

**LEHMAN COLLEGE**

**THE CITY UNIVERSITY OF NEW YORK**

A PROPOSAL TO ESTABLISH AN UNDERGRADUATE  
DEGREE PROGRAM LEADING TO A

**BACHELOR OF PUBLIC HEALTH**

(Proposed Hegis 1214.00)

Effective Fall 2016

APPROVED BY THE DEPARTMENT OF HEALTH SCIENCES FACULTY

February 18, 2015

APPROVED BY LEHMAN COLLEGE GOVERNANCE

College Undergraduate Curriculum Committee

March 11, 2015

Lehman College Senate

DATE

APPROVED BY CUNY SCHOOL OF PUBLIC HEALTH GOVERNANCE

Curriculum Committee

February 26, 2015

Faculty Student Council

DATE

COLLEGE REPRESENTATIVE:

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## CONTENTS

Purpose and Goals .....	4
Program Purpose: .....	4
Educational goals: .....	4
Brief Rationale for Program: .....	5
National or Local Educational Trends .....	5
Faculty Interest and Commitment .....	6
Relation to Existing Departmental or College Offerings .....	6
Relation to Other Programs throughout CUNY .....	6
Need and Justification.....	7
Needs of Students:.....	7
Needs of College: .....	7
Needs of the University: .....	8
Needs of the Community:.....	8
Needs related to Economy:.....	8
Needs related to the Nation: .....	9
Student Interest and Enrollment .....	10
Evidence for Student Interest: Demographics of Prospective Students.....	10
Evidence for Student Interest: enrollment in the Lehman public health minor.....	10
Enrollment estimates for the first five years .....	10
Enrollment in similar programs at the college and elsewhere in the CUNY School of Public Health.....	10
Anticipated attrition rate .....	11
Special Admission Requirements .....	11
Preparation of Students to Qualify for Admission.....	11
Specific Groups .....	11
Curriculum.....	12
Rationale for the Curriculum .....	12
Course Descriptions .....	14
Accrediting or Licensure Requirements.....	14
Non-Course Requirements (e.g., thesis or comprehensive exam) .....	14
Undergraduate Program Schedule .....	14
Articulation Agreements.....	15
Faculty.....	15
Current Full-time Faculty Available to Teach in the Program.....	15

Anticipated Number of Full-time Faculty.....	15
Anticipated Number of Adjunct Faculty .....	15
Staffing of Existing Offerings when Program is Instituted .....	15
Effect on Established Programs .....	15
Cost Assessment .....	16
Comparison of Anticipated Costs with Anticipated Outcomes .....	16
Anticipated Cumulative Costs and Revenues (first five years) .....	16
Explanation how College will Ensure Funds Remain Available .....	19
External Letters of Support.....	19
References .....	19
Appendices.....	21
Appendix A: Job Postings for Public Health Graduates.....	21
Appendix B: External Letters of Support.....	49
Appendix C: Course Descriptions (existing courses) .....	53
Appendix D: New Course Proposals (Curriculum change forms – New Course) .....	57
Appendix E: New Course Proposals (Syllabi) .....	73
Appendix F: Undergraduate Program Schedule (SED form) .....	122
Appendix G: Articulation Agreements .....	124
Appendix H: Faculty Teaching Assignments (SED forms).....	131
Appendix I: Faculty to Be Hired (SED form) .....	135
Appendix J: Five Year Financial Projections for Program.....	136

# PROPOSAL FOR A BACHELOR OF SCIENCE IN PUBLIC HEALTH

## PURPOSE AND GOALS

### **Program Purpose:**

The proposed Bachelor of Science in Public Health (BSPH) intends to prepare graduates with skills and competencies needed to advance population health in the New York City (NYC) region and to meet both national and global demands of current and emerging public health trends<sup>1</sup>.

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

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

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

### **Educational goals:**

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

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

## Brief Rationale for Program:

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

## National or Local Educational Trends

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

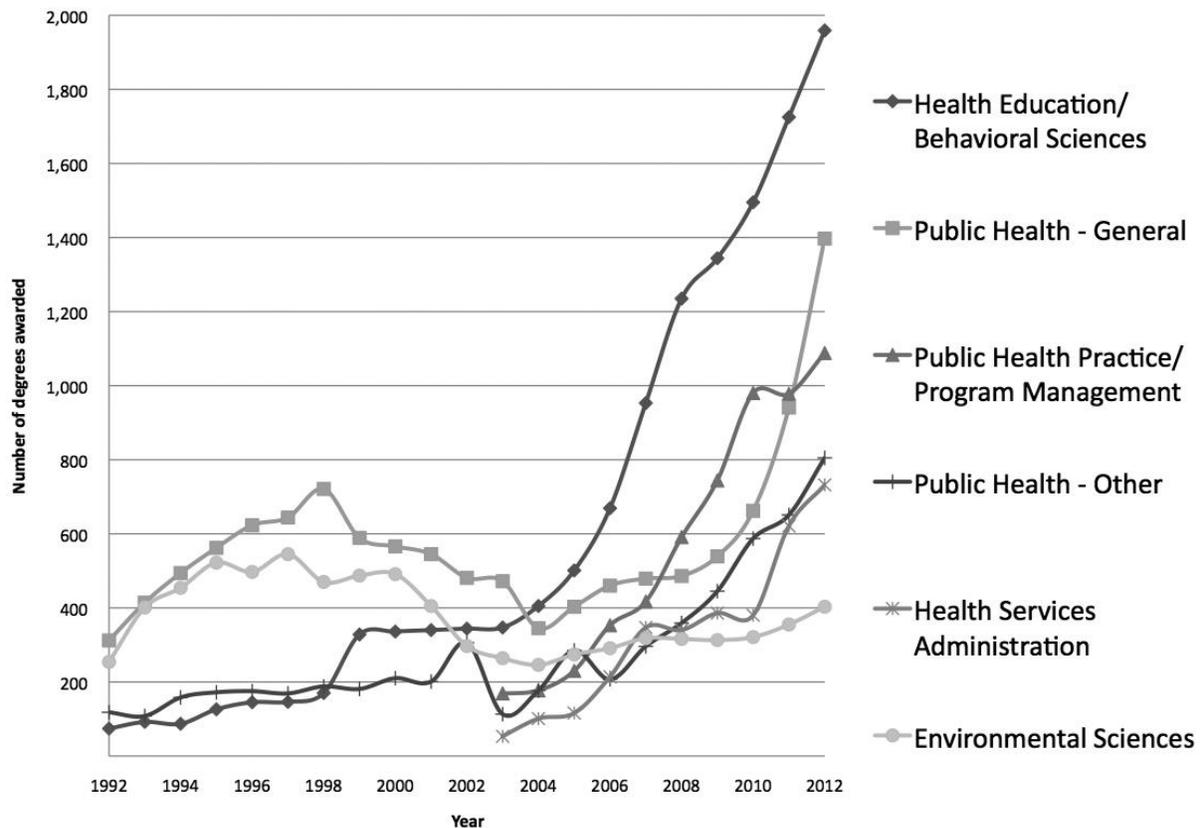


Figure 1: Number of undergraduate public health conferrals in the U.S., by ASPPH program area, 1992–2012. Source: Leider, JP, et al (2015)<sup>7</sup>

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

### **Faculty Interest and Commitment**

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

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

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

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

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

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

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

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

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

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

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

## **NEED AND JUSTIFICATION**

### **Needs of Students:**

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

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

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

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

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

### **Needs of College:**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Needs related to the Nation:**

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

## STUDENT INTEREST AND ENROLLMENT

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

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

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

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

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

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

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

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

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

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

\* reflects graduation of first year cohort.

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

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

**Anticipated attrition rate**

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

**Special Admission Requirements**

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

**Preparation of Students to Qualify for Admission**

None

**Specific Groups**

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

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

## CURRICULUM

### **Rationale for the Curriculum**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GIS Specialization Electives (6 credits chosen from the following)

**GEH 240:** Urban Geography (3 hours, 3 credits)

**GEH 245:** Introduction to Quantitative Methods of Geography (3 hours, 3 credits)

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

**GEH 490:** Honors in Geography (4 credits, 3 hours)

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

**GEP 321:** Introduction to Remote Sensing (3 credits, 3 hours)

**GEP 360:** Geovisualization and Analytic Cartography (3 credits, 3 hours)

**GEP 350:** Special Projects in Geographic Information Systems (3 credits, 3 hours)

**Global Health (15 credits)**

Required Specialization Courses (9 credits)

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

**PHE 340:** Global Nutrition and Disease (3 credits, 3 hours) [proposed new course]

**PHE 307:** Emergency Preparedness at the Global, National and Community Levels (3 credits, 3 hours) [proposed new course]

Global Health Specialization Electives (6 credits chosen from the following)

**HEA 302:** Women and Health (3 credits, 3 hours)

**HEA 211:** Perspectives on AIDS (3 credits, 3 hours)

**HSA 350:** Contemporary Health Issues (3 credits, 3 hours)

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

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

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

**Required Fieldwork and Capstone (6 credits)**

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

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

**Recommended Electives (3 credits)**

Students should select at least one 3 credit elective from the suggested list below. In the event the student identifies a course of special interest that is not listed, then advisor approval is required.

**HSD 240:** Nutrition and Health (3 credits, 3 hours)

**EXS 264:** Physical Fitness and Exercise (3 credits, 3 hours)

**EXS 265:** Behavioral Aspects of Physical Activity (3 credits, 3 hours)

**COMHE 304:** Introduction to Health Communication Theory and Practice (3 credits, 3 hours) [Hunter]

**ESC 475:** Community Change Model: Creating New Communities (3credits, 4 hours: 2 hours, lecture; 2 hours, lab).

**POL 343:** International and Regional Organizations (3 credits, 3 hours)

**POL 339:** Human Rights (3 credits, 3 hours)

**ENW 3070:** Health and Science Writing (3credits, 3 hours)

**ENW 300:** Business Writing (3credits, 3 hours)

**ENW 304:** Non-Profit Grant Writing (3 credits, 3 hours)

**ENW 333:** Marketing and PR Writing (3credits, 3 hours)

**ENW 335:** Technical Writing (3credits, 3 hours)

**AAS 226:** Community Organization (3 credits, 3 hours)

**HIN 269:** Analysis and Action for Community Health (3 credits, 3 hours)

**ANT 341:** Medical Anthropology (3 hours, 3 credits)

### **Course Descriptions**

Course catalogue descriptions appear in Appendix C: Course Descriptions.

### **Accrediting or Licensure Requirements**

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

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

None

### **Undergraduate Program Schedule**

For a sample undergraduate program schedule, see Appendix F: Undergraduate Program Schedule (SED form). The table shows how a typical student may progress through the program for each of the two options; GISc or Global Health. This is simply an example, since many of the courses for the proposed BSPH are available online and as hybrids. These courses are also available during the summer and winter sessions, and are taught by both full-time faculty and adjuncts, allowing students to complete their degree sooner.

## **ARTICULATION AGREEMENTS**

An articulation agreement with Bronx Community College has been completed and appears in Table 7 in Appendix G: Articulation Agreements (contact: Dr. Janet Heller, Bronx Community College Chairperson for the Department of Health, Physical Education and Wellness). An articulation agreement with Hostos Community College is under development.

## **FACULTY**

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

There are currently five full-time faculty in the public health program and one in the Department of Earth, Environmental and Geospatial Sciences available to teach courses in the new major, plus the Dean of the School of Health Sciences, Human Services and Nursing, who is also a professor of Health Sciences. As faculty members retire, the department will continue to hire new faculty whose expertise contributes to the development of all programs.

Faculty are excited by the prospect of teaching within a program that offer progressive course sequences, yielding students who are well prepared for an MPH program or entry-level jobs. This will help develop departmental standing, and to build on the strong interest students have in the pragmatics and research of public health issues. Full-time faculty are listed in Table 9 [Appendix H: Faculty Teaching Assignments (SED forms)], where their qualifications and expected teaching assignments are also found.

### **Anticipated Number of Full-time Faculty**

Eight full-time faculty are expected to participate in the BSPH, including the seven faculty discussed above plus an additional full-time tenure track assistant/associate professor to be hired as the BSPH program director.

### **Anticipated Number of Adjunct Faculty**

There are currently ten adjunct faculty available to teach in the public health program. See Appendix H: Faculty Teaching Assignments (SED forms), Table 10 for their degrees and courses taught.

### **Staffing of Existing Offerings when Program is Instituted**

Both the Departments of Health Sciences and Earth, Environmental and Geospatial Sciences will continue to fully staff their existing undergraduate majors. There are many other full-time faculty outside of public health who are devoted to these programs. Priority for the public health faculty has been the MPH program, where all core courses and most electives will continue to be taught by the full-time tenured or tenure-track faculty.

For administrative support, the public health program currently has two full-time staff who will assist with the undergraduate program; plus an additional person will be hired on a half-time basis (see the budget in Table 3).

### **Effect on Established Programs**

The proposed program should not draw away students from other academic programs in the Department of Health Sciences. Rather, it is expected to stimulate overall applications and enrollment since the BSPH will help bring together students from different majors for the benefit of cross-disciplinary learning and

collaboration. For example, while students in the Community Health option of the department's Bachelor of Health Education and Promotion will be training to be community health educators, these students will have common motivations as the public health majors. Similar cross-collaboration is expected between public health majors and those students majoring in Dietetics, Food and Nutrition, Exercise Science and Health Services Administration.

Directors of all programs in the Department of Health Sciences (both undergraduate and graduate) are involved in the development and review of this proposal.

## **COST ASSESSMENT**

### **Comparison of Anticipated Costs with Anticipated Outcomes**

The proposed BSPH will largely utilize courses that are already established in both the Departments of Health Sciences and Earth, Environmental and Geospatial Sciences. The proposed new courses and demands from increased departmental enrollment will be offset by an additional full-time faculty member, who will be the BSPH program director, and an additional half-time staff member to assist the existing full time staff.

Overall, we anticipate that the new major will be popular and will generate significant profit. Furthermore, it is expected to greatly increase the appeal of the Lehman College School of Health Sciences, Human Services and Nursing as a liberal arts destination. Most importantly, the BSPH will prepare students for a large variety of careers and graduate studies in public health.

### **Anticipated Cumulative Costs and Revenues (first five years)**

Anticipated cumulative costs are summarized in Table 3 for the first five years of the program. This is based on the planned hiring of a full-time associate professor (which will be posted as an assistant or associate professor) and a half-time office assistant, along with allocation for adjunct faculty. This also includes a high-end estimate of the startup costs for new computer hardware and office furniture.

Anticipated cumulative revenues are summarized in Table 4, where estimates are based on expected income arising solely from tuition, assuming 30 new students enrolling each year.

Appendix J: Five Year Financial Projections for Program, list details of the program's five-year cumulative costs (Table 12) and revenue (Table 13).

Table 3: New Resources\*

<i>Expenditures</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
	Academic Year 2016-2017	Academic Year 2017-2018	Academic Year 2018-2019	Academic Year 2019-2020	Academic Year 2020-2021
Full Time Faculty	\$ 99,613.24	\$ 125,199.89	\$ 125,199.89	\$ 125,199.89	\$ 125,199.89
Part Time Faculty	\$ 19,888.00	\$ 59,664.00	\$ 59,664.00	\$ 59,664.00	\$ 59,664.00
Full Time Staff	\$ -	\$ -	\$ -	\$ -	\$ -
Part Time Staff	\$ 16,950.00	\$ 16,950.00	\$ 16,950.00	\$ 16,950.00	\$ 16,950.00
Library (Includes Staffing)	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ 30,000.00	\$ -	\$ -	\$ -	\$ -
Laboratories	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies & Expenses (Other than Personal Services)	\$ 36,000.00	\$ 11,000.00	\$ 11,000.00	\$ 11,000.00	\$ 11,000.00
Capital Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total all</b>	<b>\$ 202,451.24</b>	<b>\$ 212,813.89</b>	<b>\$ 212,813.89</b>	<b>\$ 212,813.89</b>	<b>\$ 212,813.89</b>

\*New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.

Table 4: Anticipated Revenues\*

<i>Revenues</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
	Academic Year 2016-2017	Academic Year 2017-2018	Academic Year 2018-2019	Academic Year 2019-2020	Academic Year 2020-2021
<b>Tuition Revenue</b>					
From Existing Sources	\$0	\$0	\$0	\$0	\$0
From New Sources	\$189,900	\$379,800	\$379,800	\$379,800	\$379,800
<b>Total</b>	\$189,900	\$379,800	\$379,800	\$379,800	\$379,800
<b>State Revenue</b>					
From Existing Sources	\$0	\$0	\$0	\$0	\$0
From New Sources	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	\$0	\$0	\$0	\$0	\$0
<b>Other Revenue</b>					
From Existing Sources	\$0	\$0	\$0	\$0	\$0
From New Sources	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	\$0	\$0	\$0	\$0	\$0
<b>Grand Total</b>					
From Existing Sources	\$0	\$0	\$0	\$0	\$0
From New Sources	\$189,900	\$379,800	\$379,800	\$379,800	\$379,800
<b>TOTAL</b>	\$189,900	\$379,800	\$379,800	\$379,800	\$379,800

## **Explanation how College will Ensure Funds Remain Available**

With the stated goal of Lehman College to establish the School of Health Sciences, Human Services and Nursing as a liberal arts destination, the College is committed to supporting the department and its programs. Two additional factors will help the program maintain a budget-neutral effect: A sizable number of students are expected to be transfer students, thus lowering the budget required for learning communities. Also, the options in GISc and Global Health may attract non-resident and even international students, whose additional tuition will help raise revenues.

### **EXTERNAL LETTERS OF SUPPORT**

See “Appendix B: External Letters of Support” for letters of support from the directors of various graduate programs who would benefit from a BSPH at Lehman College.

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## **APPENDICES**

### **Appendix A: Job Postings for Public Health Graduates**

#### **Global Health**

#### **Research Assistant I (2 openings)**

##### **Job description**

##### **Organization summary**

With more than four decades of experience, the Guttmacher Institute is a global leader in advancing sexual and reproductive health and rights through an interrelated program of research, policy analysis and public education designed to generate new ideas, encourage enlightened public debate and promote sound policy and program development. The Institute's overarching goal is to ensure the highest standard of sexual and reproductive health for all people worldwide.

##### **Position summary**

Assist with social science research pertaining to reproductive behavior and access to health care services (principally sexual behavior, family planning, unintended pregnancy and abortion) in both domestic and international contexts. Depending on qualifications and workflow, duties may include assisting with survey fielding, participant recruitment, phone follow-up of survey responses, questionnaire coding, data processing, table construction, library work and other research assistance.

##### **Qualifications**

- **Bachelor's degree**
- Experience with quantitative analysis and statistical, spreadsheet, and/or database software
- Good organizational and communication skills, accuracy and attention to detail, as well as a self-motivated work style and ability to work well both individually and in a group
- Experience, training, and/or interest in reproductive health issues is desirable
- Fluency in French is desirable

##### **To apply**

Send cover letter and resume via email (preferred). Please include your first and last name and the position title in the subject line, and send to [apply@guttmacher.org](mailto:apply@guttmacher.org). Alternatively, send to Human Resources, Guttmacher Institute, 125 Maiden Lane, New York, NY 10038; Fax: 212-558-6268.

**Please note that no telephone calls will be accepted. No agencies, please.**

**The Guttmacher Institute is an equal opportunity employer.**

## Health Data Assistant

### Job description

#### Background/IRC Summary:

The International Rescue Committee responds to the world's worst humanitarian crises and helps people to survive and rebuild their lives. Founded in 1933 at the request of Albert Einstein, the IRC offers help to people whose lives and livelihoods are shattered by conflict and disaster to survive, recover, and gain control of their future. At work today in over 40 countries and in 22 U.S. cities, the IRC serves people forced to flee from war, conflict and disaster and the host communities which support them, as well as those who remain within their homes and communities.

#### Job Overview/Summary:

Health programs represent the largest single sector within which IRC currently operates, constituting approximately 45% of the international budget and with activities in 22 countries. Within the IRC's Health Unit, the health information management team works to increase the impact of health programs through health information systems and epidemiological investigation, to rapidly detect public health problems, to develop, evaluate and disseminate improved methods to collect and use data in humanitarian settings and to build capacity of IRC staff and partners to improve health information management efforts.

The Health Data Assistant will be responsible for improving the quality and scope of health unit data collection and reporting. He or she will work with the Senior Health Data Coordinator to manage a transition to DHIS as the organizational platform for all health data, including as an interim step importing spreadsheet data into DHIS.

#### Major Responsibilities:

- Program the DHIS system with standard health data elements and indicators
- Ensure that data entry forms are user friendly, with clear instructions and definitions, both on-line and for transitional Excel-based reporting
- Support capacity building of staff and development of guidance materials
- As necessary, assist and/or assume responsibility for data collection processes
- Systematically scan data for possible errors and coordinate with country teams to fix them
- Compile and enter data from health programs into the centralized database (DHIS)
- Monitor and maintain the organizational unit hierarchy and the data elements and indicators as circumstances and programs change to ensure continuing data quality
- Assist in the analysis of the health data and the development of reports and communication materials
- Perform other tasks as negotiated with supervisor

#### Job Requirements:

- **Bachelor's degree**
- Experience in data management
- Familiarity with current issues in the field of data management and health information systems, experience using DHIS desirable

- Communication skills: the ability to write professional documents, the ability to deliver effective presentations to health unit and field staff
- Training skills: the ability to transfer technical knowledge and skills
- French language skills desirable
- Willingness to travel to support field activities
- Software skills: Microsoft Excel and Word, basic statistical software

## Global Program Associate at Planned Parenthood Federation of America

### GLOBAL HEALTH CORPS

**Posted:** 1/16/2015

**Position Type:** Full-Time (Paid)

**Function:** Policy

**Primary domain:** Healthcare

**City:** New York

**Postal code:** 10001

**State:** New York

**Country:** United States

### BUDGET:

\$0 - \$1M

### WEBSITE:

[ghcorps.org/application](http://ghcorps.org/application)

### MISSION STATEMENT:

Global Health Corps is a one-year paid fellowship that pairs young professionals with organizations (fellowship placement organizations) that require new thinking and innovative solutions. We believe that great ideas don't change the world, great PEOPLE do! The fellowship begins in July 2015 and extends through August 2016. Fellows engage in professional development training, mentorship and thoughtful community-building, and continue to draw upon their fellowship experience and the GHC alumni network as they build careers of lasting impact.

Applicants can apply for up to 3 different fellowship positions, such as the one described below. To see the full list of fellowship positions, go to: <http://ghcorps.org/fellows/apply/through-placements/>.

