.fleming@lehman.cuny.edu

When will I receive my official transcript and my diploma?
For this information, please contact the Graduation Unit in the Registrar’s office (718-960-8608).

Now that I have completed the requirements for the MS Ed Health Teacher degree how do I apply for INITIAL or PROFESSIONAL certification through New York State Education Department?
After you have completed your MS Ed Health Teacher degree, you may contact Ms. Ruth Jordan, Certification Officer for Lehman College and she will be able to assist you. She is located in Carman Hall, Room B-33. Ms. Jordan may be reached at 718 960-7240 or Ruth.Jordan@lehman.cuny.edu.

What should I do if I have a question about teaching certification?
You can contact Ruth Jordan. You can also go to the New York State Education Department website: www.nysed.gov. The NYSED website is very thorough and should address all your questions. The website covers the certification process in detail from start to finish and describes the different pathways for obtaining certification. It also explains how to apply for a certificate. If you are enrolled in the MS Ed Pre k-12 Health Teacher program or are interested in pursuing teaching certification, you should make it a priority to familiarize yourself with the NYSED website as soon as possible.

I am completing the paperwork for applying for professional certification as a New State health teacher and it asks for the program code of the Lehman degree (MS Ed Health Teacher) I just completed. What is the code?
The code is: 25951

I am certified to teach health education but I would like to obtain certification in physical education. Where can I do this?
Unfortunately, Lehman College does not offer any degree programs that lead to certification to be a physical education teacher. The following CUNY colleges offer degree programs that lead to certification as a physical education teacher:
York College (BS only)
Brooklyn College (BS and MS Ed)
Queens College (BS, MS Ed and a Post Post-Baccalaureate Initial Certificate in PE for people without a degree in PE)

Please contact the relevant college directly for further information about its program.
What if I have other questions?
Feel free to contact the Program Director, Dr. Demmer (Monday through Friday, 9:00AM-5:00PM).
Phone: 718-960-7313
Email: craig.demmer@lehman.cuny.edu
Office: Gillet Hall, Room 334 (3rd floor)
EMAIL ETIQUETTE

Communicating via email requires certain standards of behavior just like communicating with someone face-to-face. Knowing how to communicate appropriately via email is an essential skill not only in one’s personal life but also as a professional. It promotes civilized behavior and discussion and it fosters an atmosphere where people feel respected and comfortable communicating with each other. If people wish to be taken seriously, it is important that they communicate in a professional, courteous manner at all times.

Here are some tips:

1) Always start an e-mail with an appropriate greeting (e.g., "Hello Dr. Smith", "Dear Prof. Smith"). Do not just write the person’s name. That sounds abrupt and rude. When we make a phone call we always say "Hello" to the person who picks up the phone and we don’t just blurt out their name. We want to think of e-mail as a serious communication tool, not an excuse to forget about being courteous or friendly.

2) Use the person’s proper title (Prof, Dr. Mr. Ms. Rev etc). When communicating with me, I prefer to be addressed as Dr Demmer or Prof Demmer. I will address you by your title and last name as well. If you prefer to be addressed by your first name instead, I will be happy to do that.

3) Make sure you spell the person’s name correctly.

4) Do not type in caps. Typing in caps is considered yelling or screaming online.

5) Always spell check your e-mail, proofread for errors, capitalize your sentences and use appropriate punctuation and grammar. You want your e-mails to be readable. Write complete sentences. Check your email before you send it. Remember, your email is a reflection of you.

6) Due to the lack of vocal and nonverbal clues with e-mail, we often forget that eye contact, tone of voice and body language which we take for granted when communicating in person, is not available in the written word without ongoing efforts to work at your writing skills. Use emoticons and acronyms when necessary to convey your message. If you are joking, include a smiley face :-), if you are sad or upset you can use :-(. If you need to type an extra line or two to make sure your intent is clear--please do!! Remember there is a person on the other end who will be receiving your email, so treat them like you wish to be treated.

7) Always end your e-mails with "Thank you," "Sincerely," "Take it easy," "Best regards" – something. Not typing your name at the end of an e-mail comes off as terse and demanding.

8) Do not use Return Receipt Request (RR) for each and every e-mail you send because you like "knowing" when someone opens your e-mail.

Remember, the type of email you send will influence the way people think about you. Send the type of email that you would like to receive yourself. I hope you find this helpful. I look forward to communicating with you!
DEGREE COMPLETION CHECKLISTS
Lehman College of the City University of New York  
Department of Health Sciences

M.A. in Health Education and Promotion (with comp exam)

<table>
<thead>
<tr>
<th>Required courses (24 credits):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 600 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>HEA 602 Research Methods (prereq HEA 600)</td>
<td>3</td>
</tr>
<tr>
<td>HEA 603 History &amp; Philosophy of Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HEA 620 Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HEA 622 Organization and Administration of Health Education and Promotion Programs</td>
<td>3</td>
</tr>
<tr>
<td>HEA 623 Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HEA 670 Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>And one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>HEA 671 Teaching Strategies for Health (Psych Wellness)</td>
<td>3</td>
</tr>
<tr>
<td>HEA 672 Teaching Strategies for Health (Health Prom Beh)</td>
<td>3</td>
</tr>
<tr>
<td>HEA 673 Teaching Strategies for Health (Disease and Dis)</td>
<td>3</td>
</tr>
</tbody>
</table>

