I. Action Items

A. Approval of the minutes of the January 14, 2019 meeting

B. Policy Calendar

1. Queens College – BFA in Photography and Imaging
2. Queens College – Closing of the Department of Student Personnel
3. New York City College of Technology – AS in Health Science
4. Hunter College – BA in Arabic
5. CUNY Office of Academic Affairs – Approval of the Academic Board Report
The meeting was called to order by Committee Chair Jill O’Donnell-Tormey at 6:55 p.m.

The following people were present:

**Committee Members:**
- Hon. Jill O’Donnell-Tormey, Chair
- Hon. Charles A. Shorter, Vice Chair
- Hon. Henry T. Berger
- Hon. Mayra Linares-Garcia

**Faculty Member:**
- Prof. Martin Burke, faculty representative

**Student Member:**
- Mr. Farbod Moghadam, student representative

**Trustee Observer:**
- Hon. Haris Khan

**Observer:**
- Prof. Philip Pecorino

**Trustee Staff:**
- Deputy Secretary Anne Fenton
- Assistant Secretary Towanda Lewis
- Ms. Teisha Mitchell

**University Staff:**
- Interim Chancellor Vita C. Rabinowitz
- Interim Executive Vice Chancellor and University Provost Jane Bowers
- Deputy General Counsel Jane Sovern

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The agenda items were considered and acted upon in the following order:

I. **ACTION ITEMS:**

A. **APPROVAL OF THE MINUTES OF THE MEETING OF NOVEMBER 19, 2018.** Moved by Trustee Henry Berger and seconded by Prof. Martin Burke, the minutes were unanimously approved as submitted.

B. **POLICY CALENDAR**

1. **York College – MS in Aviation Management.** Interim Executive Vice Chancellor and University Provost (IEVC&UP) Jane Bowers stated that York College proposes to establish a thirty credit Master of Science in Aviation Management, which aims to prepare students for mid- and upper-level executive positions in aviation and related organizations. The course work is informed by recommendations from the American Association of Airport Executives and the Aviation Accreditation Board International and covers aviation finance and research; marketing; airport planning, management, and operations; aviation safety; and aviation supply and logistics. The curriculum culminates in both a simulated practicum and a capstone course to ensure that students understand the integration of theory and practice. York College is an ideal location for an MS in Aviation Management because it houses the CUNY Aviation Institute sponsored by the NY/NJ Port Authority and has strong partnerships with the main regional and global airports and the aviation industry. York College has ample full-time
faculty to launch the program and, given its existing strategic partnerships and location, will have no difficulty drawing upon working professionals to teach as adjuncts.

A discussion about the proposed program followed, including the financial relationship with the NY/NJ Port Authority, cost of the program, and anticipated excellence fees.

Moved by Committee Vice Chair Shorter and seconded by Trustee Berger, and following discussion, the item was unanimously approved for submission to the Board.

2. CUNY School of Professional Studies – MA in Museum Studies. IEVC&UP Bowers stated that the CUNY School of Professional Studies proposes to offer a thirty-credit Master of Arts degree in Museum Studies that will immerse students in the theory and practice of running museums and related institutions. The bulk of the courses will be taught on-line and cover such topics as administration, finance, law, fundraising, and visitor services. Six of the fourteen courses in the program are currently part of the CUNY SPS catalogue. The remainder will be developed by SPS consortial faculty in collaboration with museum professionals at the New York Historical Society. In addition to on-line courses, the program will include practicum courses taken at the Historical Society, which can be done intensively in a summer residency or throughout the academic year, as suits the student’s schedule, and offer singular opportunities for professional interaction and engagement. The lower cost of CUNY’s graduate tuition, the flexibility of distance learning, and the required practicums are expected to attract a wide audience and generate revenue for the school.

A discussion about the proposed program followed, including its association to the CUNY Arts program, and faculty employment projections.

Moved by Trustee Berger and seconded by Trustee Mayra Linares-Garcia, and following discussion, the item was unanimously approved for submission to the Board.

3. The City University of New York - Seeking Independent Degree-Granting Authority for the CUNY School of Public Health and Health Policy. IEVC&UP Bowers stated that the School seeks the Board’s authorization for initiating the NYSED process required to establish the CUNY Graduate School of Public Health and Health Policy as an independent degree-granting institution within CUNY, with a status similar of that of individual colleges.

Although the School had been consolidated into a University-wide school by a
decision of the Board in 2015, it remains technically a part of the Graduate School and University Center and derives its degree-granting authority from it. On the ground, the School already functions as an independent School, with the Dean reporting directly to the Chancellor and having comparable authority to that of CUNY presidents as per Section 11.4 of the Bylaws of the Board of Trustees. The School has an independent governance structure and curriculum approval processes and maintains its own professional accreditation by the national accrediting authority, the Council of Education for Public Health. Gaining an independent status would streamline the accreditation process, simplify a number of administrative procedures and create new opportunities for external fundraising. This has no impact on faculty appointments or existing program offerings. The School will continue to use its existing facility in Harlem. The existing infrastructure now allows the School to provide all required student services on its own.

Moved by Trustee Berger and seconded by Committee Vice Chair Shorter, and following discussion, the item was unanimously approved for submission to the Board.

4. The City University of New York – Approval of the Academic Board Report.

IEVC&UP Bowers stated that with the elimination of the Board’s approval of routine academic matters via the document previously known as the Chancellor’s University Report, the Office of Academic Affairs (OAA) will now bring certain types of actions formerly belonging in that report to this Committee for approval in a new format known as the Academic Board report, after which it will be forwarded, together with the other action items on the Committee on Academic Policy, Programs and Research (CAPPR) agenda, to the full Board for approval. Items in this report consist primarily of additions to the University’s general education program, local academic policies, and actions that require review and approval by the New York State Education Department.

A discussion about the report followed, including the protocol of receiving access to view the information in advance of the meeting.

Moved by Trustee Berger and seconded by Trustee Linares-Garcia, and following discussion, the item was unanimously approved for submission to the Board.

Mr. Farbod Moghadam moved to adjourned the meeting. The motion was seconded by Trustee Linares-Garcia and the meeting was adjourned at 7:13 p.m.
WHEREAS, the advent of digital photography has revolutionized the medium of photography and given rise to multi-dimensional photo-based imaging as major art forms of the 21st century; and

WHEREAS, evolving specialties such as photo editing and researching, commercial, industrial and scientific photography, retouching and scanning technology, 3D imaging and digital archiving have redefined and dramatically increased employment opportunities available to skilled photographers; and

WHEREAS, Queens College has a well-established Art Department with over 500 majors in its undergraduate programs; but currently offers photography as only a concentration within a Studio Art, Media Arts, or Communications Arts BA or BFA program, and

WHEREAS, Queens College has ample existing faculty, both full-time and adjunct, capable of offering a quality degree in Photography and Imaging; and

WHEREAS, the major requirements in photography, digital imaging, art history and a capstone portfolio will prepare students both for direct employment and career opportunities in the many cultural entities within and beyond the borough of Queens, as well as admission to graduate programs; and

WHEREAS, an articulation agreement with Kingsborough Community College has been signed and others are being pursued; and

WHEREAS, the Queens College Art department already has the requisite facilities and equipment to launch a photography and imaging major and has already been awarded a $500,000 capital improvement grant from the Queens Borough President and the New York City Council to fund laboratory renovations and equipment to support the photography curriculum; now therefore be it

RESOLVED, that the program in Photography and Imaging at Queens College, leading to the Bachelor of Fine Arts, be approved effective March 18, 2019, subject to financial ability.

EXPLANATION: Photography curricula must evolve to meet professional standards and workforce demands. Photography degrees are offered at private colleges and universities in NYC including Pratt Institute, the School of Visual Arts, and New York University at more than three times the cost of annual tuition at CUNY schools.

Photography, digital imaging and 3D printing have rapidly been integrated into other art forms, including installation art, sculpture, photomontage in drawing and painting, along with many other areas of design. This 63-credit undergraduate program will complement existing art programs at the college as well as provide graduates with excellent professional skills and knowledge of art history to prepare them for successful careers in this evolving career path.
QUEENS COLLEGE OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN PHOTOGRAPHY & IMAGING
LEADING TO THE
BFA DEGREE
EFFECTIVE FALL (2019)
SPONSORED BY THE ART DEPARTMENT
APPROVED BY
ACADEMIC SENATE

College Representative: Professor Tony Gonzalez, Arts & Humanities
Contact: Professor Tony Gonzalez, ART Department
Telephone: (718) (997-4800)
Email: antonio.gonzalez@qc.cuny.edu

Provost’s Signature: [Signature]
Provost’s Name: [Name]
GENERAL INFORMATION

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### GENERAL INFORMATION

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<tr>
<th>Lead Contact [First Name, Last Name, Title]</th>
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<tr>
<td>Antonio (Tony) Gonzalez, Professor</td>
<td>(347) 804-6505</td>
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<tr>
<td><a href="mailto:antonio.gonzalez@qc.cuny.edu">antonio.gonzalez@qc.cuny.edu</a></td>
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1 Please refer to §52.2(c) and §145-2.1 of the Regulations of the Commissioner for definitions and information concerning full and part time study. Note: Only programs registered as full time are eligible for TAP. Programs are subject to audit by the NYS Office of the State Comptroller and the Higher Education Services Corporation (HESC) for financial aid compliance purposes.

2 If a major portion of the program (50% or more) can be completed through study delivered by distance education then the program must be registered in the distance education format. Hybrid or blended courses do not count toward the 50%.
Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions’ goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements. 3

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with §52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner’s regulations.

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<tr>
<td>Name:</td>
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<tr>
<td>Elizabeth Hendry, Provost</td>
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<tr>
<td>Phone Number:</td>
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<td>718-997-5900</td>
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3 The Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.
Since the advent of digital photography, the medium of photography has changed radically in the past 25 years. It is now necessary for photography curriculums to evolve to meet the current demands and professional practices. Following the example of the current Design Program in the Art Department, a stand-alone degree in photo-based imaging will attract students to the major and increase enrollment in the Department. Like many CUNY schools (i.e. Hunter and City College), Queens College offers photography only as a concentration within a Studio Art, Media Arts or Communications Arts BA or BFA Program. While, Photography Degrees are offered within private colleges and universities in New York City including Pratt Institute, School of Visual Arts and New York University but at minimally three times the cost of annual tuition of CUNY schools. By creating a photography major degree program, we will create a medium focused and comprehensive curriculum; which in turn will produce a more specialized graduate.

As the practice and teaching of photography has changed, so have the modes of capturing and the consumption of photographs as well as the skills needed for future jobs in the field. The name of the degree, “Photography & Imaging,” is deliberate in that it seeks to combine traditional modes with the medium’s current technological applications in this new age of “Image Makers.” The curriculum would incorporate the latest 2D and 3D technologies for capturing and outputting images. This will create a broader, more holistic approach to an ever-widening field of 2D and 3D imaging allowing our graduates to be better prepared for the shifting landscape of reproducible digital content and tools. Technology has also impacted the use of traditional darkroom photography. As film photography is now seen as an alternative photographic technique (similar to other 19th century processes), it still provides the foundation for understanding the language of lens-based image making. According to Kodak, sales of their professional film grew more than 5 percent between 2013 and 2015, and Ilford Photo reports a renewed interest in film photography citing a survey that found 30 percent of film users were under 35 years old, and 60 percent had only started using film in the last five years.

Technology has also made it possible to generate large negatives suitable for contact printing for many alternative techniques which was otherwise difficult, cumbersome and inconsistent with traditional analog means. As a result, many artists are exploring alternative processes in tandem with digital technology and other media in what is now being referred to as “the new photography.” Photography degree programs such as the one at Lesley University in Cambridge, MA currently offers a program where students can explore analog and digital processes in fine art, documentary, commercial photography and related media. The Queens College Art Department already has the requisite facilities and equipment needed for a traditional photography and emerging technology program. Also with the aid of a $500,000 RESO “A” grant for capital improvement awarded in 2017 by the Queens Borough President and the New York City Council will enable the allocation of additional equipment and renovation for a 537-square foot space needed for the new program.

Photographic/digital imaging and 3D printing has also rapidly been integrated into other art forms including installation art, sculpture, photomontage in drawing and painting, as well as many areas of design. A recent example in 2017 is the exhibit by Adrián Villar Rojas on the roof of the Met Museum where objects from the collection were digitally scanned then 3D printed for the installation. Also, Turner Prize winner Simon Starling, created an installation of enlarged old photo prints as well as a giant 3D model of a silver nitrate emulsion for an exhibit at MASS MoCA in 2009.