Fellows are placed in organizations in pairs – one international fellow and one local fellow from the placement country – creating a fellowship team that is a central part of the fellowship experience.

### JOB DESCRIPTION:

About the Placement Organization:

For nearly 100 years, Planned Parenthood Federation of America (PPFA) has advanced its mission to provide comprehensive reproductive health care services; to advocate for public policies which guarantee essential rights of each individual and ensure access to such services; to provide educational programs which enhance understanding of human sexuality; and to promote research and the advancement of technology in reproductive health care. And for over 40 years, PPFA has helped bolster nascent and growing sexual and reproductive health and rights movements in developing countries. PPFA's international division, Planned Parenthood Global, provides partners on the ground with technical and financial support and shares lessons learned from the organization's storied history working to provide care and empower women to plan their families in the U.S.

Planned Parenthood Global currently supports 44 partners in Africa and Latin America to provide health services, maintain direct education, and provide contraceptive services. Last year, with Planned Parenthood Global support, these partner

organizations provided direct education and information to over 102,000 people and provided contraceptives to nearly 40,000. Recognizing that reducing barriers to sexual and reproductive health services also requires supportive laws and policies, Planned Parenthood Global helps partner organizations develop the advocacy skills they need to educate policymakers and the general public, in addition to monitoring and countering the tactics of opposition groups.

#### Position Overview:

Both fellows will be placed in the Planned Parenthood Global Division of PPFA. While completing most projects within their “home” division of Planned Parenthood Global, they will also have the opportunity to work with other divisions of PPFA and Affiliates as special projects can be arranged. The fellows will also jointly complete a long-term project to be determined.

Examples of potential projects include:

- Working with the communications team on writing up success stories from the field
- Helping market Planned Parenthood Global’s innovative program models
- Working with field teams on evaluating capacity of various program partners

#### Responsibilities:

Work with team to support program design, implementation, evaluation, and/or management of selected projects

Work on selected special initiatives with other divisions of PPFA

Data collection and entry; management of data bases

Build staff and partner support for fellow projects by fostering genuine stakeholder buy-in and engagement

Support existing organizational goals and deliverables

Complete other “home” division projects as assigned

Adhere to PPFA code of conduct and policy

#### **QUALIFICATIONS:**

There is no single experience, background, quality or skill that makes someone the “right” candidate for the fellowship. Rather, we are looking for outstanding individuals who are seeking to apply their skills and their passion for health equity to a lifelong community of global changemakers. We do not expect that fellows will have a background in public health or that they have been involved in international development work before. We believe that global health organizations can greatly benefit from individuals who have worked in or studied a wide variety of fields. We strongly encourage applicants from all sectors to apply, including but by no means limited to engineering, finance, consulting, government, architecture, research, technology, and education.

#### Required Skills:

Some experience in international reproductive health or other related health field

Excellent written and verbal English communication skills

Ability to multi-task

Ability to navigate complex organizations with a smile

Self-directed and comfortable working independently

Interest in international health service delivery and advocacy

Ability to manage a multi-faceted project and keep numerous channels of communication going at once

Knowledge of diverse groups and the ability to work with a multicultural workforce

Proven computer skills and knowledge of Microsoft software (including MS Word and Excel spreadsheets) and email programs

Exemplary professional etiquette

Preferred Skills and Experience:

French or Spanish language ability (spoken and written fluency)

Knowledge of PPFA and our activities

Robust understanding of program and policy design, project analysis, evaluation and support

Field-based knowledge of technical issues related to delivery of reproductive health programs and monitoring and evaluation, including research and building civil society capacity

Experience living/working in the developing world

A sense of urgency necessary to drive change within an advocacy organization paired with the patience to understand that not all demands are equal

A team player with exceptional communication skills along with interpersonal savvy

Passion for the role of health provision and advocacy that translates into an unflinching commitment to an exceptional work product

**BENEFITS:**

-Monthly living stipend

-Housing

-Utilities stipend

-Health insurance

- A professional development grant of \$600

-A completion award of \$1500

-An advising program that pairs each fellow with an advisor in his/her area of work or interest

-A two-week Training Institute at Yale University in the United States to begin the fellowship

-A five-day End-of-Year retreat in East Africa to finish the fellowship

-Three multi-day trainings during the year

-Travel to and from placement site, all trainings, and retreats

-Professional development and personal support from a dedicated in-country program manager

-Personal development and accompaniment program led by Still Harbor

**SALARY:**

Less than \$60k

**POSTING EXPIRATION DATE:**

3/16/2015

**HOW TO APPLY:**

To apply, please visit [ghcorps.org/application](http://ghcorps.org/application)

Reference the job title and [Bridgespan.org](http://Bridgespan.org) when applying for a job in addition to following all application instructions in the posting.

## Research and Writing Associate

### Location

US-NY-New York

### Job ID #

2014-2108

### HQ / Initiative

Clinton Foundation - All Openings

More information about this job:

### About the Clinton Foundation:

The Clinton Foundation convenes businesses, governments, NGOs, and individuals to improve global health and wellness, increase opportunity for women and girls, reduce childhood obesity, create economic opportunity and growth, and help communities address the effects of climate change. Because of our work, 20,000 American schools are providing kids with healthy food choices in an effort to eradicate childhood obesity; 21,000 African farmers have improved their crops to feed 30,000 people; 248 million tons of greenhouse gas emissions are being reduced in cities worldwide; more than 5,000 people have been trained in marketable job skills in Colombia; more than 6.8 million people have benefited from lifesaving HIV/AIDS medications; \$100 million in strategic investments have been made, impacting the health of 25 million people in the U.S.; and members of the Clinton Global Initiative have made nearly 2,800 Commitments to Action to improve more than 430 million lives around the world. Learn more at <http://www.clintonfoundation.org>, and on Twitter @ClintonFdn.

### Overview:

The Research and Writing Associate will report to Director of Impact Policy and Analysis and the Initiative Liaison to assist with internal communication, collaboration, and information sharing. The Research and Writing Associate is responsible for conducting research and compiling internal programmatic content, writing briefings and memos, and conducting - research for meeting briefings and internal use as well as proof-reading and copy editing. The Research and Writing Associate also supports the Initiative Liaison with regular topical forums and coordination calls on the Foundation's work, content editing, and maintaining up-to-date program accomplishments and statistics.

### Responsibilities:

- Research, compile, and draft briefings for President Clinton and other senior leadership in advance of meetings, conferences, speeches, and other events. Assist with preparing research, background for remarks, and other content in coordination with all relevant Foundation initiatives and departments.
- Support the initiative liaison in identifying areas of potential coordination and collaboration among Foundation initiatives and support planning of regular forums to discuss content collaboration.
- Develop original topical briefings on issue areas and priorities of common concern to multiple Foundation initiatives.
- Draft regular updates on Foundation programmatic activity and accomplishments for regular reports to senior leadership and the Board of Directors.
- Maintain internal databases of initiative accomplishments, program sites, and impact statistics.
- Prepare management briefings and respond to last minute information requests on program content and logistics at the Clinton Global Initiative and other major Foundation events.
- Administrative duties include document and database management, scheduling meetings and taking notes, and preparing draft materials and research on priority topics.

- Provide general support for the Initiative Liaison and the Metrics Department as needed.

**Qualifications:**

- **Bachelor's Degree required;** focus in political science, public policy, international affairs preferred.
- Experience writing, copy editing and strong general communications background strongly preferred.
- Exceptional research skills and strong familiarity with Foundation initiative and program areas.
- Exceptional verbal and written communication skills required; understanding of international development, public health, and international affairs preferred.
- Ability to multi-task, meet tight deadlines, and remain calm and positive in a high-intensity, deadline-driven environment.
- High level of judgment required, ability to work independently, and to collaborate effectively.
- 1-3 years professional experience, preferably in international development or the private sector.
- Flexibility to work long hours with minimal advance notice.

**Physical and Other Requirements:**

- Significant Computer Work, which may require repetitive motion, prolonged periods of sitting, and sustained visual and mental applications and demand.
- Travel as needed, which may require walking distances, lifting & carrying luggage and boxes, and prolonged periods of sitting in tight quarters.

**Equal Employment Opportunity Statement:**

The Clinton Foundation maintains a strong policy of equal opportunity in employment. It is our objective to recruit, hire, and retain the most qualified individuals without regard to race, color, religion, sex, sexual orientation or identity, national origin, age, disability, veteran status, or any other characteristic or status protected by applicable federal, state, or local law. Our equal employment philosophy applies to all aspects of employment, including recruitment, compensation, benefits, training, promotions, transfers, job benefits, and terminations.

This job description is intended to convey information essential to understand the scope of the position. It is not intended to be an exhaustive list of skills, efforts, duties, or responsibilities associated with the positions.

## Junior Associate – Global Health

New York, NY

Rabin Martin is in search of an energetic individual to join our growing firm as a junior associate. Candidate should have some experience in public health or health-related experience in communications, public relations, or journalism. Strong writing, research and organization skills and experience is necessary for this position. The ideal candidate will be able to start immediately and jump in to provide support wherever needed. This is an entry-level position.

### **Main responsibilities/tasks**

- Conduct desk research on various health initiatives to inform program recommendations
- Draft, edit and prepare reports, issue briefs, and other client materials and presentations
- Stay abreast of trends relevant to our clients' interests in global health (e.g., maternal health, infectious disease, non-communicable disease, health policy) Prepare briefing materials for senior executives for meetings, events and overseas field visits
- Help coordinate relationships with clients, collaborators, vendors, and stakeholders from various sectors
- Perform media and issues monitoring, reporting and management
- Help support efficient functioning of multi-disciplinary team (general account management, including tracking program progress, arranging meetings, drafting agendas)

### **Candidates should have the following qualities/skills**

- Creative, organized; ability to work independently and in team setting
- Exceptional writing and research skills, including ability to understand technical literature and interpret data
- Bachelor's degree from an accredited college or university required.
- At least 1+ years of relevant work experience in corporate social responsibility, public policy, public health programming, public-private partnerships (preferred)
- Work experience in resource-limited settings in low or middle income countries is a plus, but not required.
- Experience working in a consulting or communications environment or with the business sector (preferred)

## **Geographic Information Science**

### **Research Analyst**

Job posted by: [Asian American Federation](#)

Posted on: *February 6, 2015*

#### **Job description**

Unique opportunity for a highly motivated, energetic and research-oriented professional to work on a number of the Federation's research projects focused on the Asian American community. The individual will report to the Director of Research and Programs to help support a variety of research projects that utilized Census Bureau data to inform policy makers, community organizations and other stakeholders on the state of the Asian American community. Potential reports include the demographics of Asian American groups in the New York metropolitan area, the need and challenges facing Asian-owned businesses, and identifying the social service needs of existing and emerging Asian communities. Support is also needed to help develop and market the Federation's research products and to operate the Federation's Census Information Center.

#### **Responsibilities:**

- Analyze and manage government and other secondary source data on Asian Americans;
- Create content for demographic profiles and reports, includes compiling data; creating graphs, tables and maps; writing reports; and designing report layouts;
- Respond to requests for data on Asian Americans, especially covering the New York metro area;
- Review relevant research literature for reports and proposals;
- Assist in the creation of research instruments and methods as needed;
- Coordinate meetings related to community data issues or CIC product releases;
- Support the Federation's advocacy effort on behalf of our member agencies;
- Perform administrative duties as needed

#### **Desired Skills:**

- **Bachelor's degree required;**
- Experience working with statistical analysis software, such as STATA or SAS, or ability to use statistical features of Excel;
- **Experience with GIS software, such as ArcGIS;**
- Experience with layout software such as Microsoft Publisher or Adobe InDesign;
- Excellent verbal and written communication skills;
- Critical thinking/analysis, initiative, creativity and flexibility;
- Ability to work independently and in a team;
- Experience and interest in working with the Asian American community;
- Asian language abilities preferable, but not required.

Please send cover letter and resume for immediate consideration to:

Human Resources  
Asian American Federation  
120 Wall Street, 9th Floor  
New York, NY 10005  
[hr@aafederation.org](mailto:hr@aafederation.org)

## Research Assistant

Job posted by: [Metis Associates](#)

Posted on: *February 2, 2015*

### Job description

Metis Associates is an employee-owned consulting group found in 1977. We are a national organization with a home office in New York, and satellite offices in Atlanta, Norwalk, Oakland and Philadelphia. We are experts in evaluation, information technology, and grant development. Metis works collaboratively with a wide range of organizations committed to making a meaningful difference in the lives of children, families, and communities. We help our clients:

- Strengthen their capacity to carry out their mission
- Make better decisions and
- Deliver more effective services

### Qualifications

#### Technical Skills

- Intermediate/advanced proficiency with Microsoft Office applications including Excel and Word
- At least some familiarity with complex formulas and advanced features in Excel including array functions and pivot tables
- Comfort with algebra and logical operations
- Experience using any of the following languages, systems, and softwares a plus:
  - Visual Basic for Applications (VBA)
  - Database systems and SQL
  - Microsoft Visio
  - **Geographic Information Systems (GIS) a plus**
- Working-level knowledge of statistics and SPSS a plus

### Communication Skills

- Excellent communication skills both verbal and written

### Organizational Skills

- Ability to take initiative and independently manage several tasks with attention to detail
- Ability to work collaboratively within a team environment

### JOB DESCRIPTION

The Research Assistant will assist senior staff in providing technical assistance to government agencies and non-profit organizations concerning the use of their program data for reflective practice. The Research Assistant may assist evaluation activities as well. Project topics may include: juvenile justice reform, poverty alleviation,

education, child welfare, youth development, and social services. The types of tasks for which the Research Assistant will be responsible include the following:

- Documenting planned and completed project activities, including technical specifications. Documentation could be in narrative, tabular, or flow-chart styles.
- Developing quality control procedures and ensuring the integrity of data and systems through database checks, manipulation, troubleshooting, and brute-force testing.
- Preparing qualitative and quantitative data for analyses.
- Analyzing and presenting data using graphic and tabular displays, including implementation of advanced data visualization techniques.
- Assisting in the preparation of technical assistance memos, evaluation reports, and grant proposals.
- Assisting with general administrative tasks.

Some light to moderate travel and overtime may be required, as well as background checks per the requirements of our education and human services clients.

Mail letter of interest and resume to:

HR Administrator

Metis Associates

120 Wall Street, 21st floor

New York, NY 10005

or via email to [inquiries@metisassoc.com](mailto:inquiries@metisassoc.com)

## General

### Research/Outcomes Assistant

#### Job ID

2015-6004

#### Location

US-NY-New York

#### Posted Date

1/7/2015

#### Category

Education/Org Development - All Openings

#### Emp Status

Regular Full-Time

#### Hours per Week

35

#### Shift

Days

#### Overview:

The Research/Outcomes Assistant will work with the hospital's interdisciplinary team on the Quality Improvement Continuing Education (QICE) initiative aimed at institutional and practitioner change related to post-operative peripheral nerve injury. She [he] will be responsible for coordinating the team efforts as well as collection, analysis and reporting of findings of the QICE project. In addition, to the roles specified above, she (he) will be responsible for providing analytical and research support to Public and Patient Education Department (PPED) programs. This full time position will report directly to the Public Health Outcomes Manager while working closely and collaboratively with members of the QICE Committee, and the PPED team. Experience with the collection, analysis and interpretation of qualitative and quantitative data is essential. Familiarity with the IRB process and experience conducting large-scale qualitative and quantitative studies in a team-based environment is preferred.

Major job responsibilities include, but are not limited to, the following:

- Coordination of team meetings, including preparation of agendas and meeting minutes
- Support the QICE and PPED teams in creating and implementing measurable goals and objectives
- Identify evaluation and validated tools that effectively measure the impact of QICE and PPED programs
- Conduct literature reviews
- Management of evaluation databases, ensuring that program objectives can be measured
- Coordinate and manage logistics of quantitative and qualitative primary data collection methods
- Assist with preparation and presentation of data for national conference presentations
- Enter data, prepare and label SPSS data files for analysis and reporting

- Survey design and administration, site visits, data management, data analysis, and report writing
- Assist in collating analyzing data for grants
- Coordinate IRB approval process
- Maintain clear communication with project teams through emails and team meetings as needed

**Qualifications:**

- **Bachelor's degree in public health**, educational psychology, behavioral or social sciences or related field. Master's degree is a plus
- Minimum of 3 years' experience in a social research setting is required
- Proficiency with Microsoft Office software (i.e., Word, Excel, PowerPoint, Access) is essential
- Solid grounding in usage of SPSS
- Proficiency with qualitative analysis software, such as Atlas ti, NUD\*IST, and or NVIVO is preferred
- Candidates must have well developed written and oral communication skills and be highly organized
- Ability to excel in a fast-paced, clinically oriented environment is a must

**Business Title:**

Stellar Farmers Market Coordinator, Chronic Disease Prevention and Tobacco Control

**Civil Service Title:** NUTRITIONIST

**Title Code No:** 50410      **Level:** 01

**Job Category:** Community & Business Services, Health

**Career Level:** Experienced (non-manager)

**Proposed Salary Range:** \$ 52,163.00 - \$ 65,983.00 (Annual)

**Work Location:** 42-09 28th Street

**Division/Work Unit:** Chronic Disease Prevention

[Return to Previous Page](#)

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**Job Description**

The Bureau of Chronic Disease & Tobacco Control promotes healthful environment and systems changes in the food and physical environment and develops programs that promote physical activity, healthy eating and smoking cessation. The Bureau also develops innovative strategies to convey critical health messages to the public

This position will be housed within the Nutrition Education Program of the Healthy Eating and Active Living unit. The Bureau spearheads programs and initiatives to reduce the burden of chronic diseases and to address the underlying risk factors that lead to them, such as poor nutrition, physical inactivity and tobacco use. The Bureau promotes healthful environment and systems changes in the food and physical environment and develops programs that promote physical activity, healthy eating and smoking cessation. The Bureau also develops innovative strategies to convey critical health messages to the public.

The Nutritionist reports to the Senior Program Manager of the Nutrition Education Program, and will be a key team member in executing the Stellar Farmers Market Program, nutrition education at low-income farmers markets, across NYC.

Duties include but are not limited to:

- Coordinate recruitment, hiring, and training of seasonal consultants who implement nutrition education program to the public.
- Assists in overseeing seasonal consultants and monitor Stellar Farmers Market implementation via site visits to farmers markets from June- November each year.
- Revise Stellar Farmers Market nutrition education materials and conduct Stellar Farms Market nutrition education workshops at farmer's market, as needed.
- Provide outreach to community partners to ensure proper site selection, on-site storage of equipment, and marketing of the nutrition education program.
- Coordinate purchasing and deliveries of all supplies necessary to implement nutrition education programming; and perform other duties as assigned.

**Minimum Qual Requirements**

**Qualification Requirements**

1. A master's degree from an accredited college in nutrition or in public health; or

2. A baccalaureate degree from an accredited college, including or supplemented by 18 semester credits in nutrition or public health on the graduate or undergraduate level, and two (2) years of satisfactory full-time professional experience in nutrition education.

#### Special Qualification Requirements

##### Assignment Level II

To be eligible for placement in Assignment Level II, individuals must have, after meeting the minimum requirements described above, one (1) year as a Nutritionist AL I with the City of New York or at least three (3) years of satisfactory full-time professional experience in nutrition education.

##### Assignment Level III

To be eligible for placement in Assignment Level III, individuals must have, after meeting the minimum requirements described in Assignment Level I, two (2) years as a Nutritionist AL I and AL II with the City of New York or five (5) years of satisfactory full-time professional experience in nutrition education, at least two (2) years of which must have been in an administrative or supervisory capacity.

#### **Preferred Skills**

- Master's degree in nutrition or in public health and registered dietitian required
- 2 years of experience conducting nutrition education and coordinating nutrition education programming in low-income communities
- Excellent communication, written, organization skills
- Ability to handle multiple tasks and work independently

#### **To Apply**

Apply online with a cover letter to <https://a127-jobs.nyc.gov/>. In the Job ID search bar, enter: job ID number # 180638.

We appreciate the interest and thank all applicants who apply, but only those candidates under consideration will be contacted.

#### **Work Location**

42-09 28th Street, Queens, NY, 11101

**Job ID:** 180687 2  
**Business Title:** Public Health Adviser, Bureau of Immunization  
**Civil Service Title:** PUBLIC HEALTH ADVISER  
**Title Code No:** 51191 **Level:** 01  
**Job Category:** Clerical & Administrative Support  
**Career Level:** Experienced (non-manager)  
**Proposed Salary Range:** \$ 34,368.00 - \$ 44,382.00 (Annual)  
**Work Location:** 42-09 28th Street  
**Division/Work Unit:** Immunization Surveillance

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### Job Description

**\*\*OPEN ONLY TO PERMANENT PUBLIC HEALTH ADVISERS. YOU MUST CLEARLY STATE YOUR CIVIL SERVICE STATUS ON YOUR RESUME OR COVER LETTER. ALL OTHER CANDIDATES WILL NOT BE CONSIDERED.**

The mission of the Bureau of Immunization (BOI) is to improve the health of all New Yorkers through prevention and control of vaccine preventable diseases including hepatitis B. The Perinatal Hepatitis B Prevention Unit is responsible for conducting surveillance for hepatitis B infected pregnant women, and providing case management to help prevent the transmission of hepatitis B from the infected mothers to their newborns and contacts. Approximately 1800 hepatitis B infected pregnant woman are identified in New York City each year. The Public Health Advisor I (PHA I) works under the supervision of a Supervising Public Health Advisor in the Perinatal Hepatitis B Prevention (PHBP) Unit in the Bureau of Immunization.

Duties include:

Conduct case investigations and case management of hepatitis B positive pregnant women/mothers, their newborns and their household contacts (citywide).  
Provide education about hepatitis B disease and prevention methods for hepatitis B infected pregnant women and new mothers in person or over the phone.  
Conduct patient interviews to collect data on demographics, medical information and risk factors.  
Remind and assist mothers with scheduling medical appointments for vaccinating and testing their newborns for hepatitis B.  
Obtain vaccination and laboratory records from healthcare and laboratory facilities.  
Monitor compliance with recommended vaccine schedule for infants and household contacts using a computerized data management system.

#### Minimum Qual Requirements

1. A baccalaureate degree from an accredited college, including or supplemented by twelve semester credits in health education, or in health, social or biological sciences; or
2. A baccalaureate degree from an accredited college, and six months of full-time satisfactory experience in a health promotion or disease intervention/prevention program, performing one or more of the following: interviewing, conducting field investigations, assessing health risks, making referrals, or collecting and analyzing epidemiological data; or
3. A four-year high school diploma or its educational equivalent, and four years of full-time satisfactory experience as described in "2" above; or
4. Education and/or experience equivalent to "1", "2" or "3" above. Undergraduate college credit can be substituted for experience on the basis of 30 semester credits from an accredited college for one year of full-time experience. However, all candidates must have a four-year high school diploma or its educational equivalent, and either twelve semester credits as described in "1" above or six months of experience as described in "2" above.