8 courses total = 24 credits

<table>
<thead>
<tr>
<th>Elective courses (9 credits):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 507 Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>HEA 509 Drugs &amp; Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HEA 636 Death &amp; Dying</td>
<td>3</td>
</tr>
<tr>
<td>HEA 640 Nutrition &amp; Chronic Diseases</td>
<td>3</td>
</tr>
<tr>
<td>HEA 680 Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>HEA 685 Independent Study (Dept permission required)</td>
<td>3</td>
</tr>
<tr>
<td>Other HEA electives:</td>
<td></td>
</tr>
</tbody>
</table>

3 courses total = 9 credits

**TOTAL CREDITS: 33**

Comprehensive exam completed _______
Lehman College of the City University of New York
Department of Health Sciences

M.A. in Health Education and Promotion (with thesis)

Required courses (30 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HEA 600 Biostatistics</td>
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<td>3</td>
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<tr>
<td>HEA 622 Organization and Administration of Health Education and Promotion Programs</td>
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<tr>
<td>HEA 623 Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HEA 670 Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>HEA 691 Thesis (Dept permission required)</td>
<td>3</td>
</tr>
<tr>
<td>HEA 692 Thesis (Dept permission required)</td>
<td>3</td>
</tr>
</tbody>
</table>

And one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 671 Teaching Strategies for Health (Psych Wellness)</td>
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</tr>
<tr>
<td>HEA 673 Teaching Strategies for Health (Disease and Dis)</td>
<td>3</td>
</tr>
</tbody>
</table>

10 courses total = 30 credits

Elective courses (3 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 507 Human Sexuality</td>
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<td>3</td>
</tr>
<tr>
<td>HEA 680 Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>HEA 685 Independent Study (Dept permission required)</td>
<td>3</td>
</tr>
</tbody>
</table>

Other HEA electives:________________________________________

1 course total = 3 credits

TOTAL CREDITS: 33

Thesis completed
Lehman College of the City University of New York  
Department of Health Sciences  

M.S. Ed Health N-12 Teacher *(Sequence 1)* (39 credits) (for students who already possess an initial or professional teaching certificate)  

**Required courses (30 credits):**  
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<thead>
<tr>
<th>Course</th>
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<tbody>
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<td>3</td>
</tr>
<tr>
<td>ESC 506: Special Needs Educ in TESOL &amp; Sec Settings</td>
<td>3</td>
</tr>
<tr>
<td>ESC 595: Internship in Classroom Teaching</td>
<td>2</td>
</tr>
<tr>
<td>ESC 611: Seminar in Secondary &amp; TESOL Education</td>
<td>1</td>
</tr>
<tr>
<td>ESC 708: Project Seminar in Curric, Materials, &amp; Assess</td>
<td>3</td>
</tr>
</tbody>
</table>

10 courses total = 30 credits  

**Elective courses (9 credits):**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
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<td>3</td>
</tr>
<tr>
<td>HEA 685 Independent Study (Dept permission required)</td>
<td>3</td>
</tr>
</tbody>
</table>

Other HEA electives:___________________________  

3 courses total = 9 credits  

**TOTAL CREDITS: 39**
Lehman College of the City University of New York  
Department of Health Sciences

M.S. Ed Health N-12 Teacher (Sequence 2) (51 credits) (for students who do not have an initial or professional teaching certificate) (no longer offered)

### Required courses (42 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 600 Biostatistics</td>
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<tr>
<td>HEA 673 Teaching Strategies for Health (Disease and Dis)</td>
<td>3</td>
</tr>
<tr>
<td>ESC 501: Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ESC 502: Historical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ESC 506: Special Needs Educ in TESOL &amp; Sec Settings</td>
<td>3</td>
</tr>
<tr>
<td>ESC 529: Language and Literacies Acquisition in Sec Ed</td>
<td>3</td>
</tr>
<tr>
<td>ESC 596: Student Teaching in Middle &amp; High School</td>
<td>3</td>
</tr>
<tr>
<td>ESC 612: Seminar in Sec &amp; TESOL Student Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ESC 708: Project Seminar in Curric, Materials, &amp; Assess</td>
<td>3</td>
</tr>
</tbody>
</table>

14 courses total = 42 credits

### Elective courses (9 credits):

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<tr>
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<tr>
<td>HEA 685 Independent Study (Dept permission required)</td>
<td>3</td>
</tr>
<tr>
<td>Other HEA electives:</td>
<td></td>
</tr>
</tbody>
</table>

3 courses total = 9 credits

**TOTAL CREDITS: 51**
Lehman College of the City University of New York
Department of Health Sciences

M.S. Ed Health N-12 Teacher (*Sequence 3*) (30 credits) (for students who already possess an initial teaching certificate in health education and desire professional certification in health education)