Located in New York City, our institution has access to the most diverse student population in the country, vast offerings of cultural entities within our borough and nearby, and a plethora of employment and career opportunities await our graduates. It is time that a Photography & Imaging major/degree is offered within CUNY to prepare students for of the many new and emerging opportunities in the field. Finally, having such a “one-of-a-kind” program at Queens College, in addition to the current outstanding programs in the Art Department, will help to make Queens College a flagship institution in the visual arts within CUNY.
PURPOSE AND GOALS

A. Background
In the past twenty years, there has been a paradigm shift in photography from film to digital. Two companies that had been the benchmark of the analog world filed for bankruptcy: Polaroid in 2001 (although it remained in existence until 2006 under a different name) and Kodak in 2012. Meanwhile, software companies such as Adobe, and hardware companies like Epson continued to exponentially. With the advent of faster internet connections and more powerful compressions, content on websites began to voraciously consume photo-based images. Then about a decade ago Apple introduced the first iPhone, and since then “smartphones” and social media turned photography into a truly democratic medium and changed the way we make pictures and how we consume photographs every day.

B. Educational goals and career objectives. The purpose of offering a BFA Degree in Photography & Imaging is to prepare students in their pursuit of careers or advanced degrees in fine art, applied photography and digital imaging. This will be achieved through a variety of courses in the practice of photography (including “how to” classes in traditional/analog and alternative processes, digital, and 2D and 3D scanning and printing), theory, history and critical thinking. Students will graduate with a portfolio that can be used for job searches or applying to graduate school.

C. National or local educational trends. Because of this sea change in the way we produce and consume images, employment opportunities in photography have exponentially grown in the past 15 years, albeit with a broader scope that includes the kinds of digital imaging aforementioned. Job opportunities include photo editors and researchers, photojournalism, studio photography (portrait, product, etc.), architecture, fine art photography, commercial and industrial photography, scientific photography, travel and lifestyle, retoucher, scanning technician, 3D imaging, and digital archivist. The curriculum will give students the skills needed to be eligible for these jobs and more. Finally, today many photographers work as freelancers from home or remotely, appealing to the entrepreneurial spirit of the current generation of students.

The proposed Photography & Imaging curriculum is in keeping with current recognized photography programs such as those at California College of the Arts, Lesley University, Rhode Island School of Design, School of Visual Art and School of the Art Institute of Chicago) which offer similar beginning classes that teach basic practical skills and strategies of conceptual thinking as well as intermediate classes offering more in-depth studies of specific conceptual issues and/or techniques, and advanced classes that provide seminars and allow students to focus on self-directed projects.

D. Faculty’s expertise and commitment. Before being hired as a full-time tenure track faculty member at Queens College Full-Time in 2002, Professor Gonzalez had been teaching a variety of photography courses for more than a dozen years at various institutions in New York City. His education in undergraduate and graduate school included traditional darkroom photography, alternative photographic processes and documentary photography. In addition to teaching film photography at Queens College, Professor Gonzalez has taught classes in Digital Photography and seminars in Contemporary Art Issues and he would be more than qualified to teach many of the courses offered in the proposed curriculum. The many adjuncts currently teaching photography at Queens College also bring special skill sets in teaching digital photography as well as 3D scanning and printing.
E. **Effect the establishment of the proposed program will have on the college.** The creation of a photo exclusive major such as the proposed Photography & Imaging major would attract students to the college interested in photography and digital imaging who would otherwise not want to take other required classes in Studio Art or Design. Since the Design Program began at Queens College over ten years ago, the number of Design majors and minor has risen to over 300 students—more than all the majors and minors in the two other programs in the Art Department (Studio Art, and Art History) combined. It is expected that a Photography & Imaging major would also be as popular as that of the Design major, and attract many students as well. This fulfills a common demand our students have for us to offer more specialized courses so they are better prepared for the workforce and have a competitive advantage when seeking employment.

F. **Relationship of the program to the mission of the college.** The Photography & Imaging major would support the first goal of the College’s Strategic Plan 2015-2020 by helping “facilitate student success” in the first initiative to “support transfer student transition to QC.” Currently the Studio Art major in the Art Department has Articulation Agreements with two CUNY Junior Colleges: Borough of Manhattan Community College (BMCC) and Queensborough Community College (QCC). These Articulation Agreements serve as “feeders” to the Art Department’s Studio Art Program as students with degrees from these schools can seamlessly enroll at Queens College as a Junior. There is currently an Articulation Agreement for the Photography & Imaging major with Kingsborough Community College and the plan is to pursue other Articulation Agreements for the Photography & Imaging major with other CUNY Junior Colleges. The Photography & Imaging major would also support the third goal of the Strategic Plan “to weave campus, community, and global connections” by helping in the eighth initiative to “broaden local community connections and service.” In spring of 2017 Professor Gonzalez was asked to serve on the Advisory Board for En Foco, Inc. “a non-profit organization that nurtures and supports contemporary, fine art and documentary photographers of color and of diverse cultures; preserves and promotes its Permanent Collection; and is dedicated to creating and implementing public programs for underserved communities and the general public.” Founded in the Bronx, En Foco’s current Director Bill Aguado has expressed interest in expanding the organization’s reach and impact to Queens because of the diversity of the borough via a partnership with Queens College. There has already been some discussion regarding the possibility of depositing En Foco’s permanent collection at Queens College to serve as a resource for over forty years of photographs by photographers of color in New York. Finally, a partnership with En Foco would enhance the potential for public programming in the form of lectures, panels, exhibits etc. This partnership would help to extend the experience for our students beyond the QC campus.

In Fall 2017, Professor Gonzalez gave a workshop at the Penumbra Foundation, a non-profit organization located in Manhattan that brings together the Art and Science of Photography through education, research, outreach, public and residency programs. Their emphasis is on traditional darkroom, alternative and historical photographic processes. The Director of Penumbra, Geoffrey Berliner, has expressed interest in a partnership with Queens College. Such a partnership would benefit both Penumbra and the QC students, and could provide opportunities to satisfy the ninth Outcome in the Strategic Plan of “increased experiential offerings, service learning, and internships.”
One of the major missions of Queens College is to serve the community, whether our immediate geographic community or the community one of our alum find themselves in. Photography and digital imaging’s connection to social media is robust and it is a media that has great potential to effect communities positively. The Photography & Imaging major would provide the technical and intellectual skill set to prepare our students to engage their communities and fulfill the mission of Queens College.

G. Extent to which the proposed program complements existing programs at the college.

The Photography & Imaging major would immediately complement and not compete with the three other existing programs within the Art Department (Studio, Design and Art History) as there would be a number of shared classes in common including, The History of Photography, a Pathways course. There would be a further connection with the MFA Program in Studio Art and the Certificate in Social Practice.

The Photography & Imaging major would strengthen existing studio art courses by: 1.) Raising the overall enrollment numbers for the department. 2.) Bringing the new BFA Photography & Imaging students into contact with other concentrations through their elective choices. 3.) Encouraging experimentation with inter-disciplinary and mixed media approaches that will involve the expertise of other faculty in Studio Art and Design.

The new Makerspace that is being developed in the Rosenthal Library would be a constant collaborator with The Photography & Imaging major given the technological aspects of the media and inventiveness and entrepreneurial spirit encouraged therein. Finally, there is the potential of complementing programs in other Departments as well including Media Studies, Computer Science, Math, Drama, Theater & Dance, English, Journalism and Urban Studies. A recent example of such a collaboration is in 2015 when MFA student Anthony Hamboussi had a two person show in the Student Art Gallery at Queens College with Brian Rosa who is the Co-Director of the City Lab at the Department of Urban Studies at Queens College.

H. Potential quality of the proposed program in relation to comparable programs within and outside CUNY.

The potential quality of the proposed Photography & Imaging major would not only stem from the quality of the faculty teaching (Full-time and Adjuncts) but also from the facilities that currently exist in the Art Department which include: a digital service lab (equipped with a digital C-printer, large scale Epson ink jet printer. 3-D scanners and 3-D printers), a photography studio, traditional “wet” darkroom (for Black & White film processing and printing), a “non-silver” darkroom (equipped with exposure units for all alternative & historical photographic processes), and digital darkroom (for generating large scale digital negatives for contact printing). In addition, being located in New York City has the added advantage of access to the many cultural institutions and employment opportunities the city has to offer.
NEED AND JUSTIFICATION

The Art Department often receives requests for photographers. It is the single largest request that comes in from the community. It shows not only that there is a local demand for trained photographers but also that Queens College is thought of as a place to find talent, particularly artistic talent. With a formal degree major in photography, we can institute a formal job placement system that can respond to these requests. With our proximity to Manhattan where many of the world’s leading publishers of imagery based content are located (e.g. The New York Times, The New York Post, The Wall Street Journal, HaperCollins and Conde’ Staff Photographer Nast) there is a demand for the skills the Photography & Imaging major would provide.

A. Employment opportunities and include specific job titles with salary ranges

According to Zip Recruiter, the average pay for a Photographer job in the US is $43,000 a year. Here are just a few employment opportunities in the New York area as posted on the SimplyHired website, one of the many job posting sites:

DEPT OF INFO TECH & TELECOMM - Manhattan, NY
Serve as a staff photographer for the Mayor and City Hall, managing the shooting, production, editing, and archiving responsibilities of high-quality photography for multiple platforms.
$50,000 - $78,000 a year

Social Media Manager/Director
Bratskeir & Company - New York, NY
Develop social media content - oversee influencers, photographers, light content creation, etc. The social media manager or director will oversee all aspects of the social media communications process for a diverse and interesting roster of clients in the beauty and active lifestyle space.
Estimated: $55,000 - $77,000 a year

Full-Time Studio Photographer
SOCIALFLY - New York, NY
Socialfly Studio Photographer. Socialfly Studios, our in-house creative and production arm of Socialfly, is seeking a full-time photographer.
Estimated: $53,000 - $70,000 a year

Freelance Portrait Photographer
Right Swipe Pics - New York, NY
Candidates should have a good eye for capturing flattering images of people of all shapes and sizes. Right Swipe Pics is looking for photographers to help clients put their best foot forward online.
$75 - $100 an hour

Photography Intern NY - Summer 2018
BuzzFeed - New York, NY
The BuzzFeed Creative department needs a hard-working Photo intern for a full-time paid position in the New York office for the summer semester.
Estimated: $30,000 - $42,000 a year
Freelance Product Photographer
Commodity - New York, NY 4.6
Proficient in Adobe Creative Suite with excellent knowledge of Lightroom & Photoshop. As a member of the Commodity photography team, you will photograph individual product as well as lifestyle photos for print, web, social and retail.
$40 an hour

Associate Photo Editor - Billboard
Prometheus Global Media - New York, NY
This person must be able to research and obtain images from photographers, stock agencies, wire services, etc. and negotiate rates and usage.
Estimated: $41,000 - $56,000 a year

Photography Instructor
Roads to Success - Brooklyn, NY
Roads to Success (RTS) aims to promote the academic, social, emotional, and professional development of youth by delivering enriching academic and recreational programming, as well as a college access and career development curriculum.
$19 an hour

Photography Specialist
Sports and Arts In Schools Foundation - Queens, NY 3.5
All Visual Arts Activity Specialists facilitate learning, organize arts based field trips, and may partner with the community on service based projects.
Estimated: $28,000 - $42,000 a year

Content Producer
Asia Society - New York, NY
Prestigious, global non-profit with an exciting portfolio of programs in the areas of public policy, arts and culture, and education, is seeking a market-minded Content Producer for their NYC location to generate engaging and shareable digital content intended to promote Asia Society’s New York events.
Estimated: $46,000 - $63,000 a year

Digital Photo Editor, The New Yorker
Conde Nast - New York, NY
Oversee use of images and slideshows to make sure photos are licensed properly. Liaise with photographers and photo agencies to find unpublished photo projects.
Estimated: $46,000 - $67,000 a year

Junior Retoucher/Photographer
ABC Carpet & Home - New York, NY
Junior Retoucher / Photo Assistant will assist our Senior photographers and Retouchers in a digital photography, retail, e-commerce and advertising commercial photography environment.
Estimated: $30,000 - $39,000 a year
Photo journalist intern
Musée Magazine - New York, NY
In addition to magazine production, we send out photojournalists, writers, and photographers to cover art show openings on a weekly basis.
Estimated: $25,000 - $34,000 a year

Junior Photographer
Annex 88 - New York, NY
Source event photographers. Annex 88 is looking for a Junior Photographer to shoot and assist on various clients from fashion, beauty, food/beverage to entertainment.
Estimated: $33,000 - $44,000 a year

B. Letters of support.

On Mar 27, 2018, at 3:53 PM, bill aguado <baguado@enfoco.org> wrote:

Dear Mr Gonzalez,

I am delighted to send this letter endorsing your efforts to create a Photography and Imaging Degree at Queens College. Having collaborated with New York University’s Department of Photography and Imaging, I can attest to the value and need for such a degree at Queens College.