**Additional Requirements**

A. To be assigned to Assignment Level II, candidates must have, in addition to meeting the minimum qualification requirements listed above, at least one year of experience as a Public Health Adviser, Assignment Level I, or at least one additional year of experience as described in Qualification Requirement "2" above.

**Preferred Skills**

Chinese/Mandarin Speaking

**To Apply**

Apply online with a cover letter to <https://a127-jobs.nyc.gov/>. In the Job ID search bar, enter: job ID number # 180687

We appreciate the interest and thank all applicants who apply, but only those candidates under consideration will be contacted.

**Work Location**

42-09 28th Street, Queens, NY, 11101

**Residency Requirement**

New York City residency is generally required within 90 days of appointment. However, City Employees in certain titles who have worked for the City for 2 continuous years may also be eligible to reside in Nassau, Suffolk, Putnam, Westchester, Rockland, or Orange County. To determine if the residency requirement applies to you, please discuss with the agency representative at the time of interview.

**POSTING  
DATE:**

01/09/2015

**POST UNTIL:  
UNTIL:** Until Filled

<b>ANNOUNCEMENT OF JOB</b>	Research Scientist 3 (Biostatistics)
<b>VACANCY TITLE</b>	
<b>SALARY/</b>	\$75,243 - \$94,834
<b>SALARY GRADE</b>	Grade 25
<b>NEGOTIATING UNIT</b>	Professional, Scientific and Technical (05)
<b>LOCATION</b>	Office of Quality and Patient Safety Corning Tower Building Empire State Plaza Albany, NY 12237
<b>MINIMUM QUALIFICATIONS</b>	Bachelor's degree in public health, epidemiology, statistics, mathematics, social sciences, engineering or a related field and four years of professional research experience in that field; OR a Master's degree in one of the above fields and three years of professional research experience; OR a doctorate in one of the above fields.
<b>PREFERRED QUALIFICATIONS</b>	Work experience or coursework in statistics, mathematics, health economics, epidemiology, health or public policy, health administration, or health services research. Professional experience with research and/or evaluation studies or projects including: data collection and analysis, database management, research analyses and presentation of research findings. Experience performing research and analyses with health data maintained in large complex data systems and/or clinical data sets and presenting research findings. Experience with Quality Measurement using national measure sets such as HEDIS is a plus. Experience or proficiency with SAS, SQL, and Microsoft Office. Excellent written and communication skills.
<b>RESPONSIBILITIES</b>	The Research Scientist 3 will be assigned to the Bureau of Health Services Evaluation in the New York State Department of Health's Office of Quality and Patient Safety. This position will contribute to research and evaluation projects involving Delivery System Reform Incentive Program performance data. The Research Scientist 3 will work with experienced researchers to contribute to and co-lead research studies and perform research and analyses to evaluate DSRIP provider systems utilizing several sources of data within the OQPS (such as Medicaid, satisfaction responses, MDS and UAS-NY) to evaluate quality, satisfaction and utilization measures. The incumbent will present and report research and evaluation results, contribute to formulating healthcare policy recommendations, recommend and initiate research studies and analyses which will be used in the bureau's evaluation and improvement initiatives and submit manuscripts for peer review publication. The Research Scientist will also support the OQPS research and evaluation agenda by: performing literature reviews, drafting manuscripts, ensuring datasets are complete and accurate, and assisting higher-level research scientists in analyses and evaluation.
<b>CONDITIONS OF EMPLOYMENT</b>	Permanent, full-time, non-competitive appointment.
<b>APPLICATION PROCEDURE</b>	Submit resume to Human Resources Management Group, <b>CB/80038/RS3</b> , Room 2276, Corning Tower Building, Empire State Plaza, Albany, New York 12237-0012, or by email to <b>resume@health.state.ny.us</b> or by fax to <b>(518) 474-6771</b> . Please use a subject line of <b>CB/80038/RS3</b> . Resumes accepted until the position is filled.

<b>ANNOUNCEMENT OF JOB VACANCY TITLE</b>	Research Scientist 1 (Biostatistics) / Research Scientist 2 (Biostatistics) – Two positions
<b>SALARY/ SALARY GRADE NEGOTIATING UNIT</b>	\$52,293 - \$66,494/ Grade 18 \$64,302 - \$81,415/Grade 22 Professional, Scientific and Technical (05)
<b>LOCATION</b>	Office of Quality and Patient Safety Corning Tower Building Empire State Plaza Albany, NY 12237
<b>MINIMUM QUALIFICATIONS</b>	For G-18: Bachelor's degree in public health, epidemiology, mathematics, statistics, social sciences, engineering or a related field and two years of professional research experience in that field; <b>OR</b> a Master's degree in public health, epidemiology, mathematics, statistics, social sciences, engineering or a related field and one year of professional research experience in that field. For G-22: Bachelor's degree in public health, epidemiology, mathematics, statistics, social sciences, engineering or a related field and three years of professional research experience in that field; <b>OR</b> a Master's degree in one of the above fields and two years of professional research experience; <b>OR</b> a doctorate in one of the above fields.
<b>PREFERRED QUALIFICATIONS</b>	Work experience or coursework in statistics, mathematics, health economics, epidemiology, health or public policy, health administration, or health services research. Professional experience with research and/or evaluation studies or projects including: data collection and analysis, database management, statistical analyses and presentation of research findings. Experience conducting research or evaluation using analyses with large administrative and/or clinical data sets and summarizing findings. Proficiency with SAS, SQL, and Microsoft Office. Excellent written and communication skills.
<b>RESPONSIBILITIES</b>	The Research Scientist positions will be assigned to the Bureau of Health Services Evaluation in the New York State Department of Health's Office of Quality and Patient Safety. These positions will contribute to research and evaluation projects involving Delivery System Reform Incentive Program performance data. Examples of contributions include establishment of benchmarks associated with incentive payments and production of reports with performance results which include utilization, quality and satisfaction measures. The Research Scientist 1/2 positions will: utilize several sources of data within the OQPS (such as Medicaid, CAHPS, MDS, and UAS-NY) to conduct data analysis in support of OQPS priority research and evaluation initiatives; develop statistical programs to extract, cleanse, collapse, sort and merge data from large administrative data sources maintained by the Department; collaborate with other researchers on reports, analytical tabulations and scientific articles for peer review publication; communicate findings with stakeholders internal and external to the Department. The positions will support the OQPS research and evaluation agenda by: performing literature reviews, contributing to manuscripts, ensuring datasets are complete and accurate, and assisting higher-level research scientists in analyses and evaluation.
<b>CONDITIONS OF EMPLOYMENT APPLICATION PROCEDURE</b>	Permanent, full-time, non-competitive appointment.  Submit resume to Human Resources Management Group, <b>CB/80041/80042/RS1</b> , Room 2276, Corning Tower Building,

Empire State Plaza, Albany, New York 12237-0012, or by email to **resume@health.state.ny.us** or by fax to **(518) 474-6771**. Please use a subject line of **CB/80041/80042/RS1**. Resumes accepted until the position is filled.

## Health Program Coordinator

Job ID 2014-2916

# of Openings 1

Job Location US-NY-Albany

Posted Date 11/25/2014

Department Office of Public Health Practice

Position Type Temporary Full-Time

Position will Remain Open Until filled

Grade P18

Applications to be submitted by ..

OR Grade 2 ..

Salary Min

USD \$51,783.00/Yr.

Salary 2 (Min)

Salary Max

OR Grade 3 ..

Location Pay

Salary 3 (Min)

Additional Salary Info

..

### Minimum Qualifications :

Bachelors degree and two years of relevant experience including coordination of projects or an Associates degree and four years of relevant experience or six years of relevant experience. A Masters degree may substitute for one year of the general experience.

### Preferred Qualifications :

**Bachelors or Master's degree in public health.** Background and experience with using public health data to assess the effectiveness of public health initiatives. Experience using project management concepts and work/task management tools to organize and implement projects. Experience in developing and operationalizing performance and outcome measures. Background and experience in public health program evaluation methodologies. Working knowledge and understanding of advanced data analytic functions through various statistical software packages. Ability to communicate effectively in writing and verbally; work with committees, exhibit independent judgment in the development, implementation and evaluation of plans, procedures and policies.

Preferred knowledge, skills and abilities:

- Possession of basic computer and technological skills, especially Word, Excel, Adobe, and internet (preparation of documents in various formats such as PDF, Word, etc., electronic file naming, uploading documents)

- Excellent organizational skills and strong attention to detail
- Ability to develop, organize, and coordinate groups across the organization
- Ability to collect and organize data
- Ability to communicate effectively to various audiences, both in writing and verbally
- Ability to collaborate effectively with stakeholders
- Ability to prepare informative and accurate reports on program progress

**Responsibilities :**

The Health Program Coordinator works in the Performance Management area and assists in assessing the baseline capacity for conducting performance management in NYS DOH Office of Public Health offices, centers, divisions and programs and assists in developing and implementing systems to track progress toward achievement of full integration of performance management in these programs. The incumbent will work with and provide technical assistance to individual public health programs on the development of objectives and measures needed as part of performance management/quality improvement initiatives He/she will also participate in all grant related requirements for progress reports as well as assist in developing and publishing peer reviewed articles. Other related duties as assigned.

**Conditions of Employment :**

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

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

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

**[www.healthresearch.org](http://www.healthresearch.org)**

## Quality Improvement Coordinator I

Job ID 2014-2904

### # of Openings 1

**Job Location** US-NY-Albany

**Posted Date** 12/29/2014

**Department** Center for Community Health - Bureau of Community Chronic Disease Prevention

**Position Type** Full Time

**Position will Remain Open** Until Application Submitted by Date

**Grade** P23

**Applications to be submitted by** 1/12/2015

**OR Grade 2 ..**

**Salary Min**

USD \$67,040.00/Yr.

**Salary 2 (Min)**

**Salary Max**

**OR Grade 3 ..**

**Location Pay**

**Salary 3 (Min)**

**Additional Salary Info**

..

### Minimum Qualifications :

Bachelor's Degree in Nursing, Public Health, Health or Social Sciences or a related field and three years relevant experience; OR seven years of such experience. A Master's degree may substitute for one year of experience.

### Preferred Qualifications :

Knowledge and experience of evidence-based quality improvement frameworks and the use of measurement for improvement, demonstrated skills in quality improvement principles. Knowledge of community health care and electronic health records. Strong communication, presentation and interpersonal skills; effective relationship-building and facilitation skills. Ability to work collaboratively with and coach front-line healthcare providers. Ability to aggregate and analyze project-level qualitative and quantitative data to inform to inform improvement processes. A foundation, knowledge and interest in quality improvement work.

### Responsibilities :

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

### Conditions of Employment :

Grant funded position.

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

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

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

## Program Coordinator I

**Job ID** 2014-2888

**# of Openings** 1

**Job Location** US-NY-Albany

**Posted Date** 1/5/2015

**Department** AIDS Institute - Office of Medicaid Policy and Programs

**Position Type** Full Time

**Position will Remain Open** Until Application Submitted by Date

**Grade** P23

**Applications to be submitted by** 1/12/2015

**OR Grade 2**

**Salary Min** USD \$67,040.00/Yr.

**Salary 2 (Min)**

**Salary Max**

**OR Grade 3**

**Location Pay**

**Salary 3 (Min)**

### Additional Salary Info

#### Minimum Qualifications :

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

#### Preferred Qualifications :

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

#### Responsibilities :

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

#### Conditions of Employment :

Grant funded position.

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

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

**AA/EEO/M/W/Qualified Individuals with Disabilities/Qualified Protected Veterans**  
[www.healthresearch.org](http://www.healthresearch.org)

## Job Description

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

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

### Minimum Qual Requirements

1. A baccalaureate degree from an accredited college or university , including or supplemented by 30 semester credits in the biological and/or physical sciences, and at least two years of satisfactory full-time experience performing inspections to assure compliance with pertinent laws, rules and regulations governing the areas of food, drugs and general environmental conditions; or
2. An associate degree from an accredited college or university , including or supplemented by 12 semester credits in the biological and/or physical sciences, and four years of satisfactory full-time experience as described in "1" above; or
3. Education and/or experience equivalent to "1" or "2" above. However, all candidates must have at least 60 semester credits from an accredited college or university , including at least 12 semester credits in the biological and/or physical sciences. Furthermore, to assure compliance with Section 11.112 of the New York State Sanitary Code, all candidates must have at least two years of experience as a public health sanitarian as described in "1" above.

### Preferred Skills

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

### Additional Information

Appointments are subject to OMB approval.

For additional information about DEP, visit [www.nyc.gov/dep](http://www.nyc.gov/dep).

### To Apply

Click "Apply Now" button.

**Hours/Shift**

40 hours per week / day

**Work Location**

Owls Head WWTP  
6700 Shore Road  
Brooklyn, NY 11220

**Residency Requirement**

New York City residency is generally required within 90 days of appointment. However, City Employees in certain titles who have worked for the City for 2 continuous years may also be eligible to reside in Nassau, Suffolk, Putnam, Westchester, Rockland, or Orange County. To determine if the residency requirement applies to you, please discuss with the agency representative at the time of interview.

## Appendix B: External Letters of Support

### CUNY SCHOOL OF PUBLIC HEALTH

Brooklyn College | Hunter College | Lehman College | The Graduate Center

February 18, 2015

R. Gul Tiryaki Sonmez, Ph.D  
Associate Professor and Chair  
Department of Health Sciences  
School of Health Sciences, Human Services and Nursing  
APEX Building, Room # 265  
Lehman College, CUNY  
250 Bedford Park Blvd West  
Bronx, NY 10468

Dear Professor Sonmez:

Thank you for the opportunity to review the proposed curriculum for your BS in Public Health. As Dean of the CUNY School of Public Health, I was pleased to review the curriculum in relation to the excellent public health education and training taking place at Lehman College as one of the central consortium campuses that comprise the CUNY School of Public Health. This new undergraduate program will provide an important and critically needed option for CUNY students seeking a Bachelor's in Public Health that focus on two priority areas in global public health and geographic information systems.

Overall, I find this to be a very strong proposal and believe that it makes sense for Lehman College. What I find most promising is that the undergraduate curriculum seems logically built out of the existing strengths of the faculty while providing a basis for growth in the future.

I believe that students excelling in the proposed curriculum would be well prepared for advanced education and training in public health as well as a range of allied health fields and STEM sciences across the wide array of outstanding graduate programs offered throughout CUNY. Additionally, the curriculum is organized to also help make graduates competitive for jobs in public health and related health areas.

From my vantage point, you have a very strong program that lays a solid foundation for an excellent education in Public Health.

Sincerely,



Ayman El-Mohandes, MBBCh, MD, MPH

Ayman El-Mohandes, MBBCh, MD, MPH  
Dean, CUNY School of Public Health  
The Silberman Building

2180 Third Avenue, New York NY 10035  
(212) 396-7729 Tel | (212) 396-7644 Fax | dean@sph.cuny.edu





DEPARTMENT OF  
HEALTH SCIENCES

Gillet Hall, Room 431  
250 Bedford Park Blvd West  
Bronx, NY 10468

Phone: 718-960-8775  
Fax: 718-960-8908  
www.lehman.edu

February 20, 2015

R. Gul Tiryaki Sonmez, Ph.D  
Associate Professor and Chair  
Department of Health Sciences  
School of Health Sciences, Human Services and Nursing  
APEX Building, Room # 265  
Lehman College, CUNY  
250 Bedford Park Blvd West  
Bronx, NY 10468

Dear Professor Sonmez:

I fully support the proposed BS in Public Health (BSPH) at Lehman College. The concentrations described complement the existing graduate program in Public Health and provide a robust foundation for graduate studies in this and other related fields.

The proposed program's attention to the foundations of public health will allow undergraduate students to seek employment immediately after graduation as well as to pursue additional advanced education and training via graduate studies. As you know, our MPH program is highly competitive and Lehman undergraduate students who have attained high GPA and GRE scores have been admitted to this program. I am also pleased to report that these graduates have excelled as professionals as well.

As Director of the MPH program at Lehman College, I can attest that the proposed program offers strong and substantial preparation for graduate study in public health. The students who graduate from this new program will possess key skills and knowledge in the public health field that will prepare them for competitive jobs in a wide range of health fields as well as position them for graduate study across an equally wide array of medical and allied health fields.

Sincerely,

A handwritten signature in blue ink, appearing to read "AM", written over a light blue horizontal line.

Andrew Maroko, Ph.D.  
Interim MPH Director  
Assistant Professor, Dept. of Health Sciences/CUNY School of Public Health



Associate Director, Urban GISc Lab

SCHOOL OF HEALTH SCIENCES,  
HUMAN SERVICES AND  
NURSING

Shuster Hall, Room 302  
250 Bedford Park Blvd West  
Bronx, NY 10468

Phone: 718-960-7306  
Fax: 718-960-8762  
www.lehman.edu

February 14, 2015

R. Gul Tiryaki Sonmez, Ph.D Associate Professor and Chair  
Department of Health Sciences  
School of Health Sciences, Human Services and Nursing  
APEX Building, Room # 265  
Lehman College, CUNY  
250 Bedford Park Blvd West  
Bronx, NY 10468

Dear Gul:

I am very pleased to offer my full support of the proposal to offer a Bachelor's of Science in Public Health (BSPH) within the Department of Health Sciences in the School of Health

Sciences, Human Services and Nursing at Lehman College, The City University of New York. Having been involved in similar bachelor's level programs at The Johns Hopkins Bloomberg School of Public Health and The University of Florida College of Public Health and Health Professions, I can attest to both the quality of the proposed program curriculum as well as the great potential of enrollment in a program that is very likely to be in high demand.

Additionally, the focus of two tracks, one on Geographical Information Systems (GIS) and one on Global Health, is much needed given the many significant health challenges in urban settings nationally and internationally that GIS methodologies can help to shed light and thereby improve health, while the focus on Global Health is equally compelling given the broad array of challenges currently facing children and families around the world in addition to the unparalleled diversity of New York City and the students we serve at Lehman College and throughout The City University of New York. I also believe that graduate of the program will have multiple options to consider both in terms of joining the work force right away as well as enrollment in a wide array of public health, allied health professional and STEM graduate programs. I am fully in support of this program and wish you all the best in your efforts to bring this excellent opportunity to Lehman College students and the Bronx, New York.

Sincerely,

A handwritten signature in black ink, appearing to read "William W. Latimer".

William W. Latimer, Ph.D., M.P.H.  
Professor and Founding Dean  
School of Health Sciences, Human Services and Nursing Lehman College  
The City University of New York





**LEHMAN**  
COLLEGE

SCHOOL OF NATURAL AND  
SOCIAL SCIENCES

New Science Hall, Room 1403  
250 Bedford Park Blvd West  
Bronx, NY 10468

Phone: 718-960-8764  
Fax: 718-960-8929  
www.lehman.edu

February 15, 2015

R. Gul Tiryaki Sonmez, Ph.D  
Associate Professor and Chair  
Department of Health Sciences  
School of Health Sciences, Human Services and Nursing  
APEX Building, Room # 265  
Lehman College, CUNY  
250 Bedford Park Blvd West  
Bronx, NY 10468

Dear Dr. Sonmez:

Thank you for sharing with me your well-conceived proposal for a new major in Public Health (BSPH). The design of this undergraduate public health curriculum will fulfill a considerable need at Lehman College for training in public health. The concentrations and the breadth of options for elective study will prove appealing to prospective enrollees and build nicely on the strengths of your faculty.

As the Dean of the School of Natural and Social Sciences, I am also very supportive of this program as the academic skills and knowledge provided by the proposed program will serve as an excellent preparation for the graduate programs of our School, including multiple programs offered in our Departments of Earth, Environmental and Geospatial Science, Economics and Business. Public health competencies are an increasingly vital and complimentary component of any public or nonprofit sector manager's portfolio and as such the proposed program will also provide excellent training in skills that many employers find highly attractive and useful.

I wish you the best of luck with the new undergraduate program. Please let me know if I may be of any further assistance.

Sincerely,

Gautam Sen, Ph.D.  
Dean, School of Natural & Social Sciences  
Lehman College  
City University of New York  
Science Hall 1403  
250 Bedford Park Blvd West  
Bronx, NY 10468



## Appendix C: Course Descriptions (existing courses)

**HEA 300:** Introduction to Public Health. (3 credits, 3 hours) Science of community health. Prevention and control of disease, vital statistics, and current health problems.

**HSD 269:** Fundamentals of Biostatistics for Health Professionals. (3 credits, 3 hours) An introduction to biostatistics as used in health research. Emphasis on the application and interpretation of statistics in the context of health services, health education, and nutrition studies. PREREQ: MAT 132 or its equivalent, or demonstrated competence in database manipulation, spreadsheet calculations, and word processing.

**HSD 306:** Epidemiology. (3 credits, 3 hours) Basic principles and methods in epidemiology and their use in prevention and control of health problems in populations at risk. Impact of community health activities on individual and community responses to health and nutrition problems. Epidemiological approaches to health and nutritional care and their relationship to multicultural community health activities. PREREQ: HSD 266 and 269.

**HEA 267:** Human Behavior and Health. (3 credits, 3 hours) Psychological, social, and cultural determinants of health behavior, implications for educators in school and community settings, and conditions and phenomena that affect acceptance of health information. PREREQ: PSY 166, SOC 166, or Departmental permission.

**HEA 301:** Environmental Health. (3 credits, 3 hours) Description and analysis of causative agents of the major pollutants and their effects on man and society. PREREQ: Two courses in the natural sciences.

**HSA 267:** Management of Health Organizations. (3 credits, 3 hours) Fundamental concepts of management theory. Examination of the structure of health organizations and administrative processes, such as planning, problem solving and decision making, and quality, and productivity improvement. Emphasis on the major issues and problem areas confronting health administrators.

**HSD 266:** The U.S. Healthcare Delivery System. (3 credits, 3 hours) Examination of the major issues in the organization and delivery of health and nutrition services. An overview of healthcare institutions, financing, management, and human resources.

**HEA 400:** Program Planning and Evaluation (3 credits, 3 hours) Identification and analysis of the processes of planning and evaluating health education and promotion programs. Examination of programs in schools, community health agencies, clinical facilities, and worksite/industrial settings. PREREQ: HEA 267 plus 2 HEA courses at the 300 level.

**HSD 240:** Nutrition and Health. (3 credits, 3 hours) Fundamental principles of normal nutrition, with an emphasis on health maintenance and disease prevention. Discussion of nutritional concerns through the life cycle and nutrition programs in health services. PREREQ: Distribution course in the natural sciences. No credit will be given for \*DFN 140 if it is taken after HSD 240.