Required courses (30 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 600 Biostatistics</td>
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<tr>
<td>HEA 602 Research Methods (prereq HEA 600)</td>
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<td>ESC 611: Seminar in Secondary &amp; TESOL Education</td>
<td>1</td>
</tr>
<tr>
<td>ESC 708: Project Seminar in Curric, Materials, &amp; Assess</td>
<td>3</td>
</tr>
</tbody>
</table>

10 courses total = 30 credits

TOTAL CREDITS: 30
**Department of Health Sciences**  
**Health Education and Promotion Program**  

**Annual Schedule of Courses**

Below you will see courses typically offered each semester. Please be advised that this schedule is subject to change depending on staffing, budget and other issues. The purpose is to give you a general idea when courses are offered so you can plan accordingly.

**Fall**

**Undergraduate**  
HEA 249  
HEA 300  
HEA 320  
HEA 400  
HEA 437  
HEA electives

**Graduate**  
HEA 600  
HEA 602  
HEA 603  
HEA 620  
HEA 671  
HEA 673  
HEA 670  
HEA electives

**Spring**

**Undergraduate**  
HEA 249  
HEA 267  
HEA 300  
HEA 320  
HEA 437  
HEA 440  
HEA 470  
HEA electives

**Graduate**  
HEA 600  
HEA 602  
HEA 603  
HEA 620  
HEA 622  
HEA 623  
HEA 672  
HEA electives  
ESC 595/611, ESC 708
Winter
Undergraduate electives (e.g., HEA 211, HEA 307, HSD 240)
Graduate electives (e.g., HEA 507, 640, 680)

Summer
Session A
Undergraduate electives
Graduate electives

Session B
Undergraduate electives
Graduate electives

Session C
Undergraduate electives
Graduate electives
## PLAN FOR COMPLETING YOUR DEGREE

Indicate in each of the boxes below which courses you plan on taking each semester.

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>

### Year 4

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>

Comp exam (or MA students only): Fall 20__  Spring 20__

Anticipated graduation date: September 20__  January 20__  June 20__
Requirements for initial certificate: health education.

Pathway: Approved Teacher Preparation Program

1. Completion of a NYS Registered Program - Health Education

   NEW YORK STATE EDUCATION DEPARTMENT
   THE INVENTORY OF REGISTERED PROGRAMS
   PROGRAM CODE: 25951
   PROGRAM TITLE: HEALTH PRE-K-12 TEACHER
   AWARD: MSED
   INST.NAME/CITY: CUNY LEHMAN COLLEGE BRONX
   HEGIS: 0837.00
   FORMATS: EVE

2. Institutional Recommendation - Health Education
   This refers to an online statement from a New York State institution of higher education that has an approved preparation program. Through the statement, the institution recommends a candidate for certification. Contact the certification officer at your institution to ensure the recommendation has been entered. The certification officer should also supply you with a Student Application Information Sheet with information required to complete the online application. Contact Ms Ruth Jordan, Certification Officer for Lehman College. She is located in Carman Hall, Room B-33. Ms. Jordan may be reached at 718 960-7240 or Ruth.Jordan@lehman.cuny.edu.

3. New York State Teacher Certification Exam - Liberal Arts & Science Test (LAST)
   New York State requires a series of examinations for certification. The tests measure knowledge and skills in the liberal arts and sciences, in teaching theory and practice, and in the content area of the certificate title. The LAST is one component of the New York State teacher examination series. It consists of multiple-choice questions and a written assignment. The test assesses knowledge and skills in five areas:

   - scientific, mathematical, and technological processes
   - historical and social scientific awareness
   - artistic expression and the humanities
   - communication and research skills
   - written analysis and expression

   Applicants who already hold a valid New York State classroom teaching certificate (other than career and technical) are not required to take the LAST when applying for an additional certificate.

   For more information about the New York State Teacher Certification Examinations, including online test registration, study guides, testing schedules, and more, go to www.nystce.nesinc.com.
4. **New York State Teacher Certification Exam - Elementary Assessment of Teaching Skills (ATS-W)**

New York State requires a series of examinations for certification. The tests measure knowledge and skills in the liberal arts and sciences, in teaching theory and practice, and in the content area of the certificate title. The Elementary ATS-W is one component of the New York State teacher examination series. It consists of multiple-choice questions and a written assignment. The test assesses professional and pedagogical knowledge at the early childhood (Birth–Grade 2) and childhood (Grades 1–6) levels, and it is divided into four sections:

- student development and learning
- instruction and assessment
- the professional environment
- instruction and assessment: constructed response assignment

Applicants who already hold a valid New York State classroom teaching certificate (other than career and technical) are **not** required to take the ATSW when applying for an additional certificate.

For more information about the New York State Teacher Certification Examinations, including online test registration, study guides, testing schedules, and more, go to [www.nystce.nesinc.com](http://www.nystce.nesinc.com).