The creative and workforce applications are too many to itemize. Yet it is an emerging industry with implications for future generations of Queens College students in the workplace and as a creative endeavor. It can no longer be the sole province of schools, not representative of New York City and Queens College’ demographics.

Digital Imaging goes hand in hand as the new paintbrush and canvas for today’s tech-inclined generation. With photography, the options and resources for providing a comprehensive analog and digitally-based Imaging education is a timely one.

Respectfully submitted,
Bill Aguado, Director

En Foco, Inc.
Office Address: 1125 Grand Concourse Bronx, NY 10452
Mailing Address: P.O.Box 1757 Bronx, NY 10451
www.enfoco.org

FACEBOOK: http://www.facebook.com/enfoco
TWITTER: http://www.twitter.com/enfoco
INSTAGRAM: http://www.instagram.com/enfoco_inc

En Foco is a non-profit organization that nurtures and supports contemporary fine art and documentary photographers of diverse cultures, primarily U.S. residents of Latino, African and Asian heritage, and Native Peoples of the Americas and the Pacific.
On Apr 12, 2018, at 11:35 PM, Geoffrey Berliner

<geoffrey@penumbrafoundation.org> wrote:

Hi Tony,
I was surprised to learn that CUNY has no stand-alone major in photography. This is unfortunate for the student body of this great public institution. Every major college and university offers a major in photography because this provides an important story telling medium to its students. Photography, especially in this moment, is perhaps the most important way to convey stories. I feel it is important, especially for inner city students, to have the opportunity to find their voice through the various photographic disciplines, photojournalism, documentary and art photography and tell their own stories. This will bring them on a par with those students of greater means who are attending private and state schools that are offering this major. I hope CUNY will offer this major in the near future.

Geoffrey Berliner
Executive Director
Penumbra Foundation and
The Center for Alternative Photography
36 East 30th Street
New York City, NY 10016

On Feb 11, 2018, at 11:03 AM, Tommy Mintz <tommymintz@gmail.com> wrote:

Hi Tony-

The Art Department at CUNY Kingsborough Community College believes in providing a rigorous entry-level art education to students regardless of economic status or past experience. At Kingsborough, 85% of Student receives Pell Grants. After completing their Associate’s Degree at Kingsborough, financial considerations are often paramount in their choice of whether to pursue a Bachelors and if so, where. Students look locally, and the private local colleges and universities offering photography degrees are prohibitively expensive.

If Queens College were to have a Photography & Imaging program, it could provide an affordable path for students from Kingsborough to complete their studies in photography.

Tommy Mintz
Assistant Professor of Photography
CUNY Kingsborough Community College
2001 Oriental Boulevard
Brooklyn, NY 11235-2398
Dear Prof. Gonzalez,

As a professional studio photographer for over four decades photographing for some of the world’s leading ad agencies (Y&R, J Walter Thompson, BBD&O, Ogilvy and others) I’d like to comment on the value of a solid BFA program in photography. Over the years, I have had the good fortune to work with and hire many photo assistants whose skill and talents earned them great successes down the road. Commercial photography is a highly competitive field, and numerous aspiring photographers proceed under the misconception that technical knowledge of photography is the prime metric by which they will be judged. Photographic technical skills are relatively easy to acquire. What separates the truly successful photographers is their aesthetic eye, or how they interpret the subjects before them to produce exceptional images for their clients.

My career has permitted me to create photographs for major advertising agencies with prominent national and international clients, and shoot editorial assignments for many of the top magazines (Vogue, Vanity Fair, Architectural Digest). I know those clients choose their photographers based on the artistic talent exhibited in their portfolios. Likewise, as I interview prospective assistants I look at their portfolios with an eye to judge their commitment to photography.

That they can set up a camera and a lighting system is important just up to a point. Their artistic vision speaks volumes as to their talent and abilities to craft outstanding imagery.

The point I’m trying to make is simple: though I’m not an educator, I can see the value that a BFA program in photography would be to a student embarking on a career as a photographer. And likewise, how that program would be an asset to Queens College as more students seek a career path in this exceedingly competitive field. Thank you for allowing me to add my voice to this discussion and I wish you all the best in your endeavor to implement a BFA in Photography into the Art Department at Queens College.

Sincerely,

John Manno
April 22, 2018

Tony Gonzalez, Professor
Queens College, CUNY
65-30 Kissena Blvd.
Flushing, NY 11367

Dear Professor Gonzalez,

The argument might be made by some that students today don't need a BFA degree in photography, as they already have a smartphone camera with powerful software. What could be better than having such an object of convenience at your fingertips; the complete panacea for taking all the photos you will ever need as a visual artist? Some professionals might herald the end of true photography, but it is just as likely the perfect time to offer a BFA degree program in photography.

I cannot imagine my life without having taken part in a visual arts program. A BFA is merely a document, evidence of the experience that I took with me after 4 years of hard work; a testimonial to the time I spent developing my skills in the studio and classroom. I like to think that the remaining balance of my education in art school consisted of nurturing an awareness of a greater world around me. My ability to pay attention to and be cognizant of the constantly changing composition of form, light, focus and point of view that I walk through every day, can be attributed squarely to some of the outstanding teachers that I had in art school.

I cannot under-value the importance of a strong foundation in drawing, art history, color theory, and composition. Add a valuable selection of electives and an involved faculty to that, and you should have an outstanding graduating art student that can enter what has become a complex world in the visual arts professions. But more than any other visual discipline, a good curriculum in photography can offer a student the best of both digital and analog worlds. To have at their disposal an opportunity to perfect the skills of using a professional camera and the fundamental craft of working in a darkroom, can only enhance the images they will be creating with digital tools.

We live in a world saturated with images. I would like to think that a student with a degree in photography is that much more prepared to rise above the fray and offer us a worthy alternative to everyday snaps from a smartphone. I took my BFA and prospered. It accompanied me on an odd path of ever-changing technologies and occupations, for which I am always thankful.

Aaron Cormier
Web Design and Development
SUNY Downstate Medical Center
450 Clarkson Avenue
April 18th 2018

Professor Tony Gonzalez
Queens College
65-30 Kissena Blvd

Dear Professor Gonzalez,

As Professor of art and photography courses at Kalamazoo College, I would like to express my support for your proposal to offer a BFA in Photography and Imaging at Queens College. Here at Kalamazoo College, our art department offers a BA in Studio Art; students can focus on traditional two-dimensional work (painting, drawing, and printmaking), three-dimensional work (sculpture, ceramics, and installation), or photography as a concentration.

Trained in photography in New York City, and digital technologies at Indiana University, I cover photography courses that range from digital, through analog, to alternative processes. I also teach digital art, and a seminar in which we explore the use of “low-fi” video combined with online media platforms. In addition to this range of techniques, processes, and media covered, I work with students spanning the traditional developmental range from beginning through intermediate to the advanced—including seniors completing their capstone work.

I say all this to ground my statements here: I feel that your proposal for a Photography and Imaging curriculum is solid—and comprehensive. By utilizing existing courses at Queens College it works in a well-designed and elegant fashion to create a whole that is greater than the sum of its parts. Further, I believe this curriculum provides a focus and pathway for lens-based artists—the importance of which seems to grow daily. Ultimately, I feel this concentration, acting as a nexus between analog and digital media (via the lens), will prepare your students, through rigorous skills-based study, for a relevant life in the visual arts and digital media. This could mean employment as visual artists, documentary, advertising and architectural photographers, or work in film production and other related fields.

I wish you good luck with receiving additional support, strong backing from the CUNY institution, and ultimately its successful implementation.

Sincerely,

Richard Koenig

Kalamazoo College, 1200 Academy Street Kalamazoo, MI 49006
Dear Prof. Gonzalez,

I’ve been asked to comment on the value of the BFA Program in Photography at Indiana University, where I taught for 35 years, since Queens College is considering such a degree program. There are two tracks a student at IU can take to learn photography and prepare for a future in the field as an arts professional: the BA in Studio Art and BFA in Photography. The latter is a more specialized degree requiring most of the arts, humanities, sciences and foreign language that a BA student must take. It also requires more course work in photography, enrollment in the BFA core classes (critique and professional practice) and a capstone experience: the BFA Thesis exhibition. If the student enters the program, which is by portfolio review and is considered an Honors program by the College of Arts & Sciences, in which the School of Art & Design is a department, late in their undergraduate career, a fifth year of study is sometimes required to complete the mandatory classes. As Honors students, the BFA’s are eligible to receive grants for their projects, travel and/or professional internships.

When I first arrived at Indiana, we did not have a BFA program, though all the other areas in Fine Arts did. After much discussion with our photography students, we decided to embark on a BFA in Photography with requirements in other studio classes, coursework in History of Photography, BFA Photography Critique, more specialized upper level photography classes, etc. Over the years, the photography world has moved from traditional silver-based imaging to digital and we have, of course, made that transition in our program. We still maintain a darkroom and offer coursework in alternative processes, even as most of our offerings involve digital. We also have courses in photographic bookmaking, which are quite popular. The BFA cohort is small, usually limited to 10-15 students at any one time. We have set up internships for the BFA’s at museums and professional photography studios, which help them after graduation. They also tap into a strong network of alumni (former BFA’s) who help them get started on their career paths and often mentor them.

I’ve worked with students in both tracks over the years and the BFA is set up for the most highly motivated individuals who know they want to concentrate more intensively on photography to prepare for professional careers in commercial and fine art photography. Students from both tracks can end up in grad schools, but the ones with BFA tend to have stronger portfolios and gain admission to top MFA programs typically with recruitment fellowships and assistantships. Both can gain employment in the professional photography field, but the BFA’s are better prepared and have stronger portfolios for this as well. They’ve gotten jobs as museum photographers, architectural photographers, studio photographers, college photography professors, etc. And some have moved on to other related fields, given their strong overall liberal arts backgrounds.

So those are some of my thoughts on why the BFA has been valuable for a small number of highly motivated students who are committed to joining the profession after school. Good luck with your efforts to set up a similar program at Queens College.

Sincerely,

Jeffrey A. Wolin
Ruth N. Halls Professor Emeritus of Photography
C. Similar programs that already exist at CUNY and at other local colleges.

Currently photography exists only as a concentration at many CUNY schools. The senior colleges include Brooklyn College, Hunter College, City College, College of Staten Island and York College. Baruch College offers a minor in photography. The junior colleges include LaGuardia Community College (Associate Degree in Commercial Photography), Queensborough Community College (Associate Degree in Art and Design), Kingsborough Community College (Associate Degree in Art), and Borough of Manhattan Community College (Associate degree program in Art Foundations – Studio Art). Local colleges offering degrees in photography include: New York University (Net Price $35,147/year), School of Visual Arts (Net Price $42,742/year), Pratt Institute (Net Price $44,244/year), Fashion Institute of Technology (Net Price $10,430/year), The New School (Net Price $45,504/year), and SUNY New Paltz (Net Price $14,605/year).

D. Issues of overlap and duplication.

Of the CUNY senior colleges, there is no issue of overlap or duplication. Like many CUNY schools (i.e. Hunter and City College), Queens College offers photography only as a concentration within a Studio Art, Media Arts or Communications Arts BA or BFA Program. The overlap among the CUNY junior colleges would be advantageous as a potential feeder into our program. Among the SUNY nearby schools, there would be no risk of duplication. For example, at SUNY Purchase’s program in photography is part of the Fine Art Degree and the curriculum for the Photography Degree at FIT is more focused on digital media than the proposed Photography & Imaging major. There may be some similarities with programs at some local private institutions but at more than a third of the annual cost of tuition, the Photography & Imaging major at Queens College would not create issues of overlap or duplication. In fact, our program may present an affordable alternative and attract students looking to save money.