**EXS 264:** Physical Fitness and Exercise (3 credits, 3 hours) Nature and scope of the health-related aspects of physical fitness, emphasizing assessment, self-management skills, and the importance of a healthy lifestyle, as applied to individual and group fitness settings.

**EXS 265:** Behavioral Aspects of Physical Activity (3 credits, 3 hours) Conceptual and theoretical frameworks for understanding the behavioral component of physical activity and exercise, and for developing intervention strategies for enhancing physical activity and exercise behavior.

**COMHE 304:** Introduction to Health Communication Theory and Practice (3 credits, 3 hours) [At Hunter] An introduction to the field of health communication with a particular emphasis on theoretical constructs, case studies and U.S. and international practical models and applications; highlights the multidisciplinary and multifaceted nature of health communication and its contribution to the achievement of behavioral,

social and organizational objectives as one of the keys to public health interventions. PREQUE: Permission of the instructor

**ESC 475:** Community Change Model: Creating New Communities. (3credits, 4 hours: 2 hours, lecture; 2 hours, lab) Examination, design, and implementation of the Community Change Model as a means to engage youth and adults in analyzing and addressing community problems and concern. Community surveys, interviews, and focus groups will be conducted. PREQUE: Permission of the instructor.

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

**POL 339:** Human Rights. (3 credits, 3 hours) Theories and practices of human rights and their historical development in the context of globalization. Impact of human rights on local and global social movements. Significance of human rights activism at home and abroad. PREQUE: Satisfactory completion of 45 college credits.

**ENW 3070:** Health and Science Writing. (3credits, 3 hours) Work-related writing in the social, natural, and health sciences, including nursing. Projects stress writing issues specific to the healthcare and scientific communities. (Spring) PREREQ: Departmental permission.

**ENW 300:** Business Writing. (3 credits, 3 hours) Work-related writing for B.B.A. and B.S. in Accounting majors. Focus on rhetorical issues and strategies for persuasion in business memoranda, documents, and presentations. Students prepare shorter writings, as well as a substantial formal report that incorporates data analysis and support for its conclusions and recommendations. PREREQ: ENG 121; Departmental permission.

**ENW 304:** Non-Profit Grant Writing. (3 credits, 3 hours) Conception, research, and composition of grants and other types of professional proposals for public sector, nonprofit, and non-governmental organizations and endeavors. Development of the skills in essay writing, news copy, and feature copy used to produce the components of effective grant proposals. PREQUE: Departmental permission

**ENW 333:** Marketing and PR Writing. (3 credits, 3 hours) Mastering the appropriate formats needed to write in marketing and public relations fields. Formats studied include reports, news releases, talking points, and the various advertising and direct-marketing media generated by for-profit and non-profit organizations. PREQUE: Departmental permission.

**ENW 335:** Technical Writing. (3 credits, 3 hours). Generating texts that explain complex technological, scientific, economic, and other matters to experts and lay people clearly and with authority. Projects include how-to manuals, guides, FAQs, and reports. PREREQ: Departmental permission.

**AAS 226:** Community Organization. (3 credits, 3 hours). The structure of the inner city. Analysis of community needs and resources- health, housing, recreation, and neighborhood projects in urban areas. The organization of community action projects within a theoretical framework for understanding and applying models of community control.

**HIN 269:** Analysis and Action for Community Health. (3 credits, 3 hours) Health needs of families in the context of their communities. Introduction to epidemiological method and the principles of epidemiological investigation as tools for analyzing health needs. Issues of prevention, environmental health, special risk families, planned change, the concept of health teams, and the roles of health workers in the community are addressed. PREREQ: 30 college credits.

**ANT 341:** Medical Anthropology. (3 credits, 3 hours) Relationship of culture to disease: cross-cultural attitudes toward illness and the ailing, curative practices, and problems in the introduction of Western medical practices into peasant communities. The effects of culture on the state of health of the population.

## **Geographic Information Science**

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

The use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences. Also included is the use of computer mapping and spatial analysis technologies for studying the physical and human components of the earth's environment.

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

The world's population in the context of geography and demography. The theoretical framework, defined by the fields of population geography and demography, will be studied and explored qualitatively and quantitatively and will be applied to public health issues. Data sources and acquisition, population metrics (growth, change distribution, and composition), population and food supply, mortality, fertility, and migration. Lab work will provide students with hands-on experience using GISc to explore demographic concepts.

**GEP 310:** Geography of Urban Health. (3 credits, 4 hours: 2 lecture; 2 lab) The course is a geographical examination of urban health. Topics include the historical perspective of health, place, and society; mapping and measuring health and health impacts; the social and spatial patterning of health; the geography of health inequalities and disparities; health and social/spatial mobility; and the effects of urban segregation, overcrowding, and poverty on disease. Geographic Information Science will be used in the laboratory exercises to illustrate the theoretical concepts and to produce worked examples of health geography.

**GEH 240:** Urban Geography. (3 credits, 3 hours) Addresses are the contribution of geographical concepts and methods to an understanding of contemporary and future urban problems. Emphasis placed on the ghetto and the urbanized region in post-industrial societies.

**GEH 245:** Introduction to Quantitative Methods of Geography. (3 credits, 3 hours) Emerging fields of geospatial statistics, applying quantitative techniques to real-world geographic problems. Concepts and application of exploratory spatial data analysis (ESDA), traditional statistics and geospatial statistics within various software packages, including GeoDa, ArcGIS, [R], and Excel.

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

This is an introduction to medical geography via a study of the way in which environments affect health and disease. Included is the study of the effect of the distribution of health facilities on community health and access to health services. PREREQ: GEH 101, or instructor's permission.

**GEH 490:** Honors in Geography. (4 credits, 3 hours) Individual research, including reading and—in some areas—laboratory or field investigations, to be carried out under the individual guidance of a staff member. The results must be embodied in an honors essay or other suitable presentation. PREREQ: Departmental permission.

**GEP 204:** Basic Mapping: Applications and Analysis. (3 credits, 4 hours: 2 lecture; 2 lab) The course offers an introduction to the world of maps—how to use, interpret, and analyze maps. History of cartography, map projections, scales, measurements, contour interpretations, thematic maps, charts and graphs, remote sensing, aerial photos, and geographic information systems.

**GEP 321:** Introduction to Remote Sensing. (3 credits, 3 hours) Fundamentals of remote sensing: energy interactions between the sun, atmosphere, and features on the earth surface. Course content: structure of raster data, cell size, and both passive and active remote sensing; and spatial, spectral, radiometric and temporal resolution characteristics of different multi-spectral remotely sensed data using specialized image analysis software.

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

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

### **Global Health**

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

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

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

**HEA 348:** Latino Health. (3 credits, 3 hours) An interdisciplinary perspective on the health of Latinos in the United States. Topics include health disparities, immigrant paradox, chronic disease, and current research on protective factors.

**Appendix D: New Course Proposals (Curriculum change forms – New Course)**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 340
Course Title	<b>Global Nutrition and Disease</b>
Description	Global aspects of nutrition and its relation to health and disease. Topics will include the prevalence of hunger and malnutrition, nutrition-related diseases in the developing world, maternal-child nutrition, infection and nutrition, globalization and nutrition transition, ecology of overweight/obesity and chronic diseases in both developing and industrialized nations.
Prerequisites	HSD 240
Credits	3 credits
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<u>  x  </u> Not Applicable <u>      </u> Required

\_\_\_ English Composition

\_\_\_ Mathematics

\_\_\_ Science

\_\_\_ Flexible

\_\_\_ World Cultures

\_\_\_ US Experience in its Diversity

\_\_\_ Creative Expression

\_\_\_ Individual and Society

\_\_\_ Scientific World

3. **Rationale:** This course is proposed to be part of the new BS in Public Health program as a requirement for the global health specialization since nutrition is a critical issue in global health.

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

At the completion of this course students will be able to:

- Identify factors contributing to malnutrition and explain the effects of both under-nutrition and over-nutrition on growth and disease.
- Describe the effect of nutrition on pregnancy outcomes; breastfeeding and early childhood feeding practices and their impact on children's growth and health.
- Describe nutrition transition and how changing dietary patterns influences it.
- Explain the inter-relationships between food systems and the prevalence of major chronic diseases affecting the global population
- Explain the role of national and international intervention programs that address global nutritional problems.

5. **Date of Departmental Approval:** February 18, 2015

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 302
Course Title	<b>Social Determinants of Health</b>
Description	Introduction to the social factors/determinants that influence health. Theoretical and methodological approaches to the study of social determinants will be discussed from a social ecological perspective. Social determinants will include race, socioeconomic condition, education, family, neighborhood, media, global influences, immigration, and gender.
Prerequisites	HEA 300, HSD 269
Credits	3 credits
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General	<u>  x  </u> Not Applicable

Education Component	_____ Required
	_____ English Composition
	_____ Mathematics
	_____ Science
	_____ Flexible
	_____ World Cultures
	_____ US Experience in its Diversity
	_____ Creative Expression
	_____ Individual and Society
	_____ Scientific World

3. **Rationale:** This course is proposed to be part of the new BS in Public Health program since the content is essential for the study of public health.

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

At the completion of this course students will be able to:

1. Discuss the various theoretical approaches to the study of social determinants of health
2. Describe the methodological approaches to the study of social determinants of health
3. Recognize the important role social determinants play in the health of individuals and society
4. Describe and critique the literature on several social determinants of health and their relationship to health outcomes
5. Critically evaluate evidence for social determinants of health and identify gaps in the current knowledge base

5. **Date of Departmental Approval:** February 18, 2015

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

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 303
Course Title	<b>Approaches to Public Health Research</b>
Description	Research methods and findings applied to public health problems; quantitative and qualitative approaches; relevant experimental designs and analytical techniques
Pre/ Co Requisites	HEA 300, HSD 269, 306
Credits	3 credits
Hours	3 hours
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education	<u>  x  </u> Not Applicable

Component	<input type="checkbox"/> Required
	<input type="checkbox"/> English Composition
	<input type="checkbox"/> Mathematics
	<input type="checkbox"/> Science
	<input type="checkbox"/> Flexible
	<input type="checkbox"/> World Cultures
	<input type="checkbox"/> US Experience in its Diversity
	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
	<input type="checkbox"/> Scientific World

3. **Rationale:** This course is proposed to be part of the new BS in Public Health program, since the content is essential to the study of public health.

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

At the completion of this course students will be able to:

- Conduct preliminary assessment of population health needs
- Develop project objectives that are “SMART” (specific, measurable, achievable, realistic, and time-frame)
- Develop project hypotheses and implementation design (including how to develop conceptual and theoretical frameworks)
- Collect and analyze data (quantitative and qualitative),
- Develop monitoring and evaluation plans (including how to develop project logic models and logical frameworks),
- Develop and justify project budgets,
- Institute procedures for ethical conduct in project implementation.

5. **Date of Departmental Approval:** February 18, 2015

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

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 304
Course Title	<b>Fundamentals of Global Health</b>
Description	Current and emerging global health priorities, including infectious diseases, effects of poverty, conflicts, natural disasters, health inequity, health systems reforms, major global initiatives for disease prevention and health promotion and interventions to improve global health.
Pre/ Co Requisites	PHE 302
Credits	3 credits
Hours	3 hours
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	<input checked="" type="checkbox"/> Not Applicable
	<input type="checkbox"/> Required
	<input type="checkbox"/> English Composition
	<input type="checkbox"/> Mathematics
	<input type="checkbox"/> Science
	<input type="checkbox"/> Flexible
	<input type="checkbox"/> World Cultures
	<input type="checkbox"/> US Experience in its Diversity
	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
<input type="checkbox"/> Scientific World	

3. **Rationale:** This course is proposed to be part of the new BS in Public Health program as a requirement for the global health specialization since nutrition is a critical issue in global health.

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

At the completion of this course students will be able to:

1. Describe key public health concepts related to global health, including: demographic and epidemiological transitions, measures of health status, and the burden of disease.
2. Describe how globalization has changed the patterns of the spread of disease and the methods needed to control disease.
3. Analyze the multi-directional links between health and social and economic factors.

5. **Date of Departmental Approval:** February 18, 2015

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

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 305
Course Title	<b>Community-based Participatory Research Methods</b>
Description	Principles, methods and processes of community-based participatory research (CBPR) for public health professionals. A collaborative approach to research that equitably involves all partners – community members, organizational representatives, and researchers - in the research process.
Pre/ Co Requisites	PHE 302 and PHE 303
Credits	3 credits
Hours	3 hours
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	<input checked="" type="checkbox"/> Not Applicable
	<input type="checkbox"/> Required
	<input type="checkbox"/> English Composition
	<input type="checkbox"/> Mathematics
	<input type="checkbox"/> Science
	<input type="checkbox"/> Flexible
	<input type="checkbox"/> World Cultures
	<input type="checkbox"/> US Experience in its Diversity
	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
<input type="checkbox"/> Scientific World	

3. **Rationale:** This course is proposed to be part of the new BS in Public Health program since the content is essential for the study of public health.

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

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

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

5. **Date of Departmental Approval:** February 18, 2015

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

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 307
Course Title	<b>Emergency Preparedness at the Community Level</b>
Description	Community-level preparation and public health intervention for potential risks, including natural disasters (hurricanes, earthquakes, flooding, heat), transmission and expansion of diseases and industrial contamination.
Prerequisites	EVN 210, PHE 302, PHE 303
Credits	3 credits
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

3. **Rationale:** This course is proposed to be part of the new BS in Public Health program as a requirement for the global health specialization since nutrition is a critical issue in global health.

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

Upon completion of this course, students are expected to be able to:

1. Identify the roles of the various phases of disaster management and issues concerning planning and policies in those phases.
2. Describe stages of comprehensive emergency management from a planning and policy perspective
3. Describe the role of federal, state, and local governments in disaster planning and policies.
4. Interpret and apply mitigation planning and policy strategies.
5. Prepare comprehensive emergency management and related plans.
6. Analyze factors affecting short and long-term recovery and rebuilding and the role of planners and policy-makers.
7. Describe factors that give rise to disaster vulnerabilities (e.g. natural, physical, social, economic, policies, and governance).
8. Identify factors that give rise to differential vulnerabilities and levels of community resilience
9. Demonstrate capacity to assess and manage these vulnerabilities through disaster planning and policy-making.
10. Analyze and interpret data.

4. **Date of Departmental Approval:** February 18, 2015

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 470
Course Title	<b>Public Health Field Experience</b>
Description	Supervised field experience requiring a minimum of 120 hours of work in a public health setting
Prerequisites	Completion of 39 credits in major
Credits	3 credits
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

\_\_\_\_ Science

\_\_\_\_ Flexible

\_\_\_\_ World Cultures

\_\_\_\_ US Experience in its Diversity

\_\_\_\_ Creative Expression

\_\_\_\_ Individual and Society

\_\_\_\_ Scientific World

3. **Rationale:** This course is proposed to be part of the new BS in Public Health program since the content is essential for the study of public health.

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

At the completion of this course students will be able to:

- Demonstrate the application of one or more core public health competencies or techniques through the fieldwork experience
- Analyze ethical issues in the workplace
- Demonstrate ability to meet deadlines
- Develop professional-quality education materials for lay or professional audience.

5. **Date of Departmental Approval:** February 18, 2015

**LEHMAN COLLEGE  
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CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

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

2.

Department(s)	<u>HEALTH SCIENCES</u>
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Public Health
Course Prefix & Number	PHE 472
Course Title	<b>Public Health Capstone</b>
Description	Guided discussion and readings to integrate undergraduate content and relevant field experiences to develop professionals for service in public health; culminating in a term project.
Pre/ Co Requisites	Completion of 39 credits in major
Credits	3 credits
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required

Component	<input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:** This course is proposed to be part of the new BS in Public Health program since the content is essential for the study of public health.

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

At the completion of this course students should:

- Be capable of critically analyzing current public health issues
- Have professional skills for solving real-world public health problems
- Be able to integrate public health knowledge, theory and practice
- Be able to communicate clearly through written and oral presentation

5. **Date of Departmental Approval:** February 18, 2015

## Appendix E: New Course Proposals (Syllabi)

Following are draft syllabi for the proposed new courses for the BSPH degree program.

LEHMAN COLLEGE  
Department of Health Sciences  
Bachelor in Public Health  
CUNY School of Public Health  
(Semester)

Faculty:  
Office hours:  
Office:

### COURSE SYLLABUS

#### PHE 340 Global Nutrition and Disease

3 credits

Course Prerequisites: HSD 240

#### Course Description

Global aspects of nutrition and its relation to health and disease. Topics will include the prevalence of hunger and malnutrition, nutrition-related diseases in the developing world, maternal-child nutrition, infection and nutrition, globalization and nutrition transition, ecology of overweight/obesity and chronic diseases in both developing and industrialized nations.

#### Course Objectives:

At the completion of this course students will be able to:

- Identify factors contributing to malnutrition and explain the effects of both under-nutrition and over-nutrition on growth and disease.
- Describe the effect of nutrition on pregnancy outcomes; breastfeeding and early childhood feeding practices and their impact on children's growth and health.
- Describe nutrition transition and how changing dietary patterns influences it.
- Explain the inter-relationships between food systems and the prevalence of major chronic diseases affecting the global population
- Explain the role of national and international intervention programs that address global nutritional problems.

**Required textbook: Public Health Nutrition: Principles and Practice in Community and Global Health** by Natalie Stein, Jones and Bartlett, 2015

[http://www.amazon.com/Public-Health-Nutrition-Principles-Community/dp/1449692044/ref=pd\\_sim\\_b\\_3?ie=UTF8&refRID=19RMZGFHXP2MFZNA41NS](http://www.amazon.com/Public-Health-Nutrition-Principles-Community/dp/1449692044/ref=pd_sim_b_3?ie=UTF8&refRID=19RMZGFHXP2MFZNA41NS)

**Grade Distribution:**

Attendance and participation	10%
Midterm:	25%
Final Exam:	40%
Group project:	25%

**Tentative Grading Scale:**

Grade	Percentage	Grade	Percentage	Grade	Percentage
A	≥93	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	<60
B	83-86	C-	70-72		

**Tentative Course schedule:**

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

**Group project:**

You will work in groups of three for this project. As nutrition assessment ambassadors for a country assigned to you, identify a nutrition-related health problem prevalent in the country. You will identify the socio-cultural/ farming/ economic factors contributing to this health problem, symptoms and health-outcomes associated with it, as well as briefly summarize the role of public health interventions.

**Use of Blackboard:**

We will be using a Blackboard site for much of the class activities. It can be accessed through the Lehman website at [www.lehman.cuny.edu](http://www.lehman.cuny.edu). If you have any problems accessing the site please call the computer helpdesk at 718-960-1111.

**Accommodating Disabilities:**

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

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

**Faculty:**  
**Office hours:**  
**Office:**

**COURSE SYLLABUS**

**PHE 302: Social Determinants of Health**

**3 credits**

**Course Prerequisites:** HEA 300, HSD 269

**Course Description**

Introduction to the social factors/determinants that influence health. Theoretical and methodological approaches to the study of social determinants will be discussed from a social ecological perspective. Social determinants will include race, socioeconomic condition, education, family, neighborhood, media, global influences, immigration, and gender.

**Course Objectives**

At the completion of this course students will be able to:

1. Discuss the various theoretical approaches to the study of social determinants of health
2. Describe the methodological approaches to the study of social determinants of health
3. Recognize the important role social determinants play in the health of individuals and society
4. Describe and critique the literature on several social determinants of health and their relationship to health outcomes
5. Critically evaluate evidence for social determinants of health and identify gaps in the current knowledge base

**Assigned Readings**

Principles and Basic Concepts of Equity and Health. Division of Health and Human Development, PAHOWHO, 1999

<http://www.paho.org/english/hdp/hdd/pahowho.pdf>

Other assigned readings are provided on Blackboard.

**Course Structure:**

**Class Attendance and Participation**

Class attendance is an important part of the learning process. Students are expected to attend all class sessions and do all required reading prior to the class to which it is assigned. There is a substantial amount of reading required in this course and you may need to read some of the articles more than once.. Because class attendance and participation are such a key part of class you are expected to attend each class. Students are expected to arrive on time. Students are also expected to create a respectful environment that is conducive to learning. To help create this environment, cell phones and pagers must be turned off or set to vibrate. Text messaging is not allowed and students found to be texting during

class will be asked to turn off their phones. Laptop computers and other electronic devices (i.e., iPhones, iPads, iPods, etc.) are not allowed.

Critical reading and reflection are integral components of higher level thinking and learning. This course will provide an opportunity to develop and practice these skills. Therefore, in order to have good discussion and really delve into the topics each week, students need to come to class prepared to discuss the readings in detail. These topics will likely create lively and interesting discussions and students may at times disagree with one another. Students are expected to respect other's opinions and work to create an environment where everyone feels comfortable sharing his or her ideas.

#### Meeting Deadlines

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

#### Other Expectations

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

#### Course Feedback

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

## GRADING SCALE

#### Grading Scale

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

## COURSE REQUIREMENTS

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

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

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

The questions should be posted to the Discussion Board on Blackboard by the preceding Sunday at 5 pm. Students are welcome to comment on the discussion board postings at any time.

**Weekly Individual/Dyad Presentation – 10%** of grade. One to two students will work together each week to find an additional one to two readings for the class session. Students will select topics on the first day of class, with input from the Instructor. Topics may include specific health issues or sub-groups related to the focus of that day’s class. This assignment gives students the opportunity to work independently to find relevant information, present information to the class, and lead the discussion.