5. **Content Specialty Test (CST) - Health Education**

The Content Specialty Test is a component of the New York State Teacher Certification Examinations (NYSTCE). Offered in specific subjects, the CST typically consists of multiple-choice questions and a written assignment. The CSTs in Languages other than English and Music include taped listening and/or speaking components and a written assignment. The purpose of the test is to assess knowledge and skills in the subject of the certificate sought.

For more information about the New York State Teacher Certification Examinations, including online test registration, study guides, testing schedules, and more, go to [www.nystce.nesinc.com](http://www.nystce.nesinc.com).

6. **Fingerprint Clearance**

Candidates applying on or after July 1, 2001, must be cleared by the New York State Education Department through a fingerprint-supported criminal history background check. This includes all applicants for certification, as well as all prospective employees of school districts, charter schools and boards of cooperative educational services (BOCES). Candidates fingerprinted and cleared by the New York City Board of Education after July 1, 1990, may submit that clearance to the Department to satisfy this requirement.

Detailed information and forms (including the form to submit New York City clearance information to New York State) can be found at the Office of School Personnel Review and Accountability (OSPRA) Web site [http://www.highered.nysed.gov/tcert/ospra/](http://www.highered.nysed.gov/tcert/ospra/).
Requirements for professional certificate: health education.

Pathway: Approved Teacher Preparation Program

1. Completion of a NYS Registered Program - Health Education

NEW YORK STATE EDUCATION DEPARTMENT
THE INVENTORY OF REGISTERED PROGRAMS

PROGRAM CODE: 25951
PROGRAM TITLE: HEALTH PRE-K-12 TEACHER
AWARD: MSED
INST.NAME/CITY: CUNY LEHMAN COLLEGE BRONX
HEGIS: 0837.00
FORMATS: EVE

2. Institutional Recommendation - Health Education
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- written analysis and expression

Applicants who already hold a valid New York State classroom teaching certificate (other than career and technical) are not required to take the LAST when applying for an additional certificate.

For more information about the New York State Teacher Certification Examinations, including online test registration, study guides, testing schedules, and more, go to www.nystce.nesinc.com.
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Applicants who already hold a valid New York State classroom teaching certificate (other than career and technical) are not required to take the ATSW when applying for an additional certificate.

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5. Content Specialty Test (CST) - Health Education

The Content Specialty Test is a component of the New York State Teacher Certification Examinations (NYSTCE). Offered in specific subjects, the CST typically consists of multiple-choice questions and a written assignment. The CSTs in Languages other than English and Music include taped listening and/or speaking components and a written assignment. The purpose of the test is to assess knowledge and skills in the subject of the certificate sought.

For more information about the New York State Teacher Certification Examinations, including online test registration, study guides, testing schedules, and more, go to www.nystce.nesinc.com.

6. Paid, full-time Classroom Teaching experience - 3 Yrs

Classroom teaching experience includes experience earned in a public or approved nonpublic preschool or elementary, middle, or secondary school. Claimed experience may be in any grade or subject. Experience that is not full time may be credited on a prorated basis. Teaching assistant experience is not applicable to this requirement.

Note:

- Teachers working as substitutes in numerous districts may wish to have each district verify the experience by providing a short letter on district letterhead.
7. Mentored Experience - 1 Yrs
"Mentored experience" refers to the guidance and professional support that experienced, certified teachers provide to new teachers in their first year of teaching in a public school. Documentation of the mentored experience must be provided by the superintendent of the employing school district. For more information, visit www.highered.nysed.gov/tcert/resteachers/mentoring.html.

8. Fingerprint Clearance
Candidates applying on or after July 1, 2001, must be cleared by the New York State Education Department through a fingerprint-supported criminal history background check. This includes all applicants for certification, as well as all prospective employees of school districts, charter schools and boards of cooperative educational services (BOCES). Candidates fingerprinted and cleared by the New York City Board of Education after July 1, 1990, may submit that clearance to the Department to satisfy this requirement.

Detailed information and forms (including the form to submit New York City clearance information to New York State) can be found at the Office of School Personnel Review and Accountability (OSPRA) Web site http://www.highered.nysed.gov/tcert/ospra/.

9. Citizenship Status - INS Permanent Residence or U.S. Citizenship

New York Education Law now permits individuals with USCIS (United States Citizenship and Immigration Services) Permanent Residence status to qualify for a Permanent/Professional teacher certificate. To verify your permanent residence status, submit one of the following with your application:

- photocopy of your permanent resident card ("Green Card")
- photocopy of your passport stamped with "Processed for 1-551 Temporary Evidence of Lawful Admission for Permanent Residence"
- a certified and sealed copy of a letter from the USCIS verifying permanent residence

Source: www.NYSEd.gov
Office of Teaching Initiatives
GRADUATE STUDENT HANDBOOK

The Office of Graduate Studies: Shuster Hall, Room 279 (2nd floor)
Graduate Studies Office Assistant: Patrice Pickett
Email: patrice.pickett@lehman.cuny.edu
Graduate Bulletin
Please read, bookmark and download the most up-to-date version of the Graduate Bulletin:
ONLINE GRADUATE BULLETIN: www.lehman.edu/graduate-bulletin