STUDENT INTEREST/ENROLLMENT

A. Present and projected student demand.

![Growth Projections Chart]

- Job Growth: 3.1%
- National Average: 6.5%

The chart shows the projected employment growth for photographers from the Bureau of Labor Statistics. The employment is expected to grow by 3.1% over the next decade, which is lower than the national average of 6.5%. This indicates a growing trend in the field of photography.
Although the 10-year (2014 - 2024) projected Job Growth for Photographers is expected to grow slower than the average rate of national job growth, it does not anticipate the rise in current demands for new jobs and emerging trends such as Social Media Managers and Creative Content Managers nor the jobs that simply have not yet been imagined. New technologies including 3D scanning/printing, drone photography and smart phone Apps make new ways of creating images possible, and this will create a demand for more people skilled in these technologies.

As Chair of the Art Department, Professor Gonzalez, along with colleagues from the Art Department and Art History, attended several Major/Minor Fairs held at Queens College for students looking to attend the school. Among those students coming to the Art Department table, he saw an increase in student requests in only two particular areas: Design and Photography. The Assistant to the Chair would receive inquiries from students calling the Art Department on a weekly basis asking if there was a photography major or minor.

Queens College was recognized in 2011 by the Education Trust as one of only five colleges in the U.S. that “do a good job serving low-income students” based on graduation rate and cost. The Washington Monthly ranked Queens College second among 1,540 U.S. colleges as “best bang for the buck” in 2013 and again in 2014. These accolades reflect a core mission of the College – access to a quality education. More recently, the Equality of Opportunity Project published mobility report cards that ranked Queens College in the top 1 percent of U.S. institutions that move students from the bottom economic quintile to the top.

Launched in 2014 by Deloitte, Datawheel and Cesar Hildago, Professor of the MIT Media Lab, Data USA is a comprehensive website and visualization engine of public US Government data that shows the critical issues facing the United States in areas like jobs, skills and education across industry and geography. According Data USA, the most common race or ethnicity of photographers is Caucasian at 81.7 percent with African American the second most common at 7.38 percent.

This alarming data demonstrates the lack of diversity within the photography field. As stated in the decennial Self Study report submitted to Middle States Commission on Higher Education in 2017, “The College is located in the borough of Queens, widely considered to be the most diverse county in the United States. This diversity is reflected in the student body, where over 140 nationalities and more than 85 languages are represented.” In keeping with the College’s mission of an affordable yet quality education, the Photography & Imaging major at Queens College with its diverse student body will help to bring change to an otherwise homogeneous field. Given how much photo based images are ubiquitous in the content that appears in all media, having diverse perspectives contributing to the visual world by being the first Photography & Imaging major within CUNY will be a significant game changer for the field.
B. Numerical table projecting enrollments for the first five years.

Photography & Imaging Major Student Enrollment Projections Table

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>New</td>
<td>30</td>
<td>30</td>
<td>45</td>
<td>60</td>
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<tr>
<td></td>
<td>Continuing</td>
<td>0</td>
<td>27</td>
<td>51</td>
<td>60</td>
</tr>
<tr>
<td>Sub-Totals</td>
<td>30</td>
<td>30</td>
<td>27</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>57</td>
<td>96</td>
<td>129</td>
<td>174</td>
</tr>
</tbody>
</table>

C. Sources of potential students that led to these projections.

- Students graduating with Associate Degrees from Borough of Manhattan Community College (BMCC), Queensborough Community College (QCC) and Kingsborough Community College (KCC).
- Students graduating from other CUNY Junior colleges with forthcoming Articulation Agreements including LaGuardia Community College (LCC).
- Recruitment at local targeted High Schools in New York city, Major/Minor fairs on campus and elsewhere and participating in the National Portfolio Day event in New York City. National Portfolio Day is an event specifically for visual artists and designers. It is an opportunity for those who wish to pursue an education in the visual and related arts to meet with representatives from colleges accredited by the National Association of Schools of Art and Design. High school students, parents, teachers, guidance counselors and college transfer students are encouraged to attend.
- The projections of potential students for the Photography & Imaging major is based on the first five year trends in the number of declared Design majors within the Art Department since the program started in 2005 given that the Photography & Imaging major would attract students from a similar pool of individuals at the College interested in visual and applied arts.
D. Anticipated rate of attrition and state the underlying assumptions for this conclusion (Sources for projected students should be described in specific terms, with special attention to programs on the campus and at nearby units of CUNY that might send students to the program).

### QUEENS COLLEGE ART DEPARTMENT
Number of Declared Design Majors Since 2005

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Design Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>20</td>
</tr>
<tr>
<td>2006</td>
<td>36</td>
</tr>
<tr>
<td>2007</td>
<td>73</td>
</tr>
<tr>
<td>2008</td>
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<td>2013</td>
<td>246</td>
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<tr>
<td>2014</td>
<td>255</td>
</tr>
<tr>
<td>2015</td>
<td>262</td>
</tr>
<tr>
<td>2016</td>
<td>292</td>
</tr>
<tr>
<td>2017</td>
<td>302</td>
</tr>
</tbody>
</table>
Program Purpose, Objectives and Targets

Program Purpose  
*Department Expectation:* Clearly define a program purpose that is aligned to the degree award and program title.

The purpose of offering a BFA Degree in Photography & Imaging is to prepare students in their pursuit of careers or advanced degrees in fine art, applied photography and digital imaging. This will be achieved through a variety of courses in the practice of photography (including “how to” classes in traditional/analog and alternative processes, digital, and 2D and 3D scanning and printing), theory, history and critical thinking. Students will graduate with a portfolio that can be used for job searches or applying to graduate school.

Program Objectives  
*Department Expectation:* Articulate between 1 and 3 program-level (curriculum-level) objectives that are clearly defined and directly aligned with the program purpose and proposed degree award.

1. Solve challenging photographic problems with the knowledge and skills in the use of basic tools, techniques, technologies, and processes sufficient to work from concept to finished product.

2. Deliver technically proficient work with a mastery of analog and digital photographic materials and techniques with a comprehensive knowledge of aesthetic principles of photography.

3. Produce and exhibit a cohesive group of photographs that demonstrate aesthetic and conceptual development.

Program Targets - *Department Expectation:* Establish realistic enrollment, retention, graduation, and job placement targets for this program that are connected to the reviewing system by which the success of students and faculty in achieving such goals and objectives of the program are determined. Note: There are not specific Department defined targets required for the registration of curricula. The Department expects institutions to establish targets that reflect the espoused quality of the program, and to periodically and systematically review such targets are they related to program implementation.

Enrollment Projections  
The Department assumes that Year 5 enrollment projections will be full-capacity relative to existing and new resources planned.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td>30</td>
<td>57</td>
<td>96</td>
<td>129</td>
<td>174</td>
</tr>
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<table>
<thead>
<tr>
<th>Annual Retention Rate Target (%)</th>
<th>Target graduation rate (%)</th>
<th>Target Job Placement Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>80%</td>
<td></td>
</tr>
</tbody>
</table>
Based on the data from the trend in Design enrollments, it is expected 10% who started in the program in year one will not return in year two because they either left the college or changed their major. Again, in year two it is assumed that 10% of the students will not return in year three. From year three to four, the assumption is that 80% of the year one students will graduate at the end of year three. (a few will have left the program and a few will take longer to graduate).

In year four to five, roughly 80% will graduate and 5% will have left the program.

E. **Standards required of students seeking admission.**
   All students entering the Photography & Imaging program, including those transferring from another university, will simply declare their major after meeting with a faculty advisor.

F. **Selection process for admitting students.** Initially, the Photography & Imaging program will follow the same admissions requirement as set forth by the College. Students will be able to declare their major in the Photography & Imaging program without needing to provide a portfolio. Later on, as the program is established and attracts more students, a portfolio requirement may be needed to become competitive.

G. **Arrangements for advising and counseling students.** The majority of the advising and counseling will be done by the current Full-Time faculty in Photography, Professor Gonzalez. Those Adjuncts teaching two classes have additional office hours and will be expected to schedule time to advise students. As the program grows and more faculty lines are given in Photography, the advising duties will be shared among the Full-Time faculties and Adjuncts.
CURRICULUM

A. Overview of the curriculum. Photography, only around for about 175 years, is relatively new among the art making practices. Yet it is dense with a rich history of photographers, photographs, technological advances, movements, and theory. It is also rapidly changing. The Photography & Imaging curriculum takes a broad approach to photography and combines ideas and practices both past and present. The Photography & Imaging curriculum will consist primarily of existing courses within the Art Department’s program offerings in Studio Art, Design and Art History. The program’s core curriculum of 9 courses (27 credits) will focus on the introduction, intermediate and advanced level courses in analog and digital photography. The goal is to introduce students to the vocabulary and language of the medium as well as teach the necessary skills and techniques with an understanding and use of various hardware and software equipment.

With the exception of two new required courses (Senior Thesis and Senior Portfolio), the majority of the courses for curriculum utilizes pre-existing courses from the various Art Department Programs (Studio, Art History and Design). Photography & Imaging majors would fill seats in Art Department classes at no additional cost to the college.

There will be 3 courses in Art History (9 credits) required: Arth 101, History of Photography (a Pathways course) plus one Art History elective. This will provide a foundation of works by artists, photographers and movements within Art History. In addition, there will 7 courses of electives (21 credits) that will be chosen from the current offerings in Studio Art and Design. The electives will allow students to explore areas of interest related to photography pursuits. The final two courses (6 credits) taken in the senior year will both be new classes (Senior Portfolio & Senior Seminar) that will prepare students for graduation and employment in their area of interest. Each course is three credits with 63 credits for the major and a total of 120 credits for the degree.

B. Complete course descriptions for all courses required in the major:

ARTH 102. History of Western Art II. (3 hours/week; 3 credits) A chronological survey of the major periods, styles, artists, and monuments of Western visual arts, primarily painting, sculpture, and architecture, beginning with the Renaissance period, continuing through the Baroque and 18th century to the modern era. (Note: Not open to students who are enrolled in or have received credit for both ARTH 1 and 101. (CE)

ARTH 258. History of Photography. (3 hours/week; 3 credits). A survey of photography’s history as an art form as well as of its social history, with attention to how those histories intersect. Organized thematically by photographic genres: portraiture, landscape, documentary, and others. (Pathways: Creative Expression)

ARTS 176. Photography I (4 hours/week; 3 credits) Introduction to photography as a creative medium covering basic camera techniques, film development, and black-and-white darkroom work.

ARTS 276. VT: Photography II. (4 hours/week; 3 credits) In addition to the refinement of technical skills the class includes illustrated lectures on historical and contemporary photography, gallery and museum visits, and group critiques. The topic and necessary preparation will be announced before pre-registration, and the course may be taken a total of two times for credit if the topic is different.

ARTS 355. VT: Photography III. (4 hours/week; 3 credits) Prereq.: ARTS 276. The topic (traditional or digital photography) and necessary preparation will be announced before pre-registration, and the course may be taken a total of two times for credit if the topic is different.
ARTS 195. Photoshop Basics. (4 hours/week; 3 credits) Introduction to Adobe Photoshop.

ARTS 165. Digital Imagemaking. (4 hours/week; 3 credits) Introduction to Digital Imagemaking. Emphasis is on the creative aspects of using a digital still camera such as subject matter, point of view, natural and artificial light, etc., using a DSLR or other digital equipment and basic image processing software.

ARTS 225. Digital Imagemaking II. (4 hours/week; 3 credits) Prereq.: ARTS 165. In addition to the prerequisite, additional experience with digital tonal- and color-correction techniques (ARTS 205 or equivalent) is recommended. Required equipment will be announced before pre-registration.

ARTS 235. Digital Imagemaking III. (4 hours/week; 3 credits) Prereq.: ARTS 225. Required equipment will be announced before pre-registration.

ARTS 387. VT: Technical Workshops. (4 hours/week; 3 credits) Prereq.: Permission of the instructor. Advanced work with software where a student has already demonstrated a high level of skill and where a suitable instructor is available. The student will, in general, meet with the instructor during a regularly scheduled section of an appropriate imaging course. May be taken up to three times for credit if the subject is different.

ARTS 375. Photography Special Projects. (4 hours/week; 3 credits) Prereq.: Completion of Level 1 and 2 requirements and ARTH 101 and 102, and permission of the instructor and deputy chair of Studio Art. Any title may be repeated for a maximum of six credits with permission of the department. Special Projects courses are designed for students who want more intensive work in any studio discipline, or to strengthen or advance their basic skills in photography.

A. Complete course syllabi for all new courses.
   1. Senior Seminar (See APPENDIX)
   2. Senior Portfolio (See APPENDIX)

B. Articulation Agreements. See APPENDIX for Articulation Agreement with Kingsborough Community College
Upon entry, it is important that all incoming transfer students contact their academic department/s of interest for major declaration and advising. It is also important that the major be declared by the deadline of the semester in which 60 completed credits have been achieved. Otherwise, a student will not receive his/her Financial Aid.