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

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

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

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

Class Participation	10%
Individual/dyad presentation	10%
Reaction Papers (3 at 10% each)	30%
Research Paper	30%
Research Paper Presentation	20%

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Total	100%
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## SCHOOL POLICIES

### Academic Integrity:

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

**[web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf](http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf)**

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

### Students with Disabilities:

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

### Course Schedule

Date	Topic	Readings
<b>Week 1</b>	Introductions/Course Syllabus	Review syllabus, assignments, course expectations
<b>Week 2</b>	Theoretical Approaches	<ol style="list-style-type: none"><li>1. Braveman P, Egerter S, Williams DR, 2011. The Social Determinants of Health: Coming of Age, The Annual Review of Public Health.</li><li>2. Krieger N (2003). Theories for social epidemiology in the 21st century: An ecosocial perspective. In Health and Social Justice: Politics, Ideology, and Inequity in the Distribution of Disease. A Public Health Reader. Hofrichter R. Ed. 428-450.</li></ol>
<b>Week 3</b>	Social Epidemiology	<ol style="list-style-type: none"><li>1. Krieger N (2001). A glossary for social epidemiology. J of Epidemiology &amp; Community Health. 55: 693-700.</li><li>2. Berkman L and Kawachi I, 2000. A Historical Framework for Social Epidemiology. In Social Epidemiology, Berkman and Kawachi, Eds. Oxford University Press.</li><li>3. Marmot M. 2000. Multilevel Approaches to Understanding Social Determinants. In Social Epidemiology, Berkman and Kawachi, Eds. Oxford University Press.</li></ol>
<b>Week 4</b>	Race and Racism as Social Determinants	<ol style="list-style-type: none"><li>1. Krieger N, 2008. Does Racism harm health? Did child abuse exist before 1962? On explicit question, critical science, and current controversies: an ecosocial perspective. American Journal of Public Health, 98 (9 suppl): S20-5.</li><li>2. Orsi J, Margellos-Anast J, Whitman S, 2010. Black-White Health Disparities in the United States and Chicago: A 15 year progress analysis, American Journal of Public Health, 100(2):349-356.</li><li>3. Krieger, N. Discrimination and Health. (2000) In Social Epidemiology. Berkman LF, Kawachi I. editors. New York: Oxford University Press. Chapter 3 pp. 36-75.</li><li>4. Williams DR, Neighbors HW, Jackson JS. Racial/ethnic discrimination and health: findings from community studies. Am J Public Health. 2003 93(2):200-8</li></ol>

Date	Topic	Readings
		5. Thomas SB, The Color Line: Race Matters in the Elimination of Health Disparities (2013) In Race, Ethnicity, and Health: A Public Health Reader. LaVeist TA, Isaac LA. Editors. San Fransisco: Jossey-Bass. 35-40
<b>Week 5</b>	Social Class and Poverty	1. Aber, et al. The effects of poverty on child health and development. Annual Review of Public Health 1997 18:463-83. 2. Adler NE, Ostrove JM Socioeconomic status and health: what we know and what we don't. Ann N Y Acad Sci. 1999;896:3-15. 3. LaVeist TA. Disentangling race and socioeconomic status: A key to understanding health inequalities. J Urban Health. 2005 Jun; 82 (2 Suppl 3). 4. Submaranian SV, Belli P, Kawachi I. The macroeconomic determinants of health. Annu Rev Public Health, 2002; 23: 287-302.
<b>Week 6</b>	Education	1. Chapter 1: Lareau, A. (2011). Unequal Childhoods: Class, Race, and Family Life, Second Edition with an Update a Decade Later. Berkeley and Los Angeles, CA: University of California Press. 2. Zarcadoolas C, Pleasant A, Greer, DS. Understanding health literacy: an expanded model. Health Promotion International 2005; 20(2): 195-203. 5. Blane D. The life course, the social gradient, and health. (2006) .In Social Epidemiology, Berkman and Kawachi, Eds. Oxford University Press.
		<u>Suggestion:</u> Have at Least One Reaction Paper Completed by Today
<b>Week 7</b>	Family Influences	1. Hertzmann C (1996). The Biological Embedding of Early Experience and its Effects on Health in Adulthood. Annals New York Academy of Sciences. 85-95. 2. Poulton R et al. (2002). Association between children's experience of socioeconomic disadvantage and adult health: a life-course study. The Lancet.360: Nov. 23, 2002, 1640-1645. 3. Masten AS, Shaffer A (2006). How Families Matter in Child Development: Reflections from Research on Risk and Resilience. In Families Count: Effects on Child and Adolescent Development.

Date	Topic	Readings
		<p>Eds. Clarke-Stewart A, Dunn J. pgs 5-25.</p> <p>4. Bornstein M, Cheah CSL. The Place of “Culture and Parenting” in the Ecological Contextual Perspective on Developmental Science. In Parenting Beliefs, Behaviors, and Parent-Child Relations: A CrossCultural Perspective Rubin KH &amp; Chung OB Eds. 2006. Psychology Press</p>
<b>Week 8</b>	Neighborhood Influences	<p>1. Pickett KE, Pearl M. 2001. Multilevel analyses of neighbourhood socioeconomic context and health outcomes: a critical review. J Epidemiology and Community Health 55: 111-122.</p> <p>2. Browning CR, Cagney KA, (2002). Neighborhood structural disadvantage, collective efficacy, and self-rated physical health in an urban setting. Journal of Health and Social Behavior 43:383-99.</p> <p>3. Cummins S, Curtis S, Diez Roux AV, Macintyre S, 2007. Understanding and representing ‘place’ in health research: a relational approach, Social Science and Medicine, 65(9): 1825-38.</p> <p>4. Duncan GJ, Raudenbush SW. 2001. Neighborhoods and Adolescent Development: How Can we Determine the Links? In Does it take a Village?: Community effects on children, adolescents, and families.105-136.</p>
<b>Week 9</b>	Media Influences	<p>1. Wartella E, Robb M. Historical and recurring concerns about Children’s use of mass media. (2008) In The Handbook of Children, Media, and Development.Calvert SL, Wilson BJ Editors. Blackwell. 7-26.</p> <p>2. Montgomer KC, Chester J. 2009. Interactive Food and Beverage Marketing: Targeting Adolescents in the Digital Age. Journal of Adolescent Health, 45: S18-S29</p> <p>3. Penchmann C, Levine L. Loughlin S, Leslie F. 2005.Impulsive and SelfConscious:Adolescents’ Vulnerability to Advertising and Promotion. Journal of Public Policy and Marketing, 24(2): 202-221.</p> <p>4. Stroud NJ. Media Use and Political Predispositions: Revisiting the Concept ofSelective Exposure.(2008). Political Behavior, 30:341-</p>

Date	Topic	Readings
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366.

**\*Suggestion**

Have at Least Two Reaction Papers Completed by Today

<b>Week 10</b>	Global Influences	<ol style="list-style-type: none"> <li>1. Navarro V, Shi L. The political context of social inequalities and health. <i>Soc Sci Med.</i> 2001 Feb; 52 (3): 481-91.</li> <li>2. Labonte R, Schrecker T, Gupta AS. (2005). <i>Health for Some: Death Disease and Disparity in a Globalizing Era..</i> Toronto: Centre for Social Justice.</li> <li>3. Lee K. (2003). <i>An Introduction to Global Health. Globalization and health: An Introduction.</i> New York: Palgrave MacMillan. Pp. 1-29.</li> <li>4. McMichael AJ, Beaglehole R. The changing global context of public health. 2000. <i>The Lancet</i> 356(5): 495-499</li> </ol>
<b>Week 11</b>	Immigration, Culture, and Acculturation	<ol style="list-style-type: none"> <li>1. Lara, M. et al. Acculturation and Latino health in the United States: A Review of the Literature and its Sociopolitical Context. (2013) In <i>Race, Ethnicity, and Health: A Public Health Reader.</i> LaVeist TA, Isaac LA. Editors. San Fransisco: Jossey-Bass. 215-252</li> <li>2. Berry JW. Acculturation: A Conceptual Overview (2006). In <i>Acculturation and Parent-Child Relationships: Measurement and Development.</i> Bornstein MH &amp;Cote LR Eds. New Jersey: Laurence Erlbaum Associates Inc. p. 13-32.</li> </ol>
<b>Week 12</b>	Gender and Sexual Orientation	<ol style="list-style-type: none"> <li>1. Gorman, K.; Read, J. 2006. Gender Disparities in Adult Health: An Examination of Three Measures of Morbidity <i>Journal of Health and Social Behavior</i>, 47 (2): 95-110.</li> <li>2. Meyer, H. 2003. Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. <i>Psychological Bulletin</i> 129(5) 674-697.</li> <li>3. Rieker PP, Bird CE, 2005. Rethinking Gender Differences in Health: why we need to integrate social and biological perspectives,</li> </ol>

Date	Topic	Readings
		Journals of Gerontology, Series B, 60B: 40-47.
		4. Hatzenbuehler ML, Keyes KM, McLaughlin KA, 2011. The protective effects of social/contextual factors on psychiatric morbidity in LGB populations. International Journal of Epidemiology.
<b>Week 13</b>	Student Presentations	
<b>Week 14</b>	Student Presentations	
<b>Week 15</b>	Presentations and Wrap Up	

## COURSE SYLLABUS

LEHMAN COLLEGE  
Department of Health Sciences  
Bachelor in Public Health  
CUNY School of Public Health  
(Semester)

Faculty:  
Office hours:  
Office:

## COURSE SYLLABUS

### **PHE 303: Approaches to Public Health Research**

**3 credits**

**Course Prerequisites:** HEA 300, HSD 269, HSD 306

#### **Course Description**

Research methods and findings applied to public health problems; quantitative and qualitative approaches; relevant experimental designs and analytical techniques

#### **Course Objectives**

At the conclusion of this course, students will be prepared to:

- Conduct preliminary assessment of population health needs
- Develop project objectives that are “SMART” (specific, measurable, achievable, realistic, and time-frame)
- Develop project hypotheses and implementation design (including how to develop conceptual and theoretical frameworks)
- Collect and analyze data (quantitative and qualitative),
- Develop monitoring and evaluation plans (including how to develop project logic models and logical frameworks)
- Develop and justify project budgets,
- Institute procedures for ethical conduct in project implementation.

#### **Required Text**

There is no required textbook for this course. The instructor has selected essential reading lists for each week. All required reading materials will be available to you at no cost. Web links and/or electronic copies of the required readings will be posted on Blackboard.

#### **Course Readings**

- Bertrand JT (2005). Evaluating health communication programs. *Drum Beat*, Issue 302. June.
- Bertrand JT, Escudero G (2004). Compendium of indicators for evaluating reproductive health programs. Chapel Hill, NC: Carolina Population Center, MEASURE Evaluation Project. Pp. 1-14.
- Centers for Disease Control and Prevention (2005). Introduction to program evaluation for public health programs: A self-study guide [www.cdc.gov/getsmart/program-planner/Introduction.pdf](http://www.cdc.gov/getsmart/program-planner/Introduction.pdf) and <http://www.cdc.gov/eval/index.htm>
- Earp JA, Ennett ST (1991). Conceptual models for health education research and practice. *Health Educ Res*, 6:163-171.
- Fisher AA, Foreit JR, Laing J et al. (2002). *Designing HIV/AIDS intervention studies: an operations research handbook*. New York: Population Council.

- Habicht JP, Victora CG, Vaughn JP (1999). Evaluation designs for adequacy, plausibility and probability of public health programme performance and impact. *Int J Epidemiol*, 28:10-18.
- Hodges BC, Videto DM (2005). *Assessment and planning in health programs*. Sudbury, MA: Jones and Bartlett Publishers Inc.
- Issel, M.L. (2008). *Health program planning and evaluation: a practical, systematic approach for community health*. New York: Jones & Bartlett Publishers.
- Mary D (1998). *Handbook for excellence in focus group research*. Washington, DC: Academy for Educational Development.
- Rossi PH, Lipsey MW, Freeman HE (2004). *Evaluation: a systematic approach*. Thousand Oaks, CA: Sage Publications Inc.
- Saunders RP, Evans MH, Praphul J (2005). Developing a process-evaluation plan for assessing health promotion program implementation: a how-to guide. *Health Promotion Practice*, 6:134-147.
- Smedley BD, Syme SL (eds.) (2000). *Promoting health: strategies from social and behavioral research*. Washington, D.C., National Academies Press.
- Shain RN, Piper JM, et al. (1999). A randomized controlled trial of a behavioral intervention to prevent sexually transmitted disease among minority women. *New England Journal of Medicine*, 340:93-100.
- Thielman NM, Chu HY, Ostermann J et al. (2006). Cost-effectiveness of free HIV voluntary counseling and testing through a community-based AIDS Service Organization in Northern Tanzania. *Am J Pub Health*, 96:114-125.
- Trochim WMK (2008). *Social research methods - Evaluation research*. Retrieved from <http://www.socialresearchmethods.net/kb/evaluation.php>.
- Viadro CI (1997). Designing a process evaluation for a comprehensive breast cancer screening intervention: challenges and opportunities. *Evaluation and Program Planning*, 20:237-249.
- Weir SS, Morroni C, Coetzee N, Spencer J, Boerma JT. (2002). A pilot study of a rapid assessment method to identify places for AIDS prevention in Cape Town, South Africa. *Sex Transm Infect*, 78 (Suppl 1):i106-i113.
- Westat JF (2002). *The 2002 User-Friendly Handbook for Project Evaluation*. Division of Research, Evaluation and Communication, National Science Foundation. Retrieved from <http://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf>.
- W.K. Kellogg Foundation (1998). *Evaluation handbook*. Retrieved from [http://ww2.wkkf.org/DesktopModules/WKF.00\\_DmaSupport/ViewDoc.aspx?fld=PDFFile&CID=281&ListID=28&ItemID=2810770&LanguageID=0](http://ww2.wkkf.org/DesktopModules/WKF.00_DmaSupport/ViewDoc.aspx?fld=PDFFile&CID=281&ListID=28&ItemID=2810770&LanguageID=0).
- Wholey JS, Hatry HP, Newcomer KE. (2004). *Handbook of Practical Program Evaluation*. 2<sup>nd</sup> Edition. San Francisco, CA: John Wiley and Sons.

## GRADING SCALE

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69
- F = 59% or less

## COURSE ASSIGNMENTS

There is no end of course examination.

Each assignment will be submitted in word document format to Blackboard. Assignments are to be submitted before 11:59pm on the due date. To avoid confusion and to ensure that your assignments will be graded, please save your assignment with your last name, first name and the assignment name (e.g.,

“Moore\_Mike\_LetterofIntent.doc”) and for group assignment, with your group name as the file name (e.g., group1\_letterofintent.doc).

It is your responsibility to ensure that the instructor receives your assignments by the due date. Problems with email or BB will not be accepted as sufficient reason for late or non-submission of required assignments.

Individual Project:

For your individual assignments, you will identify a given public health problem based upon which you will undertake a series of graded exercises that will lead to the development of a mini-proposal for conducting a baseline assessment, designing and implementing an intervention. You will develop structured program specific aims and hypotheses, an intervention design, an implementation plan, and an evaluation plan. Continuous assessment will be based on completion and submission of the various sections of the project design, implementation and evaluation plan. Grades will be awarded, based on the scientific merit, overall quality, and completeness of submitted work. (Up to 10 single spaced pages)

Group Project:

For your group assignments, you will identify a given public health problem based upon which you will undertake a series of graded exercises that will lead to the development of a full proposal for conducting a baseline assessment and an intervention. You will develop structured proposal including program specific aims and hypotheses, an intervention design, an implementation plan, and an evaluation plan. Continuous assessment will be based on completion and submission of the various sections of the proposal as well as a group presentation. Grades will be awarded, based on the scientific merit, overall quality, and completeness of submitted work.

Group Evaluation:

Twice during the semester you will submit an evaluation of your group experience.

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

Assignment Scores/Grading:

Assignments Due Date and Points

Group Member Evaluation			5
Final paper: Complete proposal – title, introduction, specific aims, hypotheses, background, design and methods, implementation, monitoring and evaluation, conclusions, appendices (budget, human subjects, any surveys, focus group guides, etc.), references	Group	20	
Final paper: Short proposal - Title, introduction, specific aims, hypotheses, background, design and methods, implementation, monitoring and evaluation, references	Individual	20	
<b>Total</b>		<b>100</b>	

### School Policies

#### Academic Integrity

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

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## Course Schedule

Week 1	Introduction & Course Overview
<b>Lecture Objective:</b> Introduction & Course Overview	The week's materials will provide an overview of the course, clarify course rules and expectations, and introduce you to the principles and issues in public health intervention research and evaluation.
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Trochim WMK (2008). Social Research Methods: Knowledge Base. Retrieved from <a href="http://www.socialresearchmethods.net">www.socialresearchmethods.net</a>. <b>Read:</b> <a href="#">Foundations</a> <a href="#">Philosophy of Research</a> <a href="#">Ethics in Research</a> <a href="#">Conceptualizing Evaluation Research</a></li> <li>2. Cecil G Sheps Center for Health Services Research (2009). Program planning and monitoring self-instructional manuals. Retrieved from <a href="http://www.shepscenter.unc.edu/data/peoples/index.html">http://www.shepscenter.unc.edu/data/peoples/index.html</a>.</li> <li>3. For review in class from D2L Letter of Intent Guidelines Draft Letter of Intent with Comments Group Proposal Outline Individual Proposal Outline Course Syllabus Foundation RFP NIH RFP</li> </ol>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Craig P, Dieppe P McIntyre S et al (2004). Developing and evaluating complex interventions: the new Medical Research Council guidance. <i>BMJ</i> 2008;337:a1655.</li> <li>2. Saunders RP, Evans MH, Praphul J (2005). Developing a process-evaluation plan for assessing health promotion program implementation: A how-to guide. <i>Health Promotion Practice</i>, 6:134-147.</li> </ol>
<b>Activity Objective:</b> RFPs and Proposal Logistics	Understand Requests for Proposals (RFPs) and proposal formatting in general, and the course assignment RFP, specifically. In small groups, students will review a set of RFPs and associated proposal logistics (i.e., formatting, timing, etc.) and consider in small groups, a set of discussion questions. Finally, students will be given the RFP for the class projects, with time to ask questions of the instructor and TA.

<b>Activity</b>	Access and review posted web links of RFPs (request for proposals), RFAs
<b>Week 2</b>	<b>Needs Assessment and Priority Settings in Public Health</b>
<b>Lecture Objective:</b> Needs Assessment and Priority Settings in Public Health	This week's lecture will introduce you to a fundamental element of project planning: assessing population health needs and ensuring that project initiation, planning and implementation reflect the needs and aspirations of beneficiaries. You will be introduced to a variety of approaches for conducting population health needs assessment in high and low-income countries. Advantages and limitations of these various approaches will be addressed.
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>Hill Z, Manu A, Tawiah-Agyemang C (2008). How did formative research inform the development of a home-based neonatal care intervention in rural Ghana? J Perinatol., Suppl 2:S38-45.</li> <li>Wright J, Walley J (1998). Assessing health needs in developing countries. British Medical Journal 316:7147; 1819-23.</li> <li>University of Kansas (2010). The Community Tool Box. Part B. Community Assessment, Agenda Setting, and Choice of Broad Strategies (Sections 1 - 5). Retrieved from <a href="http://ctb.ku.edu/en/tablecontents/chapter_1003.htm">http://ctb.ku.edu/en/tablecontents/chapter_1003.htm</a>.</li> </ol>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>McBride KR, Goldsworthy RC, Fortenberry JD (2009). Formative design and evaluation of patient-delivered partner therapy informational materials and packaging. Sex Transm Infect., 85:2; 150-5.</li> <li>Weir SS, Morroni C, Coetzee N, Spencer J, Boerma JT (2002). A pilot study of a rapid assessment method to identify places for AIDS prevention in Cape Town, South Africa. Sex Transm Infect, 78 (Suppl 1):i106-i113.</li> <li>Department for International Development (2003). Tools for development: a handbook for those engaged in development activity. London: Department for International Development (DfID). Version 15. Retrieved from <a href="http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf">http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf</a> Chapter 2 – Stakeholder analysis; Chapter 3 - Problem and situation analysis.</li> <li>Peace Corps (2007). Participatory analysis for community action (PACA) training manual. Washington DC: Peace Corps, Office of Overseas Programming and Training Support, Information Collection and Exchange. Retrieved from <a href="http://multimedia.peacecorps.gov/multimedia/pdf/library/PACA-2007.pdf">http://multimedia.peacecorps.gov/multimedia/pdf/library/PACA-2007.pdf</a></li> </ol>
<b>Activity Group Work</b>	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
<b>Activity Preparation</b>	To be assigned.
<b>Week 4</b>	<b>Defining Project Goals, Objectives, Indicators &amp; Hypotheses</b>

<p><b>Lecture Objective:</b> Defining Project Goals, Objectives, Indicators &amp; Hypotheses</p>	<p>This week’s lecture will discuss the importance of ensuring that project planning is based on well-defined aims, objectives, and hypotheses. You will be presented with practical examples and guidelines for crafting project objectives that are specific, measurable, achievable, realistic and time-framed (SMART). The link between project objectives and evaluation indicators will be addressed.</p>
<p><b>Required Readings</b></p>	<ol style="list-style-type: none"> <li>1. March of Dimes (2004). “SMART” objectives. Retrieved from <a href="http://www.marchofdimes.com/chapterassets/files/SMART_objectives.pdf">www.marchofdimes.com/chapterassets/files/SMART_objectives.pdf</a>.</li> <li>2. Morrison M (2009). How to write SMART objectives and SMARTer objectives. Retrieved from <a href="http://www.rapidbi.com/created/WriteSMARTObjectives.html">http://www.rapidbi.com/created/WriteSMARTObjectives.html</a>. <b>Review the additional sources cited on this web site.</b></li> </ol>
<p><b>Recommended Readings</b></p>	<ol style="list-style-type: none"> <li>1. Bertrand JT, Escudero G (2004). Compendium of indicators for evaluating reproductive health programs. Chapel Hill, NC: Carolina Population Center, MEASURE Evaluation Project. Pp. 1-14. Retrieved from: <a href="http://www.cpc.unc.edu/measure/publications/ms-02-06">http://www.cpc.unc.edu/measure/publications/ms-02-06</a>. <i>This is a 210 page document that details indicators for evaluation measurement in various areas of public health. You are not required to read and memorize these. Review and identify examples that may be relevant to your proposed project.</i></li> <li>2. Scott S (2003). Developing measurable objectives. Retrieved from <a href="http://www.ngcproject.org/documents/Developing_Measurable_Objectives.pdf">http://www.ngcproject.org/documents/Developing_Measurable_Objectives.pdf</a></li> </ol>
<p><b>Activity Objective:</b> Writing Specific Aims and</p>	<p>Learn how to write SMART specific aims and when a specific aim calls for a hypothesis.</p>
<p><b>Activity Preparation</b></p>	<p>To be assigned.</p>
<p><b>Week 5</b></p>	<p><b>Project Conceptual Model</b></p>
<p><b>Lecture Objective:</b> Project Conceptual Model</p>	<p>The conceptual framework represents a picture of how an effort or initiative is supposed to work. It is an explicit visual statement about the activities that will bring about change and the results one would expect to see for the community and its people as a result of the project’s implementation. This week’s lecture will discuss the importance and methods of constructing and interpreting project conceptual models.</p>