DOWNLOADABLE, PRINTABLE & ARCHIVED BULLETINS:
www.lehman.edu/academics/graduate-archives.php

Contact Information
Lehman College (general information): 718-960-8000

Lehman College graduate website: www.lehman.edu/grad

The Office of Graduate Studies: 718-960-8972

The Office of the Registrar has an email address intended for registration inquiries: E-mail:Registrar@lehman.cuny.edu. Website: www.lehman.cuny.edu/registrar

Information Technology helpdesk (for help with accessing CUNYfirst, Lehman email accounts, and questions about Blackboard): 718-960-1111

Lehman College Certification Officer: Ruth Jordan (718-960-8401, Carman Hall B-33)

For information about how to apply for initial or professional teaching certification, please contact the New York State Education Department: http://www.nysed.gov

Graduation Office (for questions about how to file for graduation, deadlines for filing etc): 718-960-8608

Online Resources & Downloadable PDF Forms
There is a Current Graduate Students tab in the Graduate Studies pages of our website: www.lehman.edu/grad. For downloadable forms visit the Current Students section on the Graduate Studies pages: www.lehman.edu/grad

Student Responsibilities
Once a graduate student is admitted into a program, they are expected to know what the requirements of the program are (see Graduate Bulletin).

At the beginning and end of every semester, students are advised to go online and check their transcript/record to see the course registration, grades entered, and course completions. In most cases, issues that affect student records are only reviewed the current semester or semester following the issue in question.

Student Privacy & FERPA Regulations To access information from the academic departments or administration, students must contact the offices themselves and be able to provide an EMPLID (student identification number). To communicate via e-mail, students must use their Lehman e-mail account.

The following items are considered educational records under FERPA:
Non-directory information must not be released to anyone, including parents of the student, without the prior written consent of the student.
Faculty and staff are not permitted to use the below information unless approved by the students themselves. Further, faculty and staff can access non-directory information only if they have a legitimate academic need to do so. Non-directory information may include:

- Social security numbers
- Student identification number;
- Race, ethnicity, and/or nationality;
- Gender
- Transcripts; grade reports

Transcripts are non-directory information and, therefore, are protected educational records under FERPA.

Some information in a student's educational record is defined as directory information under FERPA. The school may disclose this type of information without the written consent of the student:

- Name
- Address
- Phone number and email address
- Dates of attendance
- Degree(s) awarded
- Enrollment status
- Major field of study

**Curriculum Plan/Program of Study**

Curriculum program outlines are available in the Graduate Bulletin. During the first semester in attendance, students are encouraged to contact their Lehman College program coordinator/faculty adviser and discuss their sequence of courses based on their individual needs.

**Length/Time to Complete Degree**

Graduate students do not apply for part-time or full-time study. Graduate students can choose to study at their own pace, however, graduate programs must be completed within five years following matriculation. On average, part-time graduate students at Lehman College complete the degree in 3.5 years, full-time in 2 years.

Usually, students take 6 credits in the fall and spring semesters and 3-6 credits each summer. Financial aid is subject to credit load. Students who wish to study part-time and receive financial aid should contact the Office of Financial Aid for qualification information.

**Credit Loads**

Full-time program status for graduate students requires a minimum of 12 academic credits or a combination of academic and equivalent credits for a total of 12 credits in any semester. Students may take no more than 17 credits of graduate work in any Fall or Spring semester. In summer semesters, comprising two sessions of approximately five weeks each, graduate students may take no more than 8 credits. Exceptions to these limits must be approved by the Office of Graduate Studies. The Graduate Studies office will not approve credit loads of more than 17 credits in the first semester of graduate study. International students admitted to the United States on student visas are required to complete at least nine (9) academic or equivalent credits each Fall and Spring semester.
Dual Degree/Dual Matriculation  Graduate students cannot be matriculated into more than one program at one time. Graduate students wishing to complete an extension program or additional certificate program while completing their master's degree should contact the Office of Graduate Studies.

Service Indicators (“Stops” preventing registration) There could be several reasons why students are prevented from registration including the following: unpaid tuition bill, missing medical documentation, an incomplete application folder (e.g., missing documents such as test scores), or a GPA below 3.0. For information, students must sign into their CUNYfirst accounts and view the service indicator(s) information and follow up with the issuing office(s).

Immunization
Students who do not submit proof of measles, mumps, and rubella (MMR) immunization or who fail to return the meningococcal meningitis response form within a statutory grace period shall be prohibited from attending the institution. A service indicator will be placed on the student’s record preventing registration. For additional information, contact the Health Services Center located in Room 188 of the T-3 Building at 718-960-8900.

Registration
The calendar for registration, schedule of courses, and registration instructions can be found at www.lehman.cuny.edu/registrar.

Students are encouraged to register online using the CUNYfirst service. Additionally, students have the option to register in-person in the Office of the Registrar, Shuster Hall 114.