Please see the One Stop, Financial Aid Office or Advising Center for the applicable semester’s deadline (which is generally three weeks into each semester).

DISCLAIMER: Dear students: While we attempt to coordinate closely with the College’s academic departments to collect up-to-date information to begin the discussion with you regarding academic disciplines, majors, minors, and areas of interest, it does not substitute for your responsibility to meet with a faculty advisor or departmental representative to continue and formalize the discussion to include identification of the exact coursework, sequence thereof, necessary prequisites, and entrance and maintenance criteria (if applicable) for successful completion of your chosen field(s) of study. The Academic Advising Center.
Photography and Imaging (BFA)

63 credits  Klapper Hall 172  (718) 997-4800

<table>
<thead>
<tr>
<th>Prerequisite*</th>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>For declaration/change/addition of majors/minors/concentrations, download and print the “Declaration of Major/Minor Form” from the Registrar’s website at <a href="http://www.qc.cuny.edu/registrar">www.qc.cuny.edu/registrar</a>. Complete all requested information, obtain the appropriate department(s) signature(s), and return the completed and signed form to the One Stop Service Center (Dining Hall 128) or the Office of the Registrar (Jefferson Hall 100).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Art History Core Courses:**

- ARTH 102 History of Western Art II  3
- ARTH 258 History of Photography  3
- Plus one (1) course from:  3

*Check for prerequisite(s)*

- ARTH 200-299, MEDST 100, 101, 144, 146

**Photography & Imaging Required Courses:**

- ARTS 176 Photography I  3
- ARTS 276 Photography II  3
- ARTS 276
- ARTS 355 Photography III  3
- ARTS 195 Photoshop Basics  3
- ARTS 165 Digital Imagemaking  3
- ARTS 165
- ARTS 225 Digital Imagemaking II  3
- ARTS 225
- ARTS 235 Digital Imagemaking III  3
- ARTS 387 VT: Technical Workshops  3
- ARTS 176
- ARTS 375 Photography Special Projects  3

*Permission*

- ARTS 376 Senior Photography Seminar  3
- ARTS 376
- ARTS 377 Senior Photography Portfolio/thesis  3

**Photography & Imaging Elective Courses: Seven (7)*:**  21

Choose from ARTS 150-199 or from ARTS 200-399.

*Four (4) of the seven electives must be taken from ARTS 200 or ARTS 300 level courses.*

- Transfer students who want to major in Photography & Imaging must present a transcript to the deputy chair for Photography & Imaging. They may be credited with up to 21 credits toward the major, including both studio art and art history courses. In addition, a transfer student may receive as many blanket credits in studio work as the deputy chair considers justified. All transfer students must take all required ARTS 300 level courses at Queens College.
- Senior Thesis & Senior Portfolio must be done in residency
- Laptop computer with Adobe Creative Cloud software is required for students majoring in Photography & Imaging.
- Courses designated with VT (Variable Topic) can be repeated twice for credits towards the Photography & Imaging major.
- Level 1 pre-requisites are required for all Level 2 courses and Level 1 and Level 2 pre-requisites are required for all advanced level courses. Advisor review and permission is required for ARTS 376 Senior Photography Seminar. ARTS 376 is required for ARTS 377 Senior Photography Thesis.

- Undergraduate Advisors: Tony Gonzalez
- Lowest grade accepted for major: C
- Minimum overall grade point average for major: 2.75
- Maximum transfer credits allowed: Up to 21 credits
- Major code: see department

(*) = Prerequisites may have changed please consult the Department and check College Bulletin.
COST ASSESSMENT

A. Faculty

1. Qualifications of available full-time faculty.
   Professor Gonzalez is currently the only full-time faculty member teaching photography. He received his BFA from the Cooper Union School of Art and his MFA from Yale University. In addition to working as a fine art photographer, Gonzalez has taught photography for nearly 30 years including at The Cooper Union, Pratt Institute and New York University. Since 2002, Gonzalez has been teaching full-time at Queens College, CUNY and is currently a Tenured Professor and recently served as Chair of the Art Department since 2012 until 2017. Gonzalez is a contributing author for The Book of Alternative Photographic Processes, Second Edition and Third Edition by Christopher James and is featured most recently in the news book Gum Printing, A Step-by-Step Manual Highlighting Artists and Their Creative Practice by Christina Z. Anderson and Alternate Processes in Photography by Brian Arnold. In 2016, “NAIADS” was featured in the Arezzo & Fotografia Biennial for photography in Arezzo, Italy.

2. Number of new full-time faculty and adjuncts that will be needed to teach the proposed program.
   Currently there is one full-time faculty person and five adjuncts teaching photography. Initially one full-time line plus a total of approximately five additional new adjuncts will be needed to begin teaching the proposed program. Eventually more will be needed as the program grows.

3. How will full-time faculty who teach in the new program will be replaced in existing programs.
   Professor Gonzalez’s teaching load has consisted primarily of Photo 1, 2 and 3 and will continue to teach those courses in the new program; which would still count towards students pursuing degrees in Studio Art or Design.

4. Full-time faculty or any release time needs.
   There will be a Deputy Chair for the Photography & Imaging major as there is for the Studio Art, Design and Art History programs. The Deputy Chair would be responsible for all scheduling of classes, advising and serve as liaison to the Department Chair. The Deputy Chair would receive one course release for each semester.

5. College Laboratory Technicians and College Assistants needs.
   Currently there is one College Laboratory Technician and one College Assistant dedicated to Photography’s needs in the Digital Services Lab. Eventually, there will be the necessity to hire an additional CLT and two additional CAs to cover the current demand and future expansion of the facilities as the program grows.

B. Facilities and equipment

1. If space will have to be added, leased, or renovated, estimate the costs of providing and maintaining such space and indicate the source of funding.
   In Spring 2017, the Art Department was approved for a $500,000 RESO “A” grant for capital improvement by the Queens Borough President and the New York City Council. This grant will enable the renovation and allocation of equipment for a 537-square foot space; which has remained unused since the Art Department moved into Klapper Hall from Kiely in 1992. The space was designed and constructed to be a color darkroom (with 16 individual rooms) but was never completed because of the lack of funding for the equipment needed to process the color prints. The private darkrooms still remain making the space unusable. The cost of removing the walls would involve eliminating or reorganizing the fire suppression systems (sprinklers) for each room. The space (highlighted in yellow on the floor plan) is situated in between where the “wet” darkrooms and the digital lab are located. The renovation plans for the space will physically and pedagogically connect the two distinct modes of photography. The new space will accommodate the digital workflow intentions and the alternative process needs for the proposed Photography & Imaging major. Preliminary discussions with OIT has confirmed they will maintain any equipment purchased through their office. Any consumables will come out of the M&T Fees for the classes.
On Feb 14, 2018, at 3:31 PM, Gwen Perlman <Gwen.Perlman@cuny.edu> wrote:

Jeff/Liza,

Queens College received $1.9M in last summer’s budget Adopted budget for “Psychology Behavior Neuroscience Lab and Digital Photography Lab” (QC070-018) which combined two requests for Digital Lab ($500K) and Psychology Lab ($1.4M). So our understanding is yes, it is funded.

Because it was combined, I am including Bill Keller on this email to make sure the he confirms what I have written before you reach out to the professor.

Gwen

---

From: Jeffrey Y Rosenstock [mailto:Jeffrey.Rosenstock@qc.cuny.edu]
Sent: Wednesday, February 14, 2018 10:15 AM
To: Liza Torres <Liza.Torres@qc.cuny.edu>
Cc: Gwen Perlman <Gwen.Perlman@cuny.edu>
Subject: Re: Reso A information

Hi Gwen,

Appreciate your help in providing them with "official" confirmation of this allocation from the Queens Delegation for FY 18.

Jeffrey Rosenstock
Assistant Vice President for External and Governmental Relations Queens College: Office of the President
# RESO A REQUESTS FOR 2018

## NEW PROJECTS

<table>
<thead>
<tr>
<th>Attachment</th>
<th>Department</th>
<th>Building</th>
<th>Submitted By</th>
<th>Funds Requested</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>“A”</td>
<td>ART</td>
<td>Klapper Hall</td>
<td>A. Gonzalez</td>
<td>$ 500,000.00</td>
<td>Create Digital Photography room in 136 &amp; 136A.</td>
</tr>
<tr>
<td>“B”</td>
<td>B&amp;G</td>
<td>Campus Wide</td>
<td>D. Gordon</td>
<td>$ 000.00</td>
<td>Standardize BMS systems campus wide to allow automation.</td>
</tr>
<tr>
<td>“C”</td>
<td>CHEMISTRY</td>
<td>Remsen Hall</td>
<td>M. Klotz</td>
<td>$ 000.00</td>
<td>Creating new Chemistry Labs for research and instruction</td>
</tr>
<tr>
<td>“D”</td>
<td>FNES</td>
<td>Remsen Hall</td>
<td>A. Kant</td>
<td>$ 000.00</td>
<td>Create new Archival Lab for Costume and Textiles Studies.</td>
</tr>
<tr>
<td>“E”</td>
<td>FNES</td>
<td>Remsen Hall</td>
<td>A. Kant</td>
<td>$ 000.00</td>
<td>Permanent upgrade of and addition of a teaching kitchen.</td>
</tr>
<tr>
<td>“F”</td>
<td>LIBRARY</td>
<td>Rosenthal Library</td>
<td>M. Sanudo</td>
<td>$ 000.00</td>
<td>Upgrade interior of the first floor, create flexible learning spaces for students &amp; teachers.</td>
</tr>
</tbody>
</table>

**Total** $ 500,000.00

## ROLL-OVER PROJECTS

<table>
<thead>
<tr>
<th>Department</th>
<th>Building</th>
<th>Submitted By</th>
<th>Funds Received</th>
<th>Funds Needed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.E.E.S.</td>
<td>Science Building</td>
<td>R. Engel</td>
<td></td>
<td></td>
<td>Create two instructional and research labs in rooms E207 &amp; E245.</td>
</tr>
<tr>
<td>PSYCHOLOGY</td>
<td>Razran Hall</td>
<td>R. Engel</td>
<td></td>
<td></td>
<td>Create two Neuroscience labs in rooms 270 &amp; 272.</td>
</tr>
</tbody>
</table>
C. Library and instructional materials

1. Any additional library needs that the program will create.

The library will need to procure materials to fulfill the research and critical writing components of the program. Students will need access to online books and periodicals that deal with contemporary critical issues in photography and digital imaging.

In addition to traditional library materials this program will make use and find value in the new Queens College Makerspace. Several courses will utilize the digital and analog facilities that the Makerspace has to offer to design and fabricate cameras, camera accessories, shooting rigging, optical devices and internet and mobile photography apps and firmware.
Table A: Undergraduate Program Schedule

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

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Credits per classification</th>
<th>Term: Spring 1</th>
<th>Credits per classification</th>
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<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>English Composition I (EC1)</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Math &amp; Quantitative Reasoning (MQR)</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>World Cultures &amp; Global Issues (WCGL)</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>US Experience in its diversity (USED)</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>ARTH 102 (CE)</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td>15</td>
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<table>
<thead>
<tr>
<th>Term: Fall 2</th>
<th>Credits per classification</th>
<th>Term: Spring 2</th>
<th>Credits per classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>ARTS 176 Photography</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>College Option Literature (LIT+W) With Writing Intensive Unit**</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Foreign Language (LANG)</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>College Option Science (Science)</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>General electives*</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td><strong>Term credit total:</strong></td>
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<table>
<thead>
<tr>
<th>Term: Fall 3</th>
<th>Credits per classification</th>
<th>Term: Spring 3</th>
<th>Credits per classification</th>
</tr>
</thead>
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<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>ARTS 165 Digital Imagemaking</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>ARTS 387 Technical Workshops</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>ARTS 355 Photography III</td>
<td>3</td>
<td>x</td>
<td>ARTS 276 Photography II</td>
</tr>
<tr>
<td>Photography &amp; Imaging Elective</td>
<td>3</td>
<td>x</td>
<td>ARTS 276 Photography II</td>
</tr>
<tr>
<td>Photography &amp; Imaging Elective</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Term: Fall 4</th>
<th>Credits per classification</th>
<th>Term: Spring 4</th>
<th>Credits per classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>ARTS 235 Digital Imagemaking III</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>ARTS 376 Senior Seminar</td>
<td>3</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Photography &amp; Imaging Elective</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>One Writing Intensive Unit (W)</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>General electives</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Totals: | Credits: 120 | Liberal Arts & Sciences: 42 | Major: 63 | Elective & Other: 15 |

Cr:= credits  LAS = Liberal Arts and Sciences  Maj = major requirement  New = new course  Prerequisite(s) = list prerequisite(s) for the noted courses
Course descriptions for required courses

ARTH 102. History of Western Art II. (3 hours/week; 3 credits) A chronological survey of the major periods, styles, artists, and monuments of Western visual arts, primarily painting, sculpture, and architecture, beginning with the Renaissance period, continuing through the Baroque and 18th century to the modern era. (Note: Not open to students who are enrolled in or have received credit for both ARTH 1 and 101. (CE)

ARTH 258. History of Photography. (3 hours/week; 3 credits). A survey of photography’s history as an art form as well as of its social history, with attention to how those histories intersect. Organized thematically by photographic genres: portraiture, landscape, documentary, and others. (Pathways: Creative Expression)

ARTS 176. Photography I (4 hours/week; 3 credits) Introduction to photography as a creative medium covering basic camera techniques, film development, and black-and-white darkroom work.