<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Earp JA, Ennett ST (1991). Conceptual models for health education research and practice. Health Educ Res, 6:163-171.</li> <li>2. World Health Organization (2007). A conceptual framework for action on the social determinants of health. Commission on Social Determinants of Health. Geneva: World Health Organization. Retrieved from <a href="http://www.who.int/social_determinants/resources/csdh_framework_action_05_07.pdf">http://www.who.int/social_determinants/resources/csdh_framework_action_05_07.pdf</a>.</li> </ol>
<b>Activity Objective:</b> Group Work	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
<b>Activity Preparation</b>	To be assigned.
<b>Week 6</b>	<b>Design and Method – Quantitative</b>
<b>Lecture Objective:</b> Design and Method – Quantitative	Building on discussions related to health needs assessment and thinking ahead about evaluation methods and indicators, this week’s lecture will discuss the various designs and methods that are available for structuring the orientation of population based health projects. Discussion and examples will be presented in relation to
<b>Required Readings</b>	<p>Trochim WMK (2008). Social research methods: Knowledge base.</p> <ol style="list-style-type: none"> <li>1. Sampling: <a href="http://www.socialresearchmethods.net/kb/sampling.php">http://www.socialresearchmethods.net/kb/sampling.php</a></li> <li>2. Measurement: <a href="http://www.socialresearchmethods.net/kb/measure.php">http://www.socialresearchmethods.net/kb/measure.php</a></li> <li>3. Design: <a href="http://www.socialresearchmethods.net/kb/design.php">http://www.socialresearchmethods.net/kb/design.php</a></li> </ol>
<b>Recommended Readings</b>	<p>Here are some sample size calculation software applications:</p> <ul style="list-style-type: none"> <li>• Epi-Info Statcalc: <a href="http://www.cdc.gov/epiinfo/">http://www.cdc.gov/epiinfo/</a></li> <li>• RoaSoft sample Size calculator: <a href="http://www.raosoft.com/samplesize.html">http://www.raosoft.com/samplesize.html</a></li> <li>• Creative Research Systems: <a href="http://www.surveysystem.com/sscalc.htm">http://www.surveysystem.com/sscalc.htm</a></li> <li>• Macorr sample size calculator: <a href="http://www.macorr.com/ss_calculator.htm">http://www.macorr.com/ss_calculator.htm</a></li> <li>• Decision Support Systems: <a href="http://www.dssresearch.com/toolkit/sscalc/size.asp">http://www.dssresearch.com/toolkit/sscalc/size.asp</a></li> <li>• PS Power and sample Calculator version 3.0 (2009) by William Dupont: <a href="http://biostat.mc.vanderbilt.edu/wiki/bin/view/Main/PowerSampleSize">http://biostat.mc.vanderbilt.edu/wiki/bin/view/Main/PowerSampleSize</a></li> </ul>

<b>Activity Objective:</b> Conceptual Maps	Refine your group and individual conceptual maps. Building on your group and individual proposal background sections, we will work through the kinks in your graphical representation of your concepts, the conceptual map, both in groups and individually. The instructor will be available for questions.
<b>Activity Preparation</b>	Prepare a power-point slide containing your group's draft conceptual map. This does not need to be complete or fully thought out. Please bring a memory stick or be prepared to access your conceptual map on the projector via another method (e.g., D2L, email) to share with the class for critique. You should also come prepared with a hand drawn or power-point version of your individual conceptual map.
<b>Week 7 Project Theoretical Model and Intervention Mapping</b>	
<b>Lecture Objective:</b> Project Theoretical Model and Intervention Mapping	Theory helps program planners to understand how individuals, groups, and organizations behave and change. It helps in articulating assumptions and hypotheses concerning our strategies, and targets of intervention. This knowledge can be used to enhance the effectiveness of interventions. This week's lecture will discuss the importance of theory in project planning, implementation, and evaluation. It will discuss specific theoretical constructs, provide examples of application to project planning, and provide a guide for theory selection and integration in project planning.
<b>Required Readings</b>	1. National Cancer Institute (2005). Theory at a glance: a guide for health promotion practice. US Bethesda, MD: Department of Health and Human Services, National Institutes of Health. Retrieved from <a href="http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf">www.cancer.gov/cancertopics/cancerlibrary/theory.pdf</a> .

<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Kim YH (2005). Adolescents' smoking behavior and its relationships with psychological constructs based on trans-theoretical model: A cross-sectional survey. <i>International Journal of Nursing Studies</i>; 43:4;439-446.</li> <li>2. Lytle LA, Perry CL (2001). Applying research and theory in program planning: an example from a nutrition education intervention. <i>Health Promotion Practice</i>, Jan 2001; 2: 68-80.</li> <li>3. Davies SL, Harrington K, Franklin FA, Shewchuk RM, Feese ML, Windle M. (2005). Hi5+: systematic development of a family intervention to increase fruit and vegetable intake. <i>Health Promot Pract.</i> 6:2; 190-201.</li> <li>4. Harrington KF, Franklin FA, Davies SL, Shewchuk RM, Binns MB (2005) Implementation of a family intervention to increase fruit and vegetable intake: the Hi5+ experience. <i>Health Promot Pract.</i> 6:2; 180-9.</li> <li>5. Townsend M et al (2003). Using a theory-driven approach to design a professional development workshop. <i>Journal of Nutrition Education and Behavior</i> 35: 312-318.</li> </ol>
<b>Activity Objective:</b> Group Work	<p>For in-class activity, each group will be assigned one or more of the above listed articles to review and present in the class.</p> <p>Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.</p>
<b>Activity Preparation</b>	<p>To be assigned.</p>
<b>Week 8</b>	<b>Design and Method – Quantitative (Questionnaire Design)</b>
<b>Lecture Objective:</b> Design and Method – Quantitative	<p>This week's lecture will discuss strategies for designing effective questionnaires for use in primary data collection.</p>

<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. McColl E, Jacoby A, Thomas L (2001). Design of questionnaires: a review of best practice applicable to surveys of health services staff and patients. <i>Health Technology Assessment</i> 5:31. Retrieved from <a href="http://www.hta.ac.uk/pdfexecs/summ531.pdf">http://www.hta.ac.uk/pdfexecs/summ531.pdf</a>.</li> <li>2. Krosnick JA, Holbrook AL, Berent MK et al (2002). The impact of "No Opinion" response options on data quality: Non-attitude reduction or an invitation to satisfice? <i>Public Opinion Quarterly</i>, 66, 371–403.</li> <li>3. Saris WE, Krosnick JA, Schaeffer EM. (2010). Comparing questions with Agree/Disagree response options to questions with item-specific response options. <i>Survey Research Methods</i> 4:1; 61-79.</li> <li>4. Sanchez ME (1992). Effects of questionnaire design on the quality of survey data. <i>Public opinion quarterly</i> 56:206-217.</li> </ol>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Bradburn N, Sudman S, Wansink B (2004) <i>Asking Questions: the definitive Guide to questionnaire design – for market research, political polls, and social and health questionnaires</i>. San Francisco: Jossey Bass.</li> <li>2. Schuman H, Presser S. (1981). <i>Questions and answers in attitude surveys</i>. New York: Academic Press.</li> <li>3. Mitchell AA, Cottler LB, Shapiro S (1986) Effect of questionnaire design on recall of drug exposure in pregnancy. <i>American Journal of Epidemiology</i> Vol. 123, No. 4: 670-676.</li> <li>4. Jenkins CR, Dillman DA (1995) Towards a theory of self-administered questionnaire design: In: Lyberg L, Biemer P, Collins E et al (eds) <i>Survey Measurement and Process Quality</i>. New York: Wiley-Interscience.</li> </ol>
<b>Activity Objective:</b> Theory and the Conceptual Map	Refine your group and individual conceptual maps. Building on your group and individual conceptual maps, we will work through overlaying theory onto the conceptual map both in groups and individually. The instructor and TA will be available for questions.
<b>Activity Preparation</b>	Prepare a power-point slide containing your group’s draft conceptual map. You should also come prepared with a hand drawn or power-point version of your individual conceptual map. Select the theory(ies) that you will use in your group and individual projects. If you have been unable to make a final selection, be prepared to discuss theory selection with the instructor, class, and TA.
<b>Week 9</b>	<b>Design and Method - Mixed Method Approach</b>

<b>Lecture Objective:</b> Design and Method – Mixed Method Approach	This week’s lecture will introduce you to the benefits of triangulation in public health research by presenting the case for application of mixed methods approaches. Examples of research questions that merit the application of mixed methods approaches will be presented and issues in practical application of mixed methods in public health research will be discussed.
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Creswell JW, Fetters WD, Ivankova NV (2004). Designing a mixed methods study in primary care. <i>Annals of Family Medicine</i> 2:7-12.</li> <li>2. O’Cathain A, Murphy E, Nicholl J (2007). Why, and how, mixed methods research is undertaken in health services research in England: a mixed methods study. <i>BMC Health Serv Res.</i> 14; 7:85.</li> <li>3. Gibbs L, Kealy M, Willis K et al. (2007). What have sampling and data collection got to do with good qualitative research? <i>Aust N Z J Public Health</i>; 31(6):540-4.</li> <li>4. Green J, Willis K, Hughes E et al. (2007) Generating best evidence from qualitative research: the role of data analysis. <i>Aust N Z J Public Health</i>; 31(6):545-50.</li> <li>5. Devers KJ (1999). How will we know "good" qualitative research when we see it? Beginning the dialogue in health services research. <i>Health Serv Res.</i>; 34(5 Pt 2):1153-88.</li> </ol>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Lewin S, Glenton C, Oxman AD (2009). Use of qualitative methods alongside randomised controlled trials of complex healthcare interventions: methodological study. <i>BMJ</i> 339:b3496.</li> <li>2. Barg FK, Huss-Ashmore R, Wittink MN et al. (2006). A mixed-methods approach to understanding loneliness and depression in older adults. <i>J. Gerontol. B. Psychol. Sci. Soc. Sci.</i>, 61(6): S329-S339.</li> <li>3. Johnson B, Onwuegbuzie AJ (2004). Mixed methods research: a research paradigm whose time has come. <i>Educational Researcher</i> 33:7; 14-26.</li> <li>4. Stange KC, Crabtree BF, Miller WL (2006). Publishing multi-method research. <i>Ann. Fam. Med</i>; 4:4; 292–294.</li> </ol>
<b>Activity Objective:</b> Group Work	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
<b>Activity Preparation</b>	To be assigned.

<b>Lecture Objective:</b> Project Monitoring and Evaluation	This week's lecture will discuss various evaluation designs and methods, and their application to project planning, implementation, and evaluation in public health interventions. Various evaluation models will be presented along with their respective strengths and limitations.
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Green J, McClintock C (1985). Triangulation in evaluation: design and analysis issues. <i>Evaluation Review</i> 9:5; 523-545.</li> <li>2. Habicht JP, Victora CG, Vaughn JP (1999) Evaluation designs for adequacy, plausibility and probability of public health programme performance and impact. <i>Int J Epidemiol</i>, 28:10-18.</li> <li>3. Saunders RP, Evans MH, Praphul J (2005) Developing a process- evaluation plan for assessing health promotion program implementation: a how-to guide. <i>Health Promotion Practice</i>, 6:134-147.</li> </ol>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>1. Bill &amp; Melinda Gates Foundation (2010). A guide to actionable measurement. Retrieved from <a href="http://www.gatesfoundation.org/learning/Documents/guide-to-actionable-measurement.pdf">http://www.gatesfoundation.org/learning/Documents/guide-to-actionable-measurement.pdf</a></li> <li>2. Westat JF (2002). The 2002 User-friendly handbook for project evaluation. Division of Research, Evaluation and Communication, National Science Foundation. Retrieved from <a href="http://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf">http://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf</a>.</li> <li>3. Patirakia El Papathanassogloua EDE, Tafasb C et al. (2006). A randomized controlled trial of an educational intervention on Hellenic nursing staff's knowledge and attitudes on cancer pain management. <i>European Journal of Oncology Nursing</i> 10:337-352.</li> </ol>
<b>Activity Objective:</b> Group Work	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
<b>Activity Preparation</b>	To be assigned.

<b>Lecture Objective:</b> Project Monitoring and Evaluation	This week's lecture will provide skills in how to use project logic models in conducting project planning and evaluation activities. Examples of logic models used by various national and international health and development agencies will be reviewed.
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>Centers for Disease Control and Prevention CDC Evaluation Working Group: Logic Model Resources. Retrieved from <a href="http://www.cdc.gov/nccdphp/dnpao/hwi/programdesign/logic_model.htm">http://www.cdc.gov/nccdphp/dnpao/hwi/programdesign/logic_model.htm</a>.</li> <li>Department for International Development (2003). Tools for development: a handbook for those engaged in development activity. London: Department for International Development (DfID). Version 15. Retrieved from <a href="http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf">http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf</a> Chapter 5 Logical Framework.</li> <li>European Commission (2004). Aids delivery methods. Volume 1: The project cycle management guideline. Part 2. The Logical Framework Approach. Pp.57-94.</li> </ol>
<b>Recommended Readings</b>	<ol style="list-style-type: none"> <li>W.K. Kellogg Foundation (1998). Evaluation handbook. Retrieved from <a href="http://www.ojp.usdoj.gov/BJA/evaluation/links/WK-Kellogg-Foundation.pdf">http://www.ojp.usdoj.gov/BJA/evaluation/links/WK-Kellogg-Foundation.pdf</a>.</li> </ol>
<b>Activity Objective:</b> Group Presentations	Receive feedback from instructor, TA, and classmate on your emerging proposal plans.
<b>Activity Preparation</b>	Prepare power-Point presentation to last 15 minutes including: title, introduction, specific aims, hypotheses, background & significance, conceptual model, design & methods, implementation, limitations, conclusion. Wisely select how to best present this information in 15 minutes.
<b>Week 12</b>	<b>Budget and Budget Justification</b>
<b>Lecture Objective:</b> Budget and Budget Justification	This week's lecture will discuss various types of budgets. Guidelines and examples of how to develop and justify project budgets will be provided.

<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Foundation Center (2010). Proposal budgeting basics. Retrieved from <a href="http://foundationcenter.org/getstarted/tutorials/prop_budget/">http://foundationcenter.org/getstarted/tutorials/prop_budget/</a>.</li> <li>2. University of Arizona Sponsored Projects Services (2012). Proposal Information Quick Reference. Retrieved from <a href="http://www.sps.arizona.edu/proposal/quick-reference.htm">http://www.sps.arizona.edu/proposal/quick-reference.htm</a>.</li> <li>3. University of Arizona Sponsored Projects Services (2012). Handbook for Principal Investigators: Format of the Proposed Budget. Retrieved from <a href="http://www.sps.arizona.edu/handbook/proposed_budget.htm">http://www.sps.arizona.edu/handbook/proposed_budget.htm</a>. Please review the sample budgets available here: <a href="http://www.sps.arizona.edu/handbook/samplebudget_1year.htm">http://www.sps.arizona.edu/handbook/samplebudget_1year.htm</a> <a href="http://www.sps.arizona.edu/handbook/samplebudget_multiyears.htm">http://www.sps.arizona.edu/handbook/samplebudget_multiyears.htm</a></li> </ol>
<b>Activity Objective:</b> The Logic Model	Groups will present their conceptual maps via a Powerpoint slide and reading the draft conceptual map narrative. We will work through refining the group's conceptual map narrative and completing your group logic models in class. The Instructor and TA will be available for questions.
<b>Activity Preparation</b>	Prepare a power-point slide containing your group's draft conceptual map. Draft the narrative that describes your group's conceptual map. Prepare a table that contains the major activities for each of your group's specific Aims. Select, as a group, the logic model shell/outline that your group will use. You should also come prepared with the same three materials for your individual proposal.
<b>Week 13</b>	<b>Project Sustainability</b>
<b>Lecture Objective:</b> Project Sustainability	One of the most abiding challenges in public health project design and implementation is how best to ensure project sustainability beyond donor funding. This week's lecture will discuss approaches for increasing the sustainability of projects.

<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Kilbourne AM, Neumann MS, Pincus HA et al. (2007). Implementing evidence-based interventions in health care: application of the replicating effective programs framework. Implementation Science; 2:1; 42. Retrieved from <a href="http://www.implementationscience.com/content/pdf/1748-5908-2-42.pdf">http://www.implementationscience.com/content/pdf/1748-5908-2-42.pdf</a></li> <li>2. Marschalek I (2008). The concept of participatory local sustainability projects in seven Chinese villages. Journal of Environmental Management. 87:2; 226-35.</li> </ol>
<b>Activity Objective:</b> The Budget	Prepare your group’s proposal budget in class through a guided activity. Instructor and TA will be available to answer questions for the group or individual projects.
<b>Activity Preparation</b>	Prepare an Excel spreadsheet draft budget for the group proposal. You should also come prepared with your group’s logic model power-point slide as it will assist you in preparing your budget as we work through a guided exercise in class.
<b>Week 14</b>	<b>Ethical Considerations in Project Design, Implementation &amp; Evaluation</b>
<b>Lecture Objective:</b> Ethical Considerations in Project Design, Implementation & Evaluation	This week’s lecture will provide guidelines on how to examine and identify project related risks to participants. It will introduce you to various local, national, and international policies and guidelines related to ethical involvement of participants in public health research. Strategies to ensure implementation of appropriate ethical safeguards for involvement of participants in public health research will be presented.

<b>Required Readings</b>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Review Belmont Report Educational Video <a href="http://www.youtube.com/watch?v=W7sflA1dlGQ">http://www.youtube.com/watch?v=W7sflA1dlGQ</a></li> <li>2. University of Arizona Office for the Responsible Conduct of Research (2012). Requirements as a UA Investigator: Investigator Manual. Retrieved from: <a href="http://orcr.vpr.arizona.edu/irb/Researchers">http://orcr.vpr.arizona.edu/irb/Researchers</a>.</li> <li>3. Department of Health and Human Services (2010). Institutional Review Board Guidebook. Chapter IV: considerations of research design. Office for Human Research Protection. Retrieved from: <a href="http://www.hhs.gov/ohrp/archive/irb/irb_guidebook.htm">http://www.hhs.gov/ohrp/archive/irb/irb_guidebook.htm</a></li> <li>4. Thomas SB, Quinn SC (1991). The Tuskegee Syphilis Study, 1932 to 1972: implications for HIV education and AIDS risk education programs in the black community. American Journal of Public Health 81:11; 1498-1505. Retrieved from <a href="http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1405662&amp;blobtype=pdf">http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1405662&amp;blobtype=pdf</a>.</li> </ol>
<b>Further Reading</b>	<ol style="list-style-type: none"> <li>1. Department of Health and Human Services (1979). The Belmont Report. Ethical principles and guidelines for the protection of human subjects of research. National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. Office of the Secretary. Retrieved from <a href="http://videocast.nih.gov/pdf/ohrp_belmont_report.pdf">videocast.nih.gov/pdf/ohrp_belmont_report.pdf</a></li> <li>2. Department of Health and Human Services (1997). The Nuremberg Code. DHHS. Office for Human Research Protection. Retrieved from <a href="http://history.nih.gov/research/downloads/nuremberg.pdf">history.nih.gov/research/downloads/nuremberg.pdf</a></li> </ol>
<b>Activity Objective:</b> Group Work	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
<b>Activity Preparation</b>	To be assigned.

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Email: TBD  
Phone: TBD

**COURSE SYLLABUS**

**PHE 304: Fundamentals of Global Health**

**3 credits, 3 hours**

**Course Prerequisite / Corequisite: PHE 302**

**Course Description:**

Current and emerging global health priorities, including infectious diseases, effects of poverty, conflicts, natural disasters, health inequity, health systems reforms, major global initiatives for disease prevention and health promotion and interventions to improve global health.

**Required Text:**

There is no official textbook for this course, although there will be required readings each week posted on the course blackboard website.

**Use of Technology and Blackboard Information:**

Blackboard will be used to post documents and assignments. It can be accessed via [www.lehman.cuny.edu](http://www.lehman.cuny.edu). If you have any problems with your Lehman e-mail address, password, or blackboard login, contact the computer helpdesk at 718-960-1111.

## Course Learning Objectives:

At the completion of this course students will be able to:

1. Describe key public health concepts related to global health, including: demographic and epidemiological transitions, measures of health status, and the burden of disease.
2. Describe how globalization has changed the patterns of the spread of disease and the methods needed to control disease.
3. Analyze the multi-directional links between health and social and economic factors.

## Course Format:

This course includes lectures, class discussions, readings, a series of personal and group written assignments and a final exam.

## Grading Policy:

Grades will not be curved, there will be no extra credit and no grades will be dropped.

## Components of Final Grade:

10%	Class participation
15%	Critical reflection papers (5% each)
10%	Group debate
5%	Group paper outline (to include objectives, hypotheses, and policy relevance)
10%	Draft group paper
30%	Final group paper
20%	Final exam
100%	Total

## Grade Scale:

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

## Class Participation:

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

**Assignments:**

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

**Group debate:**

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

**Group paper:**

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

**Final exam:**

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

**Course Policies**

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

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

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

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

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

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

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

Academic dishonesty: Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing (including "cutting and pasting" or paraphrasing information from the internet without proper citation), fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or papers written for other courses, or tampering with the academic work of other students. Students may be asked to submit their notes and references to prove that their work is their

own. For further clarification, please read CUNY's policy on academic integrity at <http://www.lehman.edu/provost/documents/academic-integrity.pdf>. Violators will be reported to the head of the Department and to the Dean of Student Affairs.

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

**Accommodation for Students with Disabilities:**

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

**The Academic Center for Excellence (ACE) and the Science Learning Center (SLC):**

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

**Schedule:**

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

-Schedule, readings, and assignments are subject to change.

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

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

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Office hours: TBD  
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**COURSE SYLLABUS**

PHE 305: Community-based Participatory Research Methods

**3 credits**

**Courses Prerequisite:** PHE 302 and PHE 303

**Course Description:**

Principles, methods and processes of community-based participatory research (CBPR) for public health professionals. A collaborative approach to research that equitably involves all partners – community members, organizational representatives, and researchers - in the research process.

**Required Text:**

Minkler, M., & Wallerstein, N. (2008). *Community-based participatory research for health: from process to outcomes* (2nd ed.). San Francisco, CA: Jossey-Bass.

The required text will be on reserve at the library. Additional readings (e.g., articles) will be provided via blackboard as needed.

**Use of Technology and Blackboard Information:**

Blackboard will be used to post documents and assignments. It can be accessed via [www.lehman.cuny.edu](http://www.lehman.cuny.edu). If you have any problems with your Lehman e-mail address, password, or blackboard login, contact the computer helpdesk at 718-960-1111.

**Course Learning Objectives:**

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

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

**Course Format:**

This course includes lectures, class discussions, readings, assignments, a final paper/presentation, a midterm, and a final exam.

**Grading Policy:**

Grades will not be curved, there will be no extra credit and no grades will be dropped.