Registering for Undergraduate Courses (Prerequisites)
Graduate students needing to take undergraduate courses must get registration permission from the department(s) offering the course(s). Graduate students must be enrolled in at least one graduate course while completing undergraduate coursework. If several undergraduate prerequisites need to be completed before the beginning of the graduate program, students should first be enrolled as undergraduate non-degree students or as second undergraduate degree-seeking students, depending on the credit amount needed. Credits earned for undergraduate courses do not count toward the graduate degree (or GPA), and graduate students pay undergraduate tuition. Most undergraduate courses taken by degree-seeking graduate student are not covered by financial aid.

Registering for Graduate Courses
To register for any graduate course as a degree-seeking or non-degree seeking student, permission must be granted from the academic department offering the course. All graduate-level courses have the prerequisite of department approval before a student can go online or in-person to register.

Graduate students have secured their seats in their courses once they have registered and paid in full before the next payment deadline. Payment deadlines are posted at www.lehman.cuny.edu/registrar/calendars.php.

Courses must be paid in full before the semester begins. Students do not receive paper invoices. Visit Bursar’s Office website: www.lehman.edu/administration/business-office and click on the “Bursar Office” link on the left for a full description & instructions on payment options.
**ePermits – Graduate Courses at Senior CUNY Colleges**

For directions or questions on how a student should submit an ePermit, visit: www.lehman.cuny.edu/registrar/epermit.php

Once accurately submitted online, the ePermit gets sent to Lehman's registrar office. The registrar reviews it and sends it to the appropriate department for approval and issuance of a Lehman course equivalent. To minimize the approval time, students can type in the desired course equivalent on the CUNY ePermit Form.

When the ePermit is approved by the department it goes to the Office of Graduate Studies for review. Graduate Studies makes sure the course equivalent is present and valid, that the student has a GPA higher than 3.0, and hasn’t received too many ePermit course credits or transfer credits. After approval, Lehman registrar receives the ePermit and forwards it to the appropriate college. The student is then encouraged to reach out to the college where the course is being taught and follow up with their final registration process.

Note: Graduate students cannot take a course on ePermit at a CUNY community college or if they are currently listed as a non-degree/nonmatriculated student.

**Late Registration**

Students who register during the first weeks of classes (the late registration period) are financially committing themselves to the College. Full tuition is requested upon registration and refunds are not honored during the late registration period if courses are dropped. Check the Registrar’s Academic Events Calendar (www.lehman.edu/registrar/calendars.php) for a list of late registration dates and tuition percentage refunds.

Students cannot submit ePermit requests during the late registration period.

**Registering for Graduate Courses After Registration Closes**

Registering for courses the first time after the registration period has closed is not permitted. Students, who have proof of previous registration and payment, should see the courses listed on their record in CUNYfirst. If the courses are not appearing, bring all proof of registration, payment, and written verification of attendance from the instructor(s) on department letterhead to the Office of the Vice President of Student Affairs. A formal appeal will need to be submitted and evaluated. The appeal must show proof of registration and payment in accordance with the registration deadlines. Appeals of this nature are only accepted within the first three weeks of the beginning of the semester.

**Transfer of Credits**

Graduate credits can be transferred the first semester a student matriculates. The student must be matriculated and enrolled in at least one graduate course at the time the request is submitted.

- Maximum amount in total accepted for transfer is 12 graduate credits.
- 6 credit maximum for courses from a previously awarded master’s degree
- Courses transferred must be graduate level and cannot be courses that satisfied an undergraduate degree.
- Courses cannot be more than five years old.
Process of transferring credits:
1) Completely fill out the Application to Transfer Graduate Credit available in the Office of Graduate Studies with the program adviser. Bring a copy of transcripts.
2) The academic adviser equates courses taken at other schools to the Lehman course equivalent on the application. The Lehman course equivalent must be an approved course listed in the graduate bulletin and satisfy the program curriculum.
3) The application is delivered to the Office of Graduate Studies, Shuster 279. The form is then checked for accuracy, authenticity, and adherence to the transfer credit policy.
4) The form is processed in the Office of Graduate Studies and is reflected on the student’s record.
5) A letter is sent to the student notifying them that the transfer has been completed.

Withdrawal from Courses
Graduate students must formally withdraw from courses in the Office of the Registrar if they wish to stop attending classes before the semester withdrawal deadline. Successful withdrawal results in a W on the transcript. W’s are not factored into the the cumulative GPA. Failure to do so will result in a grade of WU (Unofficial Withdrawal) appearing on the transcript. WU grades are the equivalent of failing grades and are counted in the GPA. Students do not receive tuition refunds for official or unofficial withdrawals. Check with the Registrar’s office for the withdrawal deadlines for each semester.

Be sure to check with your program advisor before withdrawing from a course. Check student record after approximately one week to confirm that the withdrawal has been processed. To withdraw from courses:
In person:
• Go to the Office of the Registrar (Shuster Hall, Room 114) prior to the published withdrawal deadline.
• Fill out the appropriate forms.
• Be sure to check your record after approximately one week to see that your withdrawal has been processed.