ARTS 276. VT: Photography II. (4 hours/week; 3 credits) In addition to the refinement of technical skills the class includes illustrated lectures on historical and contemporary photography, gallery and museum visits, and group critiques. The topic and necessary preparation will be announced before pre-registration, and the course may be taken a total of two times for credit if the topic is different.

ARTS 355. VT: Photography III. (4 hours/week; 3 credits) Prereq.: ARTS 276. The topic (traditional or digital photography) and necessary preparation will be announced before pre-registration, and the course may be taken a total of two times for credit if the topic is different.

ARTS 195. Photoshop Basics. (4 hours/week; 3 credits) Introduction to Adobe Photoshop.

ARTS 165. Digital Imagemaking. (4 hours/week; 3 credits) Introduction to Digital Imagemaking. Emphasis is on the creative aspects of using a digital still camera such as subject matter, point of view, natural and artificial light, etc., using a DSLR or other digital equipment and basic image processing software.

ARTS 225. Digital Imagemaking II. (4 hours/week; 3 credits) Prereq.: ARTS 165. In addition to the prerequisite, additional experience with digital tonal- and color-correction techniques (ARTS 205 or equivalent) is recommended. Required equipment will be announced before pre-registration.

ARTS 235. Digital Imagemaking III. (4 hours/week; 3 credits) Prereq.: ARTS 225. Required equipment will be announced before pre-registration.

ARTS 387. VT: Technical Workshops. (4 hours/week; 3 credits) Prereq.: Permission of the instructor. Advanced work with software where a student has already demonstrated a high level of skill and where a suitable instructor is available. The student will, in general, meet with the instructor during a regularly scheduled section of an appropriate imaging course. May be taken up to three times for credit if the subject is different.

ARTS 375. Photography Special Projects. (4 hours/week; 3 credits) Prereq.: Completion of Level 1 and 2 requirements and ARTH 101 and 102, and permission of the instructor and deputy chair of Studio Art. Any title may be repeated for a maximum of six credits with permission of the department. Special Projects courses are designed for students who want more intensive work in any studio discipline, or to strengthen or advance their basic skills in photography.
C. List of new courses including

2. Please list the course titles for all new courses included as part of the proposed program, and, either attach the course syllabi or, if such syllabi are not yet available, provide course descriptions and objectives in the chart below.

<table>
<thead>
<tr>
<th>New Course Titles</th>
<th>Indicate that course syllabi are attached or, provide course descriptions and objectives (if course syllabi are not available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENIOR PHOTOGRAPHY SEMINAR</td>
<td>This is the first of two final required courses for the major. This course will be followed by the Senior Portfolio class. Both cannot be taken simultaneously. The outcome of the Senior Seminar is to define a specific vision and develop ideas in your work. Working towards a thesis statement and portfolio, in this class student will demonstrate their experience and knowledge from the classroom in order to transition into “real” world application. In addition to producing a body of work and as part of the seminar, topics of discussion will include how to prepare for the job market, graduate school and other future endeavors. Artist Statement, Resume and Website will be honed to best represent your skills and will also be required for the final.</td>
</tr>
<tr>
<td>SENIOR PHOTOGRAPHY THESIS</td>
<td>This final semester in the BFA photography program will be a culmination of all previous work completed by students to develop a thesis with well-defined, imaginative ideas. Students will exhibit advanced digital and analog techniques, combined with previous work completed by students to develop a thesis with well-defined, imaginative ideas. Students will exhibit advanced digital and analog techniques, combined with creative vision and a personal aesthetic in the production of a final portfolio for their thesis exhibition. In addition to creating a portfolio, students will submit a written artist statement describing the viewpoints with their work, a bio, and printed and online self-promotional materials and presentations. Also, there will be discussion of historical and contemporary photographer’s work as well as gallery and museum visits. Readings will cover early and contemporary theory, analysis of aesthetics, as well as other related topics in the photographic industry. Students will also learn knowledge of professional exhibition procedures and artistic practices and how to prepare for the job market, graduate school and other future endeavors.</td>
</tr>
</tbody>
</table>

Pre/ Co Requisites                Advisor approval required

ARTS 376 Senior Photography Seminar
Syllabi for New Course

SENIOR SEMINAR SYLLABUS

4 credits/4 lecture hours per week

ARTS-000 Klapper Hall Room 140
Office Hours: By appointment

Course Description

This is the first of two final required courses for the major. This course will be followed by the Senior Portfolio class and both cannot be taken simultaneously. The outcome of the Senior Seminar is to define a specific vision and develop ideas in your work. Working towards a thesis statement and portfolio, in this class student will demonstrate their experience and knowledge from the classroom in order to transition into “real” world application. In addition to producing a body of work and as part of the seminar, topics of discussion will include how to prepare for the job market, graduate school and other future endeavors. Artist Statement, Resume and Website will be honed to best represent your skills and will also be required for the final.

Course Structure

Students will need to work independently, be self-motivated, and demonstrate good time management and communication skills during the creation and presentation of their final projects. These core competencies will be essential to your future success, whether you pursue your vision for artistic, commercial, prosocial or personal goals, or any combination of these.

Assignments

Your grade in this Senior Seminar will come from the presentation of your project and your senior portfolio.
Individual project developed and presented with written, visual, and oral elements. Course requirements include the public presentation this thesis project and the quality of the accompanying portfolio and collateral materials:

1) Photographs that indicate mastery of the principles from your photography courses
2) A completed project that reflects your specific career interest(s)
3) Written assessment of your project and its impact by your advisor
4) Professional Resume
5) Website that professionally showcases your work

EXTREMELY IMPORTANT:
Your oral presentation should be at least 30 minutes in length.
Syllabi for New Course

Elements in Senior Portfolio:
- Demonstrate ORAL Presentation Skills
  - Instructor's evaluations of presentations
- Demonstrate WRITTEN Presentation Skills
  - Research and Written analysis of project proposals

Web pages
- Include a printed copy of your Website with your Senior Thesis Portfolio

Senior Artist Statement & Resume
- As part of the Senior Thesis class, we will prepare your Artist Statement and Professional Resume. Both must be included in your Senior Thesis Portfolio

Course Requirements and Grading
To be successful in this class, please:
- Be prepared to participate fully in all aspects of the course.
- Come to class prepared, on time, and stay for its entirety
- Allocate significant time outside of class hours to shoot and edit your photographs. The coursework cannot be completed within the allotted class time. Expect to spend at least 4 hours per week outside of class. However, you may elect to allocate more time since this thesis project is an investment in your career and professional portfolio.
- Participate in class discussions and critique. The more you participate in these discussions of your and work and your peers' work, the better you will become at visualizing and communicating your own ideas. Constructive criticism is a crucial element of the artistic process.
- Follow the directions of each assignment and complete it on time.
- Take responsibility for the lab and equipment. This includes following posted rules, cleaning up at the end of class, and returning borrowed equipment on time and in the same condition as when it was loaned.
- Satisfactory completion of visual, written, and presentation assignments. Solutions to visual challenges will be discussed and evaluated in class. Critiques and grades will be based on aesthetic merit, conceptual strength, and technical competence.

Criteria for Evaluation and Grading:
- Use of appropriate tools and techniques to demonstrate understanding of the assignment
- Quality of the final image
- Idea development and creativity
- Risk taking, ambition, and engagement with the assignment
- Participation in class discussions and critiques

Final Assessment
- A--Excellent: B--Very Good: C--Average: D--Poor: F—Fail

The final presentation will count for 75% of the final grade (response to critiques = 25%, technical proficiency = 25%, conceptual development = 25%). Class participation and oral presentation will count for the remaining 25% of the final grade.
Syllabi for New Course

Plagiarism/Cheating

Only students’ own photos and images are permitted for use in projects. The unauthorized use of images and compositions that are not your own is considered plagiarism. Any type of plagiarism, artistic or written, will result in a zero for the assignment and will negatively impact your final grade in the course.

Electronic Devices

Cell phones and other personal electronic devices should be on silent during the class time and used for personal or social purposes only during class breaks. Students who are not intellectually present in class because they are glued to a screen will be counted absent for the class and their grade will be adjusted accordingly.

Student Responsibilities

Students are expected to show respect to each other, the teacher, and to classmates’ artwork at all times. In keeping with this, students, are expected to:

- Arrive in class on time
- Always be prepared with necessary supplies and assignments
- Begin work immediately
- Participate in class discussions and critiques
Syllabi for New Course

SENIOR PHOTOGRAPHY THESIS SYLLABUS
4 credits/4 lecture hours per week

ARTS-000 Klapper Hall Room 140
Office Hours: By appointment

Course Description
This final semester in the BFA photography program will be a culmination of all previous work completed by students to develop a thesis with well-defined, imaginative ideas. Students will exhibit advanced digital and analog techniques, combined with creative vision and a personal aesthetic in the production of a final portfolio for their thesis exhibition. In addition to creating a portfolio, students will submit a written artist statement describing the viewpoints with their work, a bio, and printed and online self-promotional materials and presentations. Also, there will be discussion of historical and contemporary photographer’s work as well as gallery and museum visits. Readings will cover early and contemporary theory, analysis of aesthetics, as well as other related topics in the photographic industry. Students will also learn knowledge of professional exhibition procedures and artistic practices and how to prepare for the job market, graduate school and other future endeavors.

Student Learning Objectives/Outcomes
• Students will develop a proposal for a semester long project.
• Students will execute, edit and realize their semester-long project from inception to completion including regular presentation of new images, updates on artist statements and bios/resumes.
• Students will assess and evaluate the creative work of their peers through both written and verbal critique.
• Through regular visits to museums, galleries and other venues and experiences, students will discuss and write about photographic work and assess how the work relates to their own as well as within the current dialog of contemporary art making practices.

Required Reading Materials
Technical handbooks, e-journals, blogs, writings by artists, historians, and critics will be assigned: Provided by instructor (to be announced).

Course Structure
The structure of the course will be bi-weekly critiques, workshops and presentations. Students will be expected to work independently on their project throughout the semester and shoot and produce work outside of class. Demonstrations will be announced as needed and directed by the class interests.
Syllabi for New Course

**Weekly Schedule:**

- **Week 1**: Introduction and discussion of project proposal, course objectives and schedules.
- **Week 2**: Presentation of student proposals.
- **Week 3**: Lecture: Writing for artist statements/biographies including a writing workshop.
- **Week 4**: Critique #1: Students will present and review work with instructor.
- **Week 5**: Lecture: Historic photographers including important styles and genres.
- **Week 6**: Gallery and Museum visit to NYC, (to be announced).
- **Week 7**: Lecture: Contemporary photographers and current styles and methods.
- **Week 8**: Critique #2 Students will present and review new work with instructor.
- **Week 9**: Workshop on self-promotional materials and online presentation methods.
- **Week 10**: Critique #3 Students will present and review new work with instructor.
- **Week 11**: Workshop on current best practices for online digital presentations and websites.
- **Week 12**: Critique #4 Students will present and review new work with instructor.
- **Week 13**: Workshop on presentation protocols for artwork, wall text and checklists.
- **Week 14**: Critique #5 Students will present and review final work with instructor.
- **Week 15**: Final in class presentation by all students of final prints, artist statements and bio/resume along with printed and online presentation of promotional materials. An exhibition of final artwork in a gallery setting will take place (to be announced).

**Minimum course requirements:** Portfolio representing the equivalent of a semester’s long work and a written thesis/artist statement, bio/resume and printed and online materials and website presentations. In addition, a gallery exhibition will be scheduled with framed work titled and hung in a TBA Queens College exhibition space along with an opening reception.