**Components of Final Grade:**

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10%	Class participation
20%	Assignments
20%	Final Paper & Presentation
25%	Midterm exam
25%	Final exam

---

100%	Total
------	-------

**Grade Scale:**

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

**Class Participation:**

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

**Assignments:**

Assignments consist of in-class and take-home work. They focus on a series of written assignments that will ultimately comprise your CBPR research project proposal. All sources must be properly cited using in-text citation (name and date in the body of the text) followed by a list of sources in a “references” section at the end (APA format).

*Assignment 1:* Outline the goal of your proposal. This will contribute to your proposal aims section of your final paper.

*Assignment 2:* Outline your community assessment and research planning process for your research proposal project. This assignment will likely contribute to the background and significance sections of your proposal.

*Assignment 3:* Outline the research methodology and data gathering process for your research proposal. This assignment will contribute to your Research Design and Methods section of your project paper.

*Assignment 4:* Outline your process for data interpretation, how you will share what you have learned and what action you are planning based on your findings and process. This assignment will contribute to proposal project section entitled “Data Interpretation, Dissemination and Action Planning”.

All assignments must be uploaded to blackboard *before* the start of class on the due date to receive credit. Written assignments must be saved as an MSWord document (.DOC or .DOCX), having 1” margins, 1.5” spacing, 12 point fonts, and be saved as *LastName\_FirstName\_AssignmentName* (e.g. Smith\_Joe\_Assignment1.doc).

Assignments comprise 20% of the final grade.

**Final Paper and Presentation:**

The final project will combine the three written assignments and should reflect revisions based on further reading and feedback provided by the instructor. The final project paper should be between 5 and 10 1.5 spaced pages with a 12-point font. The project is an outline for a

CBPR project proposal and should include the following sections:

- Proposal Aims
- Background and Significance
- Research Design and Methods
- Data Interpretation, Dissemination, and Action

The final paper must be uploaded to blackboard *before* the start of class on the due date to receive credit and must be saved as an MSWord document (.DOC or .DOCX), having 1" margins, 1.5" spacing, 12 point fonts, and be saved as *LastName\_FirstName\_FinalPaper* (e.g. Smith\_Joe\_FinalPaper.doc).

The Final Paper comprises 20% of the final grade.

Students will create and present their proposal to the class using PowerPoint. This presentation should be no longer than 10 minutes and summarize each section listed above.

The final paper and presentation are worth 20% of the final grade.

#### **Midterm exam:**

The midterm exam will cover sessions the first half of the course, which includes all readings, assignments, and lectures. It is worth 25% of the final grade.

#### **Final exam:**

The final exam will cover the second half of the course (readings, assignments, and lectures). It is worth 25% of the final grade.

#### **Course Policies**

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

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

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

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

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**Schedule:**

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

-Schedule, readings, and assignments are subject to change

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

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

**Faculty:**  
**Office hours:**  
**Office:**

**COURSE SYLLABUS**

**PHE 307: Emergency Preparedness at the Community Level**

**3 credits**

**Course Prerequisites:** EVN 210, PHE 302, PHE 303

**Course Description:**

Community-level preparation and public health intervention for potential risks, including natural disasters (hurricanes, earthquakes, flooding, heat), transmission and expansion of diseases and industrial contamination.

**Course Objectives:**

Upon completion of this course, students are expected to be able to:

1. Identify the roles of the various phases of disaster management and issues concerning planning and policies in those phases.
2. Describe stages of comprehensive emergency management from a planning and policy perspective
3. Describe the role of federal, state, and local governments in disaster planning and policies.
4. Interpret and apply mitigation planning and policy strategies.
5. Prepare comprehensive emergency management and related plans.
6. Analyze factors affecting short and long-term recovery and rebuilding and the role of planners and policy-makers.
7. Describe factors that give rise to disaster vulnerabilities (e.g. natural, physical, social, economic, policies, and governance).
8. Identify factors that give rise to differential vulnerabilities and levels of community resilience
9. Demonstrate capacity to assess and manage these vulnerabilities through disaster planning and policy-making.
10. Analyze and interpret data.

**Course Textbooks:**

Waugh, William L. Jr. (2000). *Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management*. Armonk, New York: M.E. Sharpe.

Burby, Raymond (1998). *Cooperating with Nature: Confronting natural hazards with land-use planning for sustainable communities*. Joseph Henry Press.

**Resources:**

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

- [www.fema.gov](http://www.fema.gov) - for basic information on the federal emergency management system, reports, legal documents, training and planning documents, and status reports on disasters, as well as links to state and local emergency management agencies (including a link to the Florida Emergency Management Agency).
- [www.colorado.edu/hazards](http://www.colorado.edu/hazards) - for information regarding specific hazards, full texts of the Natural Hazards Center's series of working papers and quick response reports for recent disasters, and other information sources.
- [www.dhs.gov](http://www.dhs.gov) - for basic information on the Department of Homeland Security, including FEMA, and its constituent agencies and directorates.
- [www.iaem.com](http://www.iaem.com) - for information on the International Association of Emergency Managers (including IAEM Europa, IAEM Oceana, and IAEM Asia), job listings, commentary on current policy issues.
- [www.drc.udel.edu](http://www.drc.udel.edu) - for applied social science research related to disasters, full texts of some of the Disaster Research Center's publications, including reports to FEMA and other government agencies.
- [www.emforum.org](http://www.emforum.org) - Emergency Information Infrastructure Partnership (EIIP) forum. Holds Internet workshops on a broad range of emergency management issues and maintains an archive of transcripts.

**Course Format:**

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

**GRADING SCALE:**Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69
- E = 59% or less

## CLASS REQUIREMENTS

**Readings:** All reading should be done before each session to facilitate discussion. Required course assignments include the following: 1) class participation; 2) two quizzes; 3) a applied research project; and, 4) a final examination.

**Class Participation 10%** of grade. Class participation is an essential component of the requirements for successful completion of this class. Points for class participation are not simply guaranteed by attendance; participation consists of being present in class, reading all assignments prior to the beginning of class, and being an active member in class discussions and presentations. In addition, there will be some class activities, case analyses, and discussions. Class participation is important, because your presence and contributions are a vital part of a successful class. Interaction with others is as important a part of the learning experience as is the material being studied.

**Quizzes 30%** of grade. There will be two quizzes. These will cover all the material in class up to the date of the quiz. It will consist of multiple-choice and short essay questions.

**Final Examination 20%** of grade. The final examination will consist of short essay questions.

**Applied Research Project - Disaster Case Analysis 30%** of grade. Students should select a major U.S. or international disaster and prepare a written analysis (10-15 pages in length) including bibliography. Students should be prepared to provide a 5-10 minute over in class during the last class session. Using library and internet sources, the analyses should assess the state of knowledge about the disaster and provide an analysis that includes:

- a brief (1-2 page) description of the disaster and the emergency management effort;
- the nature and location of the disaster (i.e., natural or technological/man- made);
- the number of human casualties and amount of property loss.
- social and economic demographics and vulnerabilities of the area
- the government(s) having jurisdictional responsibility and involved in the disaster response and recovery effort;
- the involvement of nonprofit and for-profit actors in the response and recovery effort;
- the major planning and policy issues raised—e.g., lack of mitigation effort, inadequacy of preparedness, response failure, recovery problems; and,
- the disaster planning the community had undertaken prior to the incident.

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

Class Participation	10%
Quizzes	30%
Final Examination	20%
Applied Research Project	30%
<hr/>	
Total	100%

## SCHOOL POLICIES

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

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

### Students with Disabilities

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

## COURSE SCHEDULE

### Week 1: Introduction Hazards and Disasters: Planning and Policies

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#### Module 1: Disaster Mitigation Policies and Planning

### Week 2: U.S. Disaster Policies: History and Institutions

- Waugh, 2000 - Chapter 2.
- Sylves, 2008. *Disaster Policy and Politics: Emergency Management and Homeland Security*. Washington D.C.: CQ Press, Chapters 1, 2, and 3
- Lindell et al., 2006. *Fundamentals of Emergency Management*, Chapters 1 and 2.
- Federal Emergency Management Agency. (2004b). History of the federal emergency management agency. Washington DC: FEMA. Retrieved March 14, 2011, from <http://www.fema.gov/about/history.shtm>

### Week 3: Mitigation Planning and Policy Strategies: Local, State, and Federal Level

- Schwab, James C (Ed). 2010. Hazard Mitigation: Integrating Best Practices into Planning. Planning Advisory Service Report # 560. Chicago, IL: American Planning Association (Chapters 2, 3 and 4)
- Burby, Raymond (Ed.). 1998. Cooperating with Nature (Chapter 7)
- Godschalk, David. 2003. Breaking the Disaster Cycle: Future Directions in Natural Hazard Mitigation. <http://www.training.fema.gov/emiweb/downloads/breakingdisastercycle/Session01.pdf>
- Waugh. 2000. Living with Hazards, Chapter 5

### Week 4: Measuring and Mapping Vulnerability

- Thomas, D.S.K., P.K. Stephens and J. Goldsmith. 2009. Chapter 14.-Measuring and Conveying Social Vulnerability, in B.D. Phillips, D.S.K. Thomas, A. Fothergill and L.Blinn-Pike (Eds). Social Vulnerability to Disasters. Boca Raton, FL: CRC Press

- Esnard, A-M. (2007). The Nexus of Hazard Assessment, GeoSpatial Technologies, and Holistic Community Planning Strategies (Chapter 5). In -Losing Ground: Nation on Edge Environmental Law Institute.
- Thomas, D.S.K., K. Ertugay and S. Kemec. 2007. Chapter 5 -The Role of Geographic Information Systems/Remote Sensing in Disaster Management in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). Handbook of Disaster Research. New York, NY:L Springer

## Module 2: Preparedness and Planning

### Week 5:      **Social, Economic, and Political Vulnerabilities**

- Bolin, B. 2007. Chapter 7 -Race, Class, Ethnicity and Disaster Vulnerability in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). Handbook of Disaster Research. New York, NY: Springer
- Phillips, B.D. and M. Fordham. 2009. -Introduction. Chapter 1, in B.D.
- Phillips, D.S.K. Thomas, A. Fothergill and L. Blinn-Pike (Eds). Social Vulnerability to Disasters. Boca Raton, FL: CRC Press
- Laska, S., and Morrow, B. (2007). "Social vulnerabilities and Hurricane Katrina: An Unnatural disaster in New Orleans." *Marine Technology Society Journal*, 40(4) 16-26.

#### Recommended Readings:

- Cutter, S. L. (2006). "Moral hazard, Social catastrophe: The changing face of vulnerability along the hurricane coasts." *The Annals of the American Academy of Political and Social Science*, 604(1), 102-112.
- Clark, G. E., Moser, S. C., Ratick, S. J., Dow, K., Meyer, W. B., Emani, S., et al. (1998). "Assessing the Vulnerability of Coastal Communities to Extreme Storms: The Case of Revere, MA., USA". *Mitigation and Adaptation Strategies for Global Change*, 3(1) 59-82.

### Week 6:      **Community Resilience**

- Cutter S.L., Burton C.G. and Emrich C.T. (2010). Disaster resilience indicators for benchmarking baseline conditions. *Journal of Homeland Security and Emergency Management* 7(1):1-22
- National Research Council. (2010). Building community disaster resilience through public private collaboration. Washington, DC: The National Academies Press
- Cutter, S.L.; Barnes, L.; Berry, M.; Burton, C.; Evans, E.; Tate, E.; Webb, J. (2008). A place-based model for understanding community resilience to natural disasters. *Global Environmental Change* 18(8): 598-606
- [Norris FH](#), [Stevens SP](#), [Pfefferbaum B](#), [Wyche KF](#), [Pfefferbaum RL](#). (2008). Community resilience as a metaphor, theory, set of capacities, and strategy for disaster readiness. *American Journal of Community Psychology*, 41, (1 - 2), 127 -150

### Week 7:      **Emergency Management Planning**

- Schafer, W.A.; Carroll, J.M.; Haynes, S.R. and Abrams, S. (2008). Emergency management planning as collaborative community work. *Journal of Homeland Security and Emergency Management*, 5(1) [http://www.bepress.com/cgi/viewcontent.cgi?article=1396&context=jhsem&sei-redir=1#search=""emergency+planning""](http://www.bepress.com/cgi/viewcontent.cgi?article=1396&context=jhsem&sei-redir=1#search=)
- Perry, R.W. and M.K. Lindell. (2003). Preparedness for Emergency Response: Guidelines for the Emergency Planning Process. *Disasters* 27(4):336-350

**As a sample for analysis:** A comprehensive emergency management plan of the town of West Tisbury, MA <http://www.westtisbury-ma.gov/Documents/Emer-mgmt-docs/CEMP1.pdf>

## **Week 8:           Communication and Risk Management (Policies and Plans)**

- Rodriguez, H., W. Diaz, J.M. Santos and B. E. Aguirre. 2007. Chapter 29
- –Communicating Risk and Uncertainty: Science, Technology, and Disasters at the Crossroads in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). Handbook of Disaster Research. New York, NY: Springer
- Longstaff, P.H. and Yang, Sung-Un. (2008). Communication management and trust: Their role in building resilience to surprises such as natural disasters, pandemic flu, and terrorism. *Ecology and Society* 13(1) <http://www.ibcperu.org/doc/isis/8551.pdf>
- Lindell, Mike, Carla Prater, and Ronald Perry. 2006. *Fundamentals of Emergency Management*, Chapters 4. –Risk Perception and Communication. <http://training.fema.gov/EMIWeb/edu/fem.asp>
- Moritz, M.J. (2006). Covering the News –come hell and high water: Journalists in a Disaster. Pp. 353-372 in *Learning from Catastrophe: Quick Response Research in the Wake of Hurricane Katrina*. Boulder, Colorado: Natural Hazards Center

## **Module 3: Disaster Response: Planning for Response**

### **Week 9: Emergency Planning**

- Lindell, Mike, Carla Prater, and Ronald Perry. 2006. *Fundamentals of Emergency Management*, Chapter 12. (Emergency Management Standards and Evaluation. <http://training.fema.gov/EMIWeb/edu/fem.asp>)
- Alexander, David. (2005). Towards the development of a standard in emergency planning", *Disaster Prevention and Management* 14(2):158 – 175
- Perry, R.W. and Lindell, M.K. (2003). Preparedness for emergency response: Guidelines for the emergency planning process. *Disasters* 27(4): 336 – 350.

Class visit to the local Emergency Operations Center (EOC) with a tour and guest lecturer from the EOC.

### **Week 10: Supporting Emergency Response Operations using Geospatial Technologies**

- Chen, A.Y.; Pena-Mora, F. and Ouyang, Y. (2010). A collaborative GIS framework to support equipment distribution for civil engineering disaster response operations. *Automation in Construction* ESRI. 2010. GIS in Public Safety Website. Accessed November 2010 from <http://www.esri.com/industries/public-safety/index.html>
- Hodgson, M.E.; Davis, B.A and Kotelenska, J. (2010). Remote sensing and GIS data/information in the emergency response/ recovery phase. *Geospatial Techniques in Urban Hazard and Disaster Analysis* 2(4): 327-354

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

- Hicklin, A.; O'Toole, J.; Meier, K.J. and Robinson, S.E. (2009) Calming the storm: Collaborative public management, hurricanes Katrina and Rita, and disaster response. In R. O'Leary, L.B. Bingham (eds.). *The collaborative public manager: New ideas for the twenty-first century* Chapter 6
- Kapucu, Naim. (2008). Collaborative emergency management: Better community organizing, better public preparedness and response. *Disasters* 3(2): 239-262.
- Waugh, W. L. & Strelb, G. (2006). Collaboration and leadership for effective Emergency Management. *Public Administration Review*, Special Issue, pp. 131-140  
[http://faculty.maxwell.syr.edu/rdenever/NatlSecurity2008\\_docs/Waugh\\_CollaborationLeadership.pdf](http://faculty.maxwell.syr.edu/rdenever/NatlSecurity2008_docs/Waugh_CollaborationLeadership.pdf)
- McEntire, D.A. . 2007. Chapter 10 –Local Emergency Management Organizations in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds).

## Module 4: Disaster Recovery and Rebuilding

### **Week 12: Recovery Time-frames and Differential Recovery Rates**

- Mitchell, C.M., A-M Esnard and A. Sapat. (2010). Hurricane Events, Population Displacement and Sheltering Provision in the United States. Working Paper: College for Design and Social Inquiry, Florida Atlantic University.
- Phillips B.D. 2009. *Disaster Recovery*, Chapter 3: Disaster Recovery Planning. Chapter 8 – Business Recovery; Chapter 9 – Infrastructure and Lifelines.

<b><u>Week 13: Long-term recovery</u></b>
<ul style="list-style-type: none"> <li>• Phillips B.D. 2009. <i>Disaster Recovery</i> (Chapter 15 – Financing Recovery)</li> <li>• Rubin, C.B. (2009). Long-term recovery from disasters-the neglected component of emergency management. <i>Journal of Homeland Security and Emergency Management</i>, 6(1): 1-19 <a href="http://www.bepress.com/cgi/viewcontent.cgi?article=1616&amp;context=jhsem&amp;sei-redir=1#search=" long-term+disaster+recovery"="">http://www.bepress.com/cgi/viewcontent.cgi?article=1616&amp;context=jhsem&amp;sei-redir=1#search="long-term+disaster+recovery"</a></li> <li>• Garnett, J.D. and Moore, M. (2009). Enhancing disaster recovery: Lessons from exemplary international disaster management practices. <i>Journal of Homeland Security and Emergency Management</i>, 7(1): 1-22 <a disaster+recovery+time-frames"="" href="http://www.bepress.com/cgi/viewcontent.cgi?article=1711&amp;context=jhsem&amp;sei-redir=1#search=">http://www.bepress.com/cgi/viewcontent.cgi?article=1711&amp;context=jhsem&amp;sei-redir=1#search="disaster+recovery+time-frames"</a></li> <li>• Dash, N., Morrow, B. H., Mainster, J., &amp; Cunningham, L. (2007). Lasting effects of hurricane Andrew on a working-class community. <i>Natural Hazards Review</i> 8(1): 13-21</li> </ul>
<b><u>Week 14: Post-Disaster Recovery Planning and Reconstruction</u></b>
<ul style="list-style-type: none"> <li>• Phillips B.D. 2009. <i>Disaster Recovery</i> chapter 10- Social Psychological Recovery; Chapter 11- Public Sector Recovery)</li> <li>• Gavin Smith. Forthcoming. <i>A Review of the United States Disaster Assistance Framework: Planning for Post-Disaster Recovery</i>. Fairfax, VA: Public Entity Risk Institute. Selected Chapters TBD</li> <li>• Olshansky, R.B. (2006). Planning after Hurricane Katrina, <i>Journal of the American Planning Association</i>, 72(2): 147-153.</li> <li>• Natural Hazards Center and Public Entity Risk Institute. (2006). <i>Holistic Disaster Recovery: Ideas for Building Local Sustainability after a Natural Disaster</i>, Chapter 8.</li> </ul>
<b><u>Week 15: Post-Disaster Housing Planning</u></b>
<ul style="list-style-type: none"> <li>• Sapat, A., C.M. Mitchell, Y. Li and A-M Esnard. Policy Learning: Katrina, Ike and Post-Disaster Housing. <i>International Journal of Mass Emergencies and Disasters</i>, Forthcoming, March 2011.</li> <li>• Phillips B.D. 2009. <i>Disaster Recovery</i> (Chapter 7—Housing). Boca Raton: CRC Press Johnson, C. (2007). Strategic planning for post-disaster temporary housing. <i>Disasters</i>, 31(4): 435-458 <a href="http://onlineibrary.wiley.com/doi/10.1111/j.1467-7717.2007.01018.x/pdf">http://onlineibrary.wiley.com/doi/10.1111/j.1467-7717.2007.01018.x/pdf</a></li> <li>• Levine, J., A-M Esnard and A. Sapat. (2007). Population displacement and housing dilemmas due to catastrophic hurricanes. <i>Journal of Planning Literature</i> 22(1):3-15.</li> </ul>
<b><u>Week 16: Final Exam and Project Presentations</u></b>

## Recommended Readings:

- Birkland, Thomas. 2006. *Lessons of Disaster: Policy Change after Catastrophic Events*. Washington, D.C.: Georgetown University Press.
- Burby, Raymond (Ed.). 1998. *Cooperating with Nature: Confronting natural hazards with land-use planning for sustainable communities*. Joseph Henry Press.
- Drabek, Thomas. 2010. *The Human Side of Disaster*. Taylor and Francis
- Florida Department of Community Affairs. 2010. *Post-Disaster Redevelopment Planning: A Guide for Florida Communities*.
- Lindell, Michael et al., 2006. *Introduction to Emergency Management* (Wiley Pathways edition) Mileti, Dennis S. 1999. *Disasters by Design: A Reassessment of Natural Hazards in the United States*.
- National Research Council. 2007. *Successful Response Starts with a Map: Improving Geospatial Support for Disaster Management*
- Phillips B.D. 2009. *Disaster Recovery*. Boca Raton: CRC Press
- Schwab, J., K. C. Topping, C. C. Eadie, R. E. Deyle, and R. A. Smith. 1998. *Planning for post-disaster recovery and reconstruction*. Washington D.C: American Planning Association.
- Schwab, James C (Ed). 2010. *Hazard Mitigation: Integrating Best Practices into Planning*. Planning Advisory Service Report # 560. Chicago, IL: American Planning Association
- Tierney, K., M. Lindell, and R. Perry. 2001. *Facing the Unexpected: Disaster Preparedness and Response in the United States*. Washington, DC: Joseph Henry Press.
- Waugh, William L. Jr. 2000. *Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management*. Armonk, New York: M.E. Sharpe.

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Email: TBD  
Phone: TBD

**COURSE SYLLABUS**

PHE 470: Public Health Field Experience

**3 credits**

**Courses Prerequisite:** Completion of 39 credits in major

**Course Description:**

Supervised field experience requiring a minimum of 120 hours of work in a public health setting.

**Course Learning Objectives:**

At the completion of this course students will be able to:

- Demonstrate the application of one or more core public health competencies or techniques through the fieldwork experience
- Analyze ethical issues in the workplace
- Demonstrate ability to meet deadlines
- Develop professional-quality education materials for lay or professional audience.

**LEHMAN COLLEGE**  
**Department of Health Sciences**  
**Bachelor in Public Health**  
**CUNY School of Public Health**  
**(Semester)**

Instructor: TBD  
Office: TBD  
Office hours: TBD  
Email: TBD  
Phone: TBD

**COURSE SYLLABUS**

PHE 472: Public Health Capstone

**3 credits**

**Courses Prerequisite:** Completion of 39 credits in major

**Course Description:**

Guided discussion and readings to integrate undergraduate content and relevant experiences to develop professionals for service in public health; culminating in a term project.