By mail:
• Prior to the published deadline, write a letter to the Registrar stating your name, I.D. number, and the course(s) from which you want to withdraw (e.g. BIO 722), with the section number. You must sign your letter.
• Enclose a copy of your bursar’s receipt (do not send originals).
• Send your letter and bursar’s receipt (copy) to the following address:

Lehman College Office of the Registrar 250 Bedford Park Boulevard West Shuster Hall 114 Bronx, NY 104687
**Semester Leave of Absence**
Students have two options when seeking a leave of absence. One option is to register for and pay a “Maintenance of Matriculation Fee” which keeps the student’s record open and active and enables the continued use of resources on campus (e.g., the library) during the semester not in classes. The other option is to not register for anything and the record will close. When the student is ready to return, they will need to adhere to the Interruption of Studies policy.

**Interruption of Studies**
Candidates for graduate degrees are expected to maintain continuous attendance in the program to which they have been admitted until they have completed it. Interruption of study obligates the student to pay for readmit or reapplication fees. When students resume study, they must apply for readmission. If a student has been absent for over 3 years, the previous academic plan, professional, and financial arrangement will be voided. The student will be held to the new standards of the degree and must reapply to the program.

**Calculate GPA**
The GPA is calculated first by multiplying the credit amount of each course by the Quality Points (QP) earned for every graduate credit on a 4.0 scale. The QP for a semester/year/career is then divided by the total credits attempted for the semester/year/career.
Below is a chart of the QP already calculated by grades and graduate credits.
Grades of F, FIN, WN, & WU are calculated as 0.0 quality points.
Semester GPA = Total of QP in semester ÷ Credits Attempted in that semester
Cumulative GPA = Total QP for all courses ÷ Total Credits Attempted
Example of GPA computation:
This student took 4 courses and received a total of 54.7 QP (total of all QP in right column). Divide 54.7 by 15 (total of credits attempted) and the GPA is 3.65.
Incomplete Coursework (INC grade) The grade of incomplete is awarded only when the course requirement has not been completed for documented sufficient reasons and when there is a reasonable expectation that the student can successfully complete the requirements of the course. Students have one year from the end of the semester the INC was issued to complete the coursework and earn a grade. After one year the INC will turn into an FIN and remain on the record permanently. FIN grades are equated as failure to complete (F grade). Students must register for the course again and obtain a satisfactory grade. After the satisfactory grade is obtained, the FIN grade will remain on the record but will then be omitted from the GPA calculation.

Satisfactory Progress Coursework (SP)
SP is a graduate-level grade option restricted to certain department approved graduate-level fieldwork, thesis, or research courses requiring more than one semester for completion.
An SP grade is only valid for one year. Within the one year period a student is expected to continue making progress and complete the coursework for a grade. When the work is completed the instructor will submit a Change of Grade form indicating the letter grade earned. If a student fails to complete the coursework within the year, the SP grade will change to a grade of INC. From that point a student must comply with incomplete coursework policy.

Repeating Courses
Graduate students cannot retake courses for a higher grade if they have already received a passing grade in the course.

If a student receives a WN, WU, or F, the grade is equated to an F/0.0. The 0.0 grade is averaged into the cumulative GPA. The 0.0 grade will remain on the record and is not removed upon repeating and satisfactory completion of the course.

Change of Program
Graduate students may request to change their certification, subject area, and/or graduate degree program during their course of study by completing the Change of Graduate Program Form found in the Graduate Admissions Office, Shuster Hall, Room 150. The request must be approved first by the applicant's current department chair or adviser and then the department chair or adviser from the program offering the requested change. Upon completion by the academic programs, the original should be handed into the Office of Graduate Admissions. Change of degree is to be used only by currently matriculated Lehman graduate students who are requesting to change their program of study.

Grade Appeals
Graduate students wishing to challenge a grade:
• Read the policy regarding Grade Appeals in the Graduate Bulletin.
• Students can question/appeal grades no later than the end of the semester, following the semester in which the grade was assigned.
• Consult the instructor who assigned the grade to attempt to resolve the situation. If resolution is not possible, and the student wishes to challenge the grade,
• Consult the program adviser, who will attempt to resolve the situation. If the adviser is the instructor who issued the original grade, consult the department chair. If the student still wishes to challenge the grade further,
Submit an appeal in writing with supporting documentation to the chair of the department. If the chair is the instructor who issued the original grade, consult the Office of the Dean to hand in appeal. The department will form a grade appeal committee.
The decision of the Graduate Grade Appeal Committee is final.

Policy & Procedure Appeals
The Office of Graduate Studies accepts appeals from students who have a grievance against an academic policy or procedure of Lehman College. Students need to explain clearly and in detail the situation that has led to an appeal of the policies and procedures.

To file an appeal, students need to get an appeal cover letter from the Office of Graduate Studies. With the filled out appeal cover letter, students are asked to type a statement and submit all supporting documentation. Include exact course, section numbers, semester information, academic department statements, professor(s) statements, certificates of death, notes from employers, etc., when applicable. In most cases photocopies are acceptable. Appeals should be submitted as one file that includes the cover letter, typed statement and supporting documents must be together.