**Assignments:** Weekly assignments given will relate to the topics being discussed. In addition to class and homework assignments students will also be given reading assignments and recommendations for various related exhibitions to visit and review (to be announced).

**Grading criteria:** Completing all the requirements for an assignment, bringing in work and attending every critique, will not assure a good grade for this course. Assuming a certain level of technical expertise, the course will focus on the concept behind your project, depth of exploration, as well as the relevance of your chosen methods to get that idea across. Below is a breakdown of how the final grade will be determined:

The final senior exhibition will count for 60% of the final grade. Artist statements, bios, written reviews, print presentations for critiques, promotional materials and online website will make up 25% of the grade, plus student’s attendance and class participation will count for the remaining 15% of the final grade.

Please note: Attendance is mandatory for all classes and grade reductions will be given after 1 absence.

**Use of electronic devices:** Electronic devices are strictly prohibited. Any use (suspected or actual) of such devices during class will result in the reduction of the final grade.
**Existing Core Faculty**

**Department Expectations:** Identify the specific faculty members that will be responsible for setting the curricular objectives, teaching program courses, advising students, and determining the means by which program and course objectives are measured. **Identify the program director.**

Core faculty members must meet minimum academic qualifications as identified in Part 52.2(b) of regulation, and be of sufficient depth and breadth to provide leadership, direction, and discharge other responsibilities critical to the start-up of the program.

**Note:** Faculty curricula vitae or resumes should not be attached to this application and should only be provided if specifically requested by the Department.

<table>
<thead>
<tr>
<th>Faculty Member Name, Title, and Rank</th>
<th>Courses to be taught</th>
<th>Full-time or Part-time; if Full-time identify % of time to the program</th>
<th>Highest Earned Degree, Discipline, IHE</th>
<th>Additional qualifications which demonstrate professional competence relative to the specific program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antonio Gonzalez</td>
<td>Core courses &amp; Senior courses</td>
<td>Full-Time 100%</td>
<td>MFA in Photography</td>
<td>Gonzalez is a contributing author for The Book of Alternative Photographic Processes, Second and Third Editions by Christopher James and is featured in Gum Printing, A Step-by-Step Manual Highlighting Artists and Their Creative Practice by Christina Z. Anderson and Alternate Processes in Photography by Brian Arnold. In 2016, “NAIADS” was featured in the Arezzo &amp; Fotografia Biennial for Photography in Arezzo, Italy.</td>
</tr>
<tr>
<td>Steven Harris</td>
<td>Darkroom &amp; Digital courses</td>
<td>Part-Time</td>
<td>MFA Concentration in Photo</td>
<td>Harris has exhibited at Mana Contemporary gallery in NJ, Sideshow gallery in Brooklyn, and in the New York State Museum in Albany, NY, SUNY Empire State College in NYC. Clients include work produced for the artist Marina Abramovic, video projects for the Sculpture's Guild, and images produced for Sean Kelly NY artist books.</td>
</tr>
<tr>
<td>Gina Minielli</td>
<td>Darkroom &amp; Digital courses</td>
<td>Part-Time</td>
<td>MFA Concentration in Photo</td>
<td>She is the team Photographer for the New York Mets. Photographed and co-produced the book Incidental Heroes, featuring black and white portraits and biographies of inspirational people who are living successful lives with multiple sclerosis.</td>
</tr>
<tr>
<td>Matthew Greco</td>
<td>3D Imaging &amp; Darkroom</td>
<td>Part-Time</td>
<td>MFA Concentration in Photo</td>
<td>Select Public Artwork include: Fairmont Waterworks, Philadelphia, PA, Adelphi University, Garden City, NY, Schuylkill River Park, Philadelphia, PA and Main St., Cherry Valley, NY. Select Residencies include: Museum of Arts and Design (MAD), NYC and Miranda Arts, Port Chester, NY</td>
</tr>
</tbody>
</table>
Faculty to be Hired

**Department Expectations:** Identify the specific job title, courses to be taught, and qualifications for each position and the specific timeline by which the faculty member(s) will be hired. The job descriptions and minimum qualifications of faculty to be hired meet the minimum academic qualifications as identified in Part 52.2(b) of Commissioner’s regulation. The date provided by which faculty to be hired will be in place must be clear and directly connected to when they are needed to discharge their responsibilities during program implementation. The Department reserves the right to request more information concerning recruitment and hiring of faculty if it is needed to make a determination concerning compliance with program registration standards.

<table>
<thead>
<tr>
<th>Position Title, and Rank</th>
<th>Highest Earned Degree, Discipline, and additional qualifications</th>
<th>Courses to be taught</th>
<th>Date by which they will begin job duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor, Full-Time</td>
<td>MFA</td>
<td>3-D Imaging</td>
<td>2021</td>
</tr>
<tr>
<td>Adjunct Assistant Professor, Part-Time</td>
<td>MFA or Equivalent</td>
<td>Commercial Photography</td>
<td>2021</td>
</tr>
<tr>
<td>Adjunct Assistant Professor, Part-Time</td>
<td>MFA or Equivalent</td>
<td>Alternative Processes</td>
<td>2021</td>
</tr>
<tr>
<td>Adjunct Assistant Professor, Part-Time</td>
<td>MFA or Equivalent</td>
<td>Studio Photography</td>
<td>2022</td>
</tr>
<tr>
<td>Adjunct Assistant Professor, Part-Time</td>
<td>MFA or Equivalent</td>
<td>Photography Theory</td>
<td>2022</td>
</tr>
<tr>
<td>Adjunct Assistant Professor, Part-Time</td>
<td>MFA or Equivalent</td>
<td>Interdisciplinary &amp; Mixed/Multi Media</td>
<td>2023</td>
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</tbody>
</table>
## Projected Revenue Related to the Proposed Program

<table>
<thead>
<tr>
<th></th>
<th>1st Year 2020</th>
<th>2nd Year 2021</th>
<th>3rd Year 2022</th>
<th>4th Year 2023</th>
<th>5th Year 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 cost per credit of $285 with 4.9% increase annually 2020 - 2021 cost per credit $329 (projected).</td>
<td>$329 per credit x 3 credits = $987 per class</td>
<td>$347 per credit x 3 credits = $1,041 per class</td>
<td>$363 per credit x 3 credits = $1,089 per class</td>
<td>$380 per credit x 3 credits = $1,140 per class</td>
<td>$398 per credit x 3 credits = $1,194 per class</td>
</tr>
<tr>
<td><strong>$987 per 3 credit class starting in 2020 ($329 estimated cost per credit times three credits) multiplied by the</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing</td>
<td>$0</td>
<td>$281,070</td>
<td>$555,390</td>
<td>$786,600</td>
<td>$1,182,060</td>
</tr>
<tr>
<td>Revenue generated by continuing students</td>
<td>0 Continuing</td>
<td>27 Continuing</td>
<td>51 Continuing</td>
<td>69 Continuing</td>
<td>99 Continuing</td>
</tr>
<tr>
<td>02. From New</td>
<td>$296,100</td>
<td>$312,300</td>
<td>$490,050</td>
<td>$684,000</td>
<td>$895,500</td>
</tr>
<tr>
<td>Revenue engendered by new majors entered</td>
<td>30 New Majors</td>
<td>30 New Majors</td>
<td>45 New Majors</td>
<td>60 New Majors</td>
<td>75 New Majors</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$296,100</strong></td>
<td><strong>$593,370</strong></td>
<td><strong>$1,045,440</strong></td>
<td><strong>$1,470,600</strong></td>
<td><strong>$2,077,560</strong></td>
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### DIRECT OPERATING EXPENSES

<table>
<thead>
<tr>
<th>Description</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
<td>$63,617</td>
<td>$65,817</td>
<td>$68,351</td>
<td>$71,723</td>
<td>$75,110</td>
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<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (41.6%)</td>
<td>26465</td>
<td>27380</td>
<td>28434</td>
<td>29837</td>
<td>31246</td>
</tr>
<tr>
<td><strong>Total</strong> (Links to Full-Time Faculty on Program Exp Worksheet)</td>
<td>90082</td>
<td>93197</td>
<td>96785</td>
<td>101560</td>
<td>106356</td>
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<tr>
<td>Part Time Faculty Actual Salaries</td>
<td>21924</td>
<td>43848</td>
<td>65772</td>
<td>87696</td>
<td>109620</td>
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<tr>
<td>Part Time Faculty Actual Fringe Benefits (24.3%)</td>
<td>5328</td>
<td>10655</td>
<td>15983</td>
<td>21310</td>
<td>26638</td>
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<tr>
<td><strong>Total</strong> (Links to Part-Time Faculty Program Exp Worksheet)</td>
<td>27252</td>
<td>54503</td>
<td>81755</td>
<td>109006</td>
<td>136258</td>
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<tr>
<td>Full Time Staff Base Salary (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong> (Links to Full-Time Staff on Program Exp Worksheet)</td>
<td></td>
<td></td>
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</tbody>
</table>

#### PART-TIME STAFF

<table>
<thead>
<tr>
<th>Description</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Time Staff Base Salary (list separately)</td>
<td>$13,800</td>
<td>$14,720</td>
<td>$15,640</td>
<td>$16,560</td>
<td>$17,480</td>
</tr>
<tr>
<td>Faculty Replacement Costs (replacement of full-time faculty - e.g. on release time - with part-time faculty)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Hourly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
<td>3353.4</td>
<td>3576.96</td>
<td>3800.52</td>
<td>4024.08</td>
<td>4247.64</td>
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<tr>
<td><strong>Total</strong> (Links to Part-Time Staff on Program Exp Worksheet)</td>
<td>$17,153</td>
<td>$18,297</td>
<td>$19,441</td>
<td>$20,584</td>
<td>$21,728</td>
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#### LIBRARY

<table>
<thead>
<tr>
<th>Description</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td>Library Resources</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Library Staff Full Time (List Separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library Staff Part Time (List Separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong> (Links to Library on Program Exp Worksheet)</td>
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<td></td>
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</tbody>
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#### EQUIPMENT

<table>
<thead>
<tr>
<th>Description</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Hardware</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong> (Links to Equipment on Program Exp Worksheet)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

#### LABORATORIES

<table>
<thead>
<tr>
<th>Description</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong> (Links to Laboratories on Program Exp Worksheet)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
### The Five-Year Revenue Projections for Program

**SENIOR COLLEGE (UNDERGRADUATE) WORKSHEET**

#### Year 1 = Fall 2020

<table>
<thead>
<tr>
<th>EXISTING FULL-TIME STUDENTS</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING FULL-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>27</td>
<td>51</td>
<td>69</td>
<td>99</td>
</tr>
<tr>
<td>Tuition Income (calculates 2% increase per year after Fall 2015)</td>
<td>$6,030</td>
<td>$6,330</td>
<td>$6,457</td>
<td>$6,586</td>
<td>$6,717</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$170,910</td>
<td>$329,287</td>
<td>$454,416</td>
<td>$665,027</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY)</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>1350</td>
<td>2550</td>
<td>3450</td>
<td>4950</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$172,260</td>
<td>$331,837</td>
<td>$457,866</td>
<td>$669,977</td>
</tr>
</tbody>
</table>

| Tuition & Fees:             |          |          |            |           |           |
| # of EXISTING FULL-TIME, Out-of-State Students (linked from "Enroll & Seat Need Projections") | 0        | 0        | 0          | 0         | 0         |
| Tuition Income (Specify Rate per credit. Calculates 2% annual increase after Fall 2015) | $535     | $560     | $571       | $583      | $594      |
| Total Tuition               | $0       | $0       | $0         | $0        | $0        |
| Student Fees (enter ANNUAL program fees other than standard CUNY) | $50      | $50      | $50        | $50       | $50       |
| Total Fees                  | 0        | 0        | 0          | 0         | 0         |
| Total Out-of-State Tuition & Fees | $0    | $0       | $0         | $0        | $0        |
| **TOTAL EXISTING FULL-TIME TUITION REVENUE** | **$0** | **$172,260** | **$331,837** | **$457,866** | **$669,977** |