**Course Learning Objectives:**

At the completion of this course students should:

- Be capable of critically analyzing current public health issues
- Have professional skills for solving real-world public health problems
- Be able to integrate public health knowledge, theory and practice
- Be able to communicate clearly through written and oral presentation

**Appendix F: Undergraduate Program Schedule (SED form)**

Table 5: Example program schedule for a student in the GISc option.

Term: Fall 1		Credits per classification							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)				
HEA 300	3	x	x	<input type="checkbox"/>					
HSD 269	3	x	x	<input type="checkbox"/>	MAT 132				
HSD 266	3	x	x	<input type="checkbox"/>					
HEA 301	3	x	x	<input type="checkbox"/>					
GEP 205	3	x	x	<input type="checkbox"/>					
<b>Term credit total:</b>	<b>15</b>	<b>15</b>	<b>15</b>						
Term: Fall 2		Credits per classification							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)				
PHE 302	3		x	x <input type="checkbox"/>	HEA 300 HSD 267 HSD 269 HSD 306				
PHE 303	3		x	x <input type="checkbox"/>	HEA 300 HSD 269 HSD 306				
HEA 400	3		x	<input type="checkbox"/>	HEA 267				
GEP 350	3		x	<input type="checkbox"/>					
<b>Term credit total:</b>	<b>12</b>		<b>12</b>						
Term: Spring 1		Credits per classification							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)				
HSD 306	3	x	x	<input type="checkbox"/>	HSD 266 and 269				
HEA 267	3	x	x	<input type="checkbox"/>	PSY 166 or SOC 166				
HSA 267	3	x	x	<input type="checkbox"/>					
ENW 3070	3	x	x	<input type="checkbox"/>					
GEP 320	3	x	x	<input type="checkbox"/>					
<b>Term credit total:</b>	<b>15</b>	<b>15</b>	<b>15</b>						
Term: Spring 2		Credits per classification							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)				
PHE 470	3		x	x <input type="checkbox"/>	Required core courses				
PHE 472	3		x	x <input type="checkbox"/>	Required core courses				
GEH 245	3			<input type="checkbox"/>					
GEH 232	3			<input type="checkbox"/>	GEH 101				
<b>Term credit total:</b>	<b>12</b>		<b>6</b>						
<b>Program Totals:</b>		<b>Credits: 54</b>		<b>Liberal Arts &amp; Sciences: 42</b>		<b>Major: 48</b>		<b>Elective &amp; Other: 6</b>	

Cr: credits    LAS: [Liberal Arts and Sciences](#)    Maj: major requirement    New: new course    Prerequisite(s): list prerequisite(s) for the noted courses

Table 6: Example program schedule for a student in the Global Health option.

Term: Fall 1		Credits per classification				Term: Spring 1		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
HEA 300	3	x	x	<input type="checkbox"/>		HSD 306	3	x	x	<input type="checkbox"/>	HSD 266 and 269
HSD 269	3	x	x	<input type="checkbox"/>	MAT 132	HEA 211	3	x	x		
HSD 266	3	x	x	<input type="checkbox"/>		HSA 267	3	x	x	<input type="checkbox"/>	
HEA 301	3	x	x	<input type="checkbox"/>		ENW 3070	3	x		<input type="checkbox"/>	
HEA 267	3	x	x	<input type="checkbox"/>	PSY 166 or SOC 166	PHE 340	3		x	<input type="checkbox"/>	HSD 240
Term credit total:		15	15	15		Term credit total:		15	12	12	
Term: Fall 2		Credits per classification				Term: Spring 2		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
PHE 302	3		x	<input type="checkbox"/>	HEA 300 HSD 267 HSD 269 HSD 306	PHE 470	3		x	<input type="checkbox"/>	Required core courses
PHE 303	3		x	<input type="checkbox"/>	HEA 300 HSD 269 HSD 306	PHE 472	3		x	<input type="checkbox"/>	Required core courses
PHE 304	3		x	<input type="checkbox"/>	PHE 302 CoReq	PHE 307	3		x	<input type="checkbox"/>	EVN 210 PHE 302 PHE 303
HEA 400	3		x	<input type="checkbox"/>	HEA 267	HEA 348	3	x	x	<input type="checkbox"/>	
Term credit total:		12		12		Term credit total:		12	3	6	
<b>Program Totals:</b>		<b>Credits: 54</b>		<b>Liberal Arts &amp; Sciences: 48</b>			<b>Major: 48</b>		<b>Elective &amp; Other: 6</b>		

Cr: credits      LAS: [Liberal Arts and Sciences](#)      Maj: major requirement      New: new course      Prerequisite(s): list prerequisite(s) for the noted courses

## Appendix G: Articulation Agreements

Table 7: Articulation agreement with Bronx Community College



### THE CITY UNIVERSITY OF NEW YORK ARTICULATION AGREEMENT

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#### A. SENDING AND RECEIVING INSTITUTIONS

Sending College: **Bronx Community College of the City University of New York**

Department: Health, Physical Education and Wellness

Program: Community/School Health Education

Degree: Associate in Science

Receiving College: **CUNY Herbert H. Lehman College/CUNY School of Public Health**

Department: Health Sciences

Program: Public Health (PENDING APPROVAL)

Degree: Bachelor of Science

#### B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

(minimum GPA of 3.0)

##### About the Program

The proposed Bachelor of Science in Public Health BSPH program at Lehman College has two areas of specialization focusing on the application of Geographical Information Science (GISc) and Global Health. The intent of the program is to prepare graduates of the BSPH program with skills and competencies needed to advance population health in urban settings and to meet current and emerging public health trends. A large segment of the current healthcare workforce will be retiring in upcoming years. In order to meet these demands, the BSPH program will train individuals in several capacities to ensure that upon graduation, students are prepared to successfully join the health workforce. At present, the health and health care sectors are the largest employers in the Bronx. As such, there is a growing need to prepare students to enter this workforce. The program will serve students in the Bronx and

##### Admissions and Applications

Application Deadlines: Spring Admissions-September 15, Fall Admissions-February 1

CUNY Transfer Application is available online at [www.cuny.edu](http://www.cuny.edu)

CUNY Application Processing Center: 212.997.CUNY

**Please note that students must have completed one college-level course in mathematics and English with a grade of “C” or better. Additionally, if more than one college was attended, the GPA for admissions will be determined through a combination calculation of all attempted coursework.**

##### Progression at Lehman

To earn a Bachelor’s Degree at Lehman College, CUNY Associate Degree graduates need to:

- complete the courses required for the major/minor
- two LEH upper-division interdisciplinary courses
- two writing intensive courses
- Elective courses if needed.

Associate in Science Degree from Bronx Community College.

Bronx Community College graduates with the Associate Degree in Community/School Health Education will receive 60 credits toward the Bachelor of Science in Public Health at CUNY School of Public Health/Lehman College. In addition, they will be deemed to have met all general education requirements at Bronx Community College.

### C. COURSE TO COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

<b>CUNY Pathways General Education Requirements</b>	
<b>Required Common Core</b>	<b>Credits</b>
A. English Composition (2 courses) B. Mathematical and Quantitative Reasoning (1 course) <b>Students are advised to complete MTH 23 because it is a prerequisite for Lehman's HSD 269 Fundamentals of Biostatistics for Health Professionals</b> C. Life and Physical Sciences (1 course) <b>BIO 11 General Biology I OR BIO 23 Anatomy and Physiology I</b>	13
<b>Flexible Common Core</b>	<b>Credits</b>
A. World Cultures and Global Issues (1 course) B. U.S. Experience in Its Diversity (1 course) C. Creative Expression (1 course) D. Individual and Society (1 course) E. Scientific World (1 course) <b>CHM 17 Fundamentals of General Chemistry OR BIO 24 Anatomy and Physiology II (4 Credits)</b> ▪ Restricted Elective: Select one course from Areas A-E.	19
<b>Subtotal</b>	<b>32</b>

<b>Specialization Requirements</b>				<b>Transfer Credit Granted</b>
[Bronx Community College] <b>Course &amp; Title</b>	<b>Credit</b>	[Lehman College] <b>Course &amp; Title</b>	<b>Credit</b>	
CPR 10 Cardiopulmonary Resuscitation OR	1	HEA 304 Cardiopulmonary Resuscitation	1	1
PEA 12 Elementary Hatha Yoga OR	1	<i>Elective Credit</i>	1	1
Physical Education <i>Select any physical education course</i>	1	<i>Elective Credit</i>	1	1
HLT 91 Critical Issues in Health	2	HEA 267 Human Behavior and Health	3	2
HLT 94 Human Nutrition	3	HSD 240 Nutrition and Health	3	3

Select 2 courses from the following: HLT 90 Health and Aging HLT 92 Drugs, Society & Human Behavior HLT 93 Human Sexuality	6	HEA 310 Health and Aging HEA 309 Alcohol, Tobacco, and Other Drugs HEA 307 Human Sexuality HEA 308 Parenting and Child Health	6	6
PSY 11 Psychology	3	PSY 166 General Psychology	3	3
SOC 11 Sociology	3	SOC 166 Fundamentals of Sociology	3	3
RESTRICTED ELECTIVE COMM 20 Public Speaking AND PSY 41 Psychology of Infancy and Childhood OR Modern Language ( <i>Select two from the same language</i> )	0-6	COM 203 Public Speaking PSY 217 Child Psychology  <i>Foreign Language Equivalency</i>	0-6	0-6
FREE ELECTIVES	2-11	<i>Elective Credit</i>	2-11	2-11
			<b>Subtotal</b>	<b>28</b>

			<b>TOTAL</b>	<b>60</b>
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#### D. Senior College Upper Division Courses Remaining For Baccalaureate Degree

INTEGRATION GENERAL EDUCATION REQUIREMENTS	Credits
Students choose two courses: LEH 352 Studies in Literature: Selected topics in literature. LEH 353 Studies in the Arts: Selected topics in the arts. LEH 354 Historical Studies: Selected topics in historical studies. LEH 355 Studies in Philosophy, Theory & Abstract Thinking: Selected topics in philosophy, theory and abstract thinking.	6
<b>B.S. IN PUBLIC HEALTH</b>	

<p><b>Core Courses (30 Credits)</b></p> <ul style="list-style-type: none"> <li>▪ HEA 300 Introduction to Public Health</li> <li>▪ HSD 269 Fundamentals of Biostatistics for Health Professionals (<i>The prerequisite for this course is the equivalent of BCC's MTH 23. Students who do not complete MTH 23 will have to complete MAT 132 Introduction to Statistics</i>)</li> <li>▪ HSD 306 Epidemiology</li> <li>▪ HEA 267 Human Behavior and Health (<i>equivalent to BCC's HLT 91 Critical Issues in Health</i>)</li> <li>▪ HEA 301 Introduction to Environmental Health Science</li> <li>▪ HSA 267 Management of Health Organizations</li> <li>▪ HSD 266 The US Health Care Delivery System</li> <li>▪ PHE 302 Social Determinants of Health</li> <li>▪ PHE 303 Approaches to Public Health Research</li> <li>▪ HEA 400 Program Planning and Evaluation</li> </ul> <p><b>Specialization Courses (15 Credits)</b></p> <p>Geographic Information Science</p> <ul style="list-style-type: none"> <li>▪ GEP 205 Principles of Geographic Information Science</li> <li>▪ GEP 310 Geography of Urban Health</li> <li>▪ GEP 320 Population Geography</li> </ul> <p>Specialization Electives (Choose 6 credits from)</p>	<ul style="list-style-type: none"> <li>▪ GEH 240 Urban Geology</li> <li>▪ GEH 245 Introduction to Quantitative Methods of Geography</li> <li>▪ GEH 232 Medical Geography</li> <li>▪ GEH 490 Honors in Geography</li> <li>▪ GEP 204 Basic Mapping: Applications and Analysis</li> <li>▪ GEP 310 Geography of Urban Health</li> <li>▪ GEP 321 Introduction to Remote Sensing</li> <li>▪ GEP 360 Geovisualization and Analytical Cartography</li> </ul> <p>Global Health</p> <ul style="list-style-type: none"> <li>▪ PHE 340 Global Nutrition and Disease</li> <li>▪ PHE 304 Fundamentals of Global Health</li> <li>▪ PHE 307 Emergency Preparedness at the Global, National and Community Levels</li> </ul> <p>Specialization Electives (Choose 6 credits from)</p> <ul style="list-style-type: none"> <li>▪ HEA 302: Women and Health</li> <li>▪ HEA 211: Perspectives on AIDS</li> <li>▪ HSA 350: Contemporary Health Issues</li> <li>▪ HEA 348: Latino Health</li> <li>▪ PHE 305: Community-based Participatory Research Methods</li> <li>▪ GEH 232: Medical Geography</li> </ul> <p><b>Capstone Experience (6 credits)</b></p> <ul style="list-style-type: none"> <li>▪ PHE 470 Applied/Field Experience</li> <li>▪ PHE 472 Capstone Seminar</li> </ul>	<p><b>48-51</b></p>
<p><b>FREE ELECTIVES</b></p> <p>It is suggested that students select these courses under advisement. Students may utilize these course credits to fulfill Liberal Arts requirements, take additional courses in their major, pursue a minor, or complete courses of interest to them.</p>		<p><b>3-6</b></p>
<p><b>WRITING INTENSIVE</b></p> <p>BCC students are required to complete <b>two writing intensive courses</b>. Individual sections of LEH courses may be designated as writing intensive and these sections would count toward both requirements.</p>		
<p><b>TOTAL</b></p>		<p><b>60</b></p>

## **E. Articulation Agreement Follow-Up Procedures**

### **1. Procedures for reviewing, up-dating, modifying or terminating agreement:**

Bronx Community College Community/School Health Curriculum Coordinator and the CUNY School of Public Health/Lehman College Program Coordinator will review the agreement every four years to ensure that students are properly informed and to address any updates.

### **2. Procedures for evaluating agreement, e.g., tracking the number of students who transfer under the articulation agreement and their success:**

After transfer into the CUNY School of Public Health/Lehman College Public Health major, the performance of Bronx Community College students will be tracked using the CUNY Institutional Research Data Base.

Additionally, these students will be surveyed after graduation from Lehman to determine educational and occupational experience and success.

### **3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:**

Notice of articulation will be placed in the respective catalogues, recruiting brochures, websites, and on the CUNY TIPPS website.

Respective transfer advisers will be informed and provided with copies of this agreement.

The CUNY School of Public Health/Lehman College will coordinate efforts with Lehman's Admissions Office to make certain that materials are sent with recruitment officers for BCC's Transfer Day event

## **F. Additional Information**

Dr. Claudia Schrader, Bronx Community Interim  
Vice President for Academic Affairs

Dr. Anny Morrobel-Sosa, Provost and Senior Vice  
President for Academic Affairs

Dr. Janet Heller, Bronx Community College  
Chairperson for the Department of Health, Physical  
Education and Wellness

Dr. Gul Tiryaki Sonmez, Lehman College Department of  
Health Sciences Chairperson

Table 8: Articulation agreement with Hostos Community College (expected).

**Appendix H: Faculty Teaching Assignments (SED forms)**

Table 9: Current Faculty, Full-Time

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Marilyn Aguirre-Molina, M.S., Ed.D., Professor	PHE 302: Social Determinants of Health (new); PHE 305: Community Based Participatory Research Methods (new); PHE 470: Applied/Field Experience (new); PHE 471 Capstone Seminar (new)	Teachers College, Columbia University, EdD	Founding Executive Director of CUNY Institute of Health Equity; edited and authored several books on Latino Health; served as Senior Program Officer at the Robert Wood Johnson Foundation
Luisa Borrell, D.D.S., Ph.D., Professor	HSD 269: Fundamentals of Biostatistics; HSD 306: Epidemiology; PHE 303: Approaches to Public Health Research (new); PHE 304: Data Analysis and Translation for Application (new); PHE 471: Capstone Seminar (new)	University of Michigan, PhD	Served as Chair of Health Sciences Department, directed Columbia University's masters and doctoral program in epidemiology, authored more than 80 peer-reviewed articles

<p>Glen Johnson, M.S., M.A, Ph.D., Associate Professor</p>	<p>HSD 269: Fundamentals of Biostatistics; PHE 470: Applied/Field Experience (new); PHE 471 Capstone Seminar (new); PHE 307: Emergency Preparedness at the Community Level (new); GEH 245: Introduction to Quantitative Methods of Geography; GEP 360: Geovisualization and Analytic Cartography; PHE 472: GIS Capstone Seminar</p>	<p>Pennsylvania State University, PhD</p>	<p>Biostatistician for the New York State Department of Health and the Pennsylvania Department of Environmental Resources; Assistant Professor at the University at Albany School of Public Health; authored more than 35 peer-reviewed articles, chapters and a book</p>
<p>Andrew Maroko, M.Phil., Ph.D., Assistant Professor</p>	<p>GEH 240: Urban Geography; GEH 232: Medical Geography ; GEP 204: Basic Mapping: Applications and Analysis; GEP 310: Geography of Urban Health; GEP 321: Introduction to Remote Sensing; GEH 490: Honors in Geography; PHE 472: GIS Capstone Seminar</p>	<p>Graduate Center, CUNY, PhD</p>	<p>Serves as the Associate Director of the Urban GISc Lab at Lehman College, authored more than 20 peer- reviewed articles</p>
<p>Emma Tsui, M.PH., Ph.D., Assistant Professor</p>	<p>PHE 302: Social Determinants of Health (new); PHE 305: Community Based Participatory Research Methods (new); PHE 470: Applied/Field Experience (new); PHE 471 Capstone Seminar (new)</p>	<p>Johns Hopkins University, PhD</p>	<p>Serves as Campus Director for the Lehman College MPH Program, authored six peer- reviewed articles</p>

Table 10: Current Faculty, Part-Time

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Alma Idehen, M.S., Adjunct Lecturer	HEA 300: Introduction to Public Health	M.S.	
Claude Joseph, M.P.A, Adjunct Lecturer	HSD 269: Fundamentals of Biostatistics	M.P.A.	
Maria Baquero, M.P.H, Adjunct Lecturer	HSD 269: Fundamentals of Biostatistics	M.P.H.	
Steven Dewolf, M.A., Adjunct Lecturer	HSD 306: Epidemiology	M.A.	
Laurell Watson M.P.A., Adjunct Lecturer	HEA 267: Human Behavior and Health HSA 267: Management of Health Organizations HSD 266: The U.S. Health Care Delivery System	M.P.A.	
Constance Garcia, M.A., Adjunct Lecturer	HSA 267: Management of Health Organizations	M.A.	

Lawrence Eitel, M.P.A., Adjunct Lecturer	HSA 267: Management of Health Organizations HSD 266: The U.S. Health Care Delivery System	M.P.A.	
Hannah Shields, M.A., Adjunct Lecturer	HSD 266: The U.S. Health Care Delivery System	M.A.	
Noel Ruiz, M.P.A., Adjunct Lecturer	HSD 266: The U.S. Health Care Delivery System	M.P.A.	
Jesse Gonzalez, M.A, MCHES, Adjunct Lecturer	HEA 400: Program Planning and Evaluation	M.A, MCHES	

**Appendix I: Faculty to Be Hired (SED form)**

Table 11: Full-time faculty to be hired.

Title/Rank of Position	# of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent of Time to Program	Expected Course Assignments	Expected Hiring Date (mm/dd/yyyy)
Assistant/Associate Professor (Program Director)	1	PhD or DPH, public health (community health, epidemiology, environmental health)	F/T	100%	Core courses and electives, depending on need and the faculty member's areas of expertise	Fall 2016

**Appendix J: Five Year Financial Projections for Program**

Table 12: Five year cumulative costs.: Details

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

<b>PART-TIME STAFF</b> (do not include library staff in this section)					
Part Time Staff Base Salary (list separately)	15,000	15,000	15,000	15,000	15,000
Faculty Replacement Costs (replacement of full-time faculty - e.g. on release time - with part-time faculty)					
Graduate Assistants					
Student Hourly					
Part Time Employee Fringe Benefits (13%)	1,950	1,950	1,950	1,950	1,950
<b>Total</b> (Links to Part-Time Staff on Program Exp Worksheet)	<b>\$ 16,950</b>				
<b>LIBRARY</b>					
Library Resources					
Library Staff Full Time (List Separately)					
Full Time Staff Fringe Benefits (41.6%)	0	0	0	0	0
Library Staff Part Time (List Separately)					
Part Time Employee Fringe Benefits (24.3%)	0	0	0	0	0
<b>TOTAL</b> (Links to Library on Program Exp Worksheet)	<b>\$ -</b>				
<b>EQUIPMENT</b>					
Computer Hardware	10,000	-	-	-	-
Office Furniture	20,000	-	-	-	-
Other (Specify)					
<b>Total</b> (Links to Equipment on Program Exp Worksheet)	<b>\$ 30,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>LABORATORIES</b>					
Laboratory Equipment					
Other (list separately)					
<b>TOTAL</b> (Links to Laboratories on Program Exp Worksheet)	<b>\$ -</b>				

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>SUPPLIES AND EXPENSES (OTPS)</b>					
Consultants and Honoraria					
Office Supplies	6,000	6,000	6,000	6,000	6,000
Faculty Start-up Funds	25,000	-	-	-	-
Faculty Development					
Travel and Conferences	5,000	5,000	5,000	5,000	5,000
Membership Fees					
Advertising and Promotion					
Accreditation					
Computer Software					
Computer License Fees					
Computer Repair and Maintenance					
Equipment Repair and Maintenance					
<b>New Total Supplies and OTPS Expenses</b> (Links to Supplies on Program Exp Worksheet)	<b>36,000</b>	<b>11,000</b>	<b>11,000</b>	<b>11,000</b>	<b>11,000</b>
<b>CAPITAL EXPENDITURES</b>					
Facility Renovations					
Classroom Equipment					
Other (list separately)					
<b>TOTAL</b> (Links to Capital Expenditures on Program Exp Worksheet)	<b>\$ -</b>				
<b>Other</b> (list separately)					
<b>TOTAL</b> (Links to Other on Program Exp Worksheet)	<b>\$ -</b>				

Table 13: Five-Year Cumulative Revenues: Details

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

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

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

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

<b>TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)</b>	<b>\$189,900</b>	<b>\$379,800</b>	<b>\$379,800</b>	<b>\$379,800</b>	<b>\$379,800</b>
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<b>OTHER REVENUE</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
Other Revenue From Existing Sources (specify and explain)-LINKS TO REVENUE SPREADSHEET ROW 13)	\$0	\$0	\$0	\$0	\$0
Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)	\$0	\$0	\$0	\$0	\$0