Appeals can be granted or denied. An appeals committee meets twice a semester and is comprised of faculty and staff. The student awaits the decision of the Graduate Studies Committee and a letter is mailed with the final decision. The Committee’s decision is final and cannot be appealed.

Medical Appeals
Medical appeals are submitted to the Office of the Vice President of Student Affairs, Shuster Hall 206.

Plagiarism & Academic Integrity
The most common forms of academic dishonesty are cheating on examinations and plagiarism, which is the appropriation of the words or ideas of another person, whether taken from print or electronic media, which are then passed off as one’s own. When academic dishonesty is suspected, the instructor will inform the student of his suspicions and the student’s rights to:
• Receive any charges in writing;
• Remain silent without assumption of guilt;
• Receive from the instructor a copy of the Academic Integrity Statement; and
• Be advised of the instructor’s intended sanction.

The instructor and student may resolve the situation, either by agreeing that the suspicions are unfounded or agreeing upon a sanction. Any sanction agreed upon at this point must be reported, together with the charges, in writing to the department chair and to the Office of Graduate Studies. The Office of Graduate Studies then forwards the report to The Office of the Vice President of Student Affairs. The student will be contacted regarding the sanction and notified of the subsequent procedures. View the Sanctions for Violations of CUNY Policy on Academic Integrity in the Graduate Bulletin for full details.

Grades, Good Academic Standing & Probation
Non-degree graduate students and degree-seeking graduate students will be placed on academic probation when the overall GPA falls below 3.0.

Students, with 9 or more graduate credits completed, whose G.P.A. falls to or below a 2.50 (2.70 or lower in some programs) will not get granted a probation period. Continuation is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the academic department must accompany such appeals.
When a student is on academic probation, a probation service indicator is placed by the Office of Graduate Studies. The indicator prevents the student from registration until appropriate academic advisement takes place. Once an appropriate plan is in place, the Office of Graduate Studies will remove the indicator temporarily so that the student may register for the current term. The probationary indicator will be replaced for future registration(s) until the cumulative GPA is raised to 3.0 or above.

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

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

Graduate students with a cumulative GPA below 3.0 are not issued a graduate degree or advanced certificate. Matriculated and non-matriculated students in special funded programs need to contact the program coordinators for details regarding their eligibility and continuation requirements.

**Academic Dismissal**

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

**Comprehensive Examination**

Graduate students planning to take a required comprehensive examination must be matriculated and currently registered each semester as they prepare for and take their comprehensives. If registered for no other courses, graduate students must register for maintenance of matriculation or for an examination preparation course offered by their academic department.

Students not successful on the first attempt at the comprehensives are urged to discuss their examination with their program adviser before taking the examination a second time. Students who are unsuccessful after two attempts will be dismissed from the College. In order to take the examination a third time, students must appeal to the Graduate Studies Appeals Committee (see Policy & Procedure Appeals) no later than the third week of the semester immediately following their second unsuccessful attempt. An appeal requesting a third attempt at the comprehensive examination can be granted or denied. No further appeals are possible after a third unsuccessful attempt to pass the comprehensives.
Thesis Submission
The procedure for submitting theses/final papers to the library is:
1. When a student is complete with their thesis and ready to submit, they must print out the library's guidelines.
2. Students can get the guidelines from either their advisor or the Library website at http://lehman.edu/library/master-thesis-database.php
3. The printed guidelines include a Cover Page, License Agreement, Checklist, and Acknowledgment Receipt.
4. A student must fill out all appropriate sections in the guidelines, save their final work in PDF form on a CD, and bring everything to their advisor.
5. The advisor (or thesis advisor) checks to make sure everything is complete and signs the Cover Page & Checklist.
6. The materials are then submitted to the library by one of three ways:
   • The department delivers a batch of submitted work each semester
   • The department sends an inter-office envelope containing the work(s) of students as individual submittals or small batches
   • The student goes to the library in-person and submits a large envelope with the advisor’s signature over the seal. The envelope is addressed to Wayne Halliday, Leonard Lief Library - Room 119A. (This will be the only way that the library will accept students submitting in-person)

Filing for Graduation
Students must file in-person for graduation at the beginning of the semester in which they intend to graduate. Please contact Wendy Smith in the Graduation Audit Office, Shuster 105 for questions regarding graduation.
Steps for graduation:
• Be registered in, in the process of completing, or have completed all courses required under the program curriculum.
• In the last semester matriculation, complete and submit the Application for Graduation (pink card) available in the Office of the Registrar (Shuster Hall, Room 105) prior to the published deadline.
• Register and pay the fee for Maintenance of Matriculation if no courses appear in the final semester (for those completing past coursework, fieldwork, or thesis).
• Be sure to resolve any Z, INC, or FIN grades prior to the date of graduation.
• Once a record is closed for graduation it cannot be opened. Students must make sure that all issues have been resolved before graduation.

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