<table>
<thead>
<tr>
<th>EXISTING PART-TIME STUDENTS</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING PART-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% annual increase after Fall 2015)</td>
<td>$260</td>
<td>$275</td>
<td>$281</td>
<td>$286</td>
<td>$292</td>
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<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY)</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
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<td>$50</td>
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<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL EXISTING PART TIME REVENUE</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
</tr>
<tr>
<td><strong>TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)</strong></td>
<td><strong>$0</strong></td>
<td><strong>$172,260</strong></td>
<td><strong>$331,837</strong></td>
<td><strong>$457,866</strong></td>
<td><strong>$669,977</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEW FULL-TIME STUDENTS</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW FULL-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>30</td>
<td>30</td>
<td>45</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>Tuition Income (Calculates 2% increase per year after Fall 2015)</td>
<td>$6,030</td>
<td>$6,330</td>
<td>$6,457</td>
<td>$6,586</td>
<td>$6,717</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$180,900</td>
<td>$189,900</td>
<td>$290,547</td>
<td>$395,144</td>
<td>$503,808</td>
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<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY)</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Total Fees</td>
<td>1500</td>
<td>1500</td>
<td>2250</td>
<td>3000</td>
<td>3750</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$182,400</td>
<td>$191,400</td>
<td>$292,797</td>
<td>$398,144</td>
<td>$507,558</td>
</tr>
<tr>
<td></td>
<td>Year One</td>
<td>Year Two</td>
<td>Year Three</td>
<td>Year Four</td>
<td>Year Five</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
<td>----------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW FULL-TIME, Out-of-State Students (linked from &quot;Enroll &amp; St N dt P jti&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Annual Avg # of Credits per FT student (24-30)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year)</td>
<td>$535</td>
<td>$560</td>
<td>$571</td>
<td>$583</td>
<td>$594</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY)</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL NEW FULL-TIME TUITION REVENUE</strong></td>
<td>$182,400</td>
<td>$191,400</td>
<td>$292,797</td>
<td>$398,144</td>
<td>$507,558</td>
</tr>
</tbody>
</table>

**NEW PART-TIME STUDENTS**

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW PART-TIME, In-State Students (linked from &quot;Enroll &amp; St N dt P jti&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year)</td>
<td>$260</td>
<td>$275</td>
<td>$281</td>
<td>$286</td>
<td>$292</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL IN-STATE TUITION REVENUE</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

**TOTAL NEW PART-TIME REVENUE** | $0 | $0 | $0 | $0 | $0 |

**TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)**

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW PART-TIME, Out-of-State Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit) calculates 2% increase per year)</td>
<td>$535</td>
<td>$560</td>
<td>$571</td>
<td>$583</td>
<td>$594</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL OUT-STATE TUITION REVENUE</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

**TOTAL NEW REVENUE** | $182,400 | $191,400 | $292,797 | $398,144 | $507,558 |

**OTHER REVENUE**

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Revenue From Existing Sources (specify and explain)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Revenue New (specify and explain)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Enroll and Seat Projections (Undergraduate)

<table>
<thead>
<tr>
<th>Projected Enrollment</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Full-time Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>27</td>
<td>51</td>
<td>69</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>New Full-time Students</td>
<td>30</td>
<td>30</td>
<td>45</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>New Part-time Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full-time Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>60</td>
<td>60</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Part-time Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:** New students are students who would not otherwise have been enrolled in your college if this program were not offered. The proposal text should explain the basis for this enrollment estimate.

Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.

### Section Seats per Student

<table>
<thead>
<tr>
<th>Section Seats per Student</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>30</td>
<td>57</td>
<td>96</td>
<td>129</td>
<td>174</td>
</tr>
<tr>
<td>New Courses</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Total (normally equals 10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (normally equals 4-6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Seat & Section Needs

<table>
<thead>
<tr>
<th>Change in Seat Need for Existing Students</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Courses</td>
<td>-</td>
<td>189</td>
<td>306</td>
<td>345</td>
<td>396</td>
</tr>
<tr>
<td>New Courses</td>
<td>-</td>
<td>81</td>
<td>204</td>
<td>345</td>
<td>594</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seat Need for New Students</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Courses</td>
<td>240</td>
<td>210</td>
<td>270</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>New Courses</td>
<td>60</td>
<td>90</td>
<td>180</td>
<td>300</td>
<td>450</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Seat Need Change</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Courses</td>
<td>240</td>
<td>399</td>
<td>576</td>
<td>645</td>
<td>696</td>
</tr>
<tr>
<td>New Courses</td>
<td>60</td>
<td>171</td>
<td>384</td>
<td>645</td>
<td>1,044</td>
</tr>
<tr>
<td>All Courses</td>
<td>300</td>
<td>570</td>
<td>960</td>
<td>1,290</td>
<td>1,740</td>
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</table>

<table>
<thead>
<tr>
<th>Average Seats per Section</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Courses</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>
### New Resources

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020</td>
<td>2021</td>
<td>2022</td>
<td>2023</td>
<td>2024</td>
</tr>
<tr>
<td>One Full Time Assistant Professor</td>
<td>$63,617.00</td>
<td>$65,817.00</td>
<td>$68,351.00</td>
<td>$71,723.00</td>
<td>$75,110.00</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>$21,924.00</td>
<td>$43,848.00</td>
<td>$65,772.00</td>
<td>$87,696.00</td>
<td>$109,620.00</td>
</tr>
<tr>
<td>One additional Adjunct Assistant Professor each yr. at 135 hrs</td>
<td>$ -</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>$ -</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Part Time Staff</td>
<td>$13,800.00</td>
<td>$14,720.00</td>
<td>$15,640.00</td>
<td>$16,560.00</td>
<td>$17,480.00</td>
</tr>
<tr>
<td>One additional CA @ $15 (with $1 hourly increase each year) at 920 hrs</td>
<td>$ -</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment (Includes Staffing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20,00</td>
<td>30,00</td>
<td>50,00</td>
<td>65,00</td>
<td>75,00</td>
</tr>
<tr>
<td>Tech Fees</td>
<td>20,00</td>
<td>30,00</td>
<td>50,00</td>
<td>65,00</td>
<td>75,00</td>
</tr>
<tr>
<td>Laboratories</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Supplies &amp; Expenses</td>
<td>$70,000</td>
<td>$15,000</td>
<td>$28,500</td>
<td>$48,000</td>
<td>$64,500</td>
</tr>
<tr>
<td>M&amp;T Fees</td>
<td>$70,000</td>
<td>$15,000</td>
<td>$28,500</td>
<td>$48,000</td>
<td>$64,500</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Rennovation of Klapper Room #136 = $500,00 minus RESO-A Grant of $500,00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Other</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Total all</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[4] 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.
[5] Specify what is included in "other" category, (e.g., student
THE CITY UNIVERSITY OF NEW YORK

ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Agreement initiated by (college): Queens College

Sending Institution: Kingsborough Community College
Department: Art
Program: Fine Art

Receiving Institution: Queens College Art
Department: Program:
Degree: Photography & Imaging Bachelor of Fine Arts (BFA)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

Graduates of the Kingsborough Community College A.S. degree Fine Art program with a concentration in Photography will qualify for admission into the Queens College Bachelor of Fine Arts degree in Photography if they are in good standing at Kingsborough Community College. Applicants will follow the standard admissions process.

Kingsborough Community College graduates will be awarded 60 transfer credits toward the bachelor's degree based on the current Queens College curriculum. Upon matriculation into the BFA program in Photography, students will be required to fulfill remaining Pathways General Education as part of the College Option and Major requirements as well as general electives specified on the following pages.

Total transfer credits granted toward the baccalaureate degree: 60.

Total additional credits required at the senior college to complete baccalaureate degree: 60.
### C. COURSE TO COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

Students holding an AS degree from Kingsborough Community College who transfer into Queens College's BFA in Photography will have met the majority of Pathways General Education requirements as required by CUNY's Pathways to Degree Completion initiative with the exception of two College Option requirements, which must be completed in residency at Queens College. Details listed below.

<table>
<thead>
<tr>
<th>Kingsborough Community College</th>
<th>Queens College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number and Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td><strong>KCC General Education Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>REQUIRED CORE: ENGL 1200: English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>REQUIRED CORE: ENGL 2400: English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>REQUIRED CORE: Mathematical and Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>REQUIRED CORE: Life and Physical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>FLEX CORE: Word Cultures and Global Issues (WCGI)</td>
<td>3</td>
</tr>
<tr>
<td>FLEX CORE: US Experience in its Diversity (USED)</td>
<td>3</td>
</tr>
<tr>
<td>FLEX CORE: Creative Expression (CE)</td>
<td>3</td>
</tr>
<tr>
<td>FLEX CORE: Individual and Society (IS)</td>
<td>3</td>
</tr>
<tr>
<td>FLEX CORE: Scientific World (SW)</td>
<td>3</td>
</tr>
<tr>
<td>ADDITIONAL FLEXIBLE CORE</td>
<td>3</td>
</tr>
<tr>
<td>ART 3300 Recommended*</td>
<td>30</td>
</tr>
<tr>
<td>Requirement</td>
<td>Credits</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>KCC Associate of Science (AS) degree in Fine Art with Photography Concentration</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Pre-req Major Course:</strong></td>
<td></td>
</tr>
<tr>
<td>ART 5500: Design 1</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 241: Design 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Pre-req Major Course:</strong></td>
<td></td>
</tr>
<tr>
<td>ART 5700: Drawing 1</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 151: Drawing 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major Course:</strong></td>
<td></td>
</tr>
<tr>
<td>ART 3400: Survey of Art History II*</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 102: History of Western Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 9400: The Art of Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 165: Digital Image Making I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 5100: Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 176: Photography I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major Course:</strong></td>
<td></td>
</tr>
<tr>
<td>ART 5200: Photography II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 276: Photography II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 5300: Photojournalism*</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 375: Photography for Special Projects</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major Elective:</strong></td>
<td></td>
</tr>
<tr>
<td>ART 7300: Digital Publication Design*</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 191: Basic Software for Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 8100: Independent Study in Photography (Pre-req: Art 5200)*</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 387: VT: Technical Workshops</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major Elective:</strong></td>
<td></td>
</tr>
<tr>
<td>ART 4600: Photoshop as a Design Tool*</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 195: VT Photoshop Basic</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major Subtotal</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Total KCC AS degree Fine Arts program with a concentration in Photography</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

*Indicate recommended Major Elective required for degree completion or recommended Elective(s) based on courses student takes to fulfill both Pathways and Major Requirements.

Students are required to complete one (1) Writing Intensive course in any discipline for degree completion.
### Queens College Pathways College Option General Education Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Option Literature (LIT). Suggested it be taken with Writing Intensive Unit.</td>
<td></td>
</tr>
<tr>
<td>Queens College Residency Requirement</td>
<td>3 credits</td>
</tr>
<tr>
<td>College Option Language (LANG). Queens College Residency Requirement</td>
<td>3 credits</td>
</tr>
<tr>
<td>Two Writing Intensive Units with a minimum of one in residency. May overlap with remaining General Education requirements or general electives.</td>
<td>0-6 credits</td>
</tr>
</tbody>
</table>

#### Total Remaining General Education

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

#### Remaining Requirements for QC Photography Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 258: History of Photography</td>
<td>3</td>
</tr>
<tr>
<td>Plus one course from: ARTH 200-299, MEDST 100, 101, 144 or 146.</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 355: Photography 111</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 225 Digital Image making II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 235: Digital Image making 111</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 376: Senior Photography Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 377: Senior Photography Portfolio/Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Four (4) Photography &amp; Imaging Elective Courses: Choose from ARTS 150-199 or from ARTS 200-399.</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Total Remaining Photography Major Credits

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>33</td>
</tr>
</tbody>
</table>

#### Remaining Requirements for QC BFA Degree

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General electives; double major; minor; study abroad; internships</td>
<td>21</td>
</tr>
</tbody>
</table>

#### Total Credits at Queens College for BFA Photography Degree

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
</tr>
</tbody>
</table>

### Total credits earned at Kingsborough Community College: Total

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
</tr>
</tbody>
</table>

### Total credits earned at Queens College:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
</tr>
</tbody>
</table>

### Total Credits Required for B.F.A. Degree:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
</tr>
</tbody>
</table>
E. Procedures for reviewing, up-dating, modifying or terminating agreement:

- This agreement is effective from the date below.
- When any of the programs within this agreement undergo any changes relevant to this agreement, the agreement will be reviewed and revised as necessary by the Curriculum Committees of both the sending and receiving program. Minimally, the agreement will be reviewed at least once a year with particular attention directed to any curricular changes at the sending and/or receiving departments.
- Modification or termination of this agreement requires the approval of both Chief Academic Officers from both institutions.

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

- The Department Chairpersons or their designee(s) will be expected to review student retention, progress to graduation including transitions between prerequisite and transfer courses, degree completion, and GPA.

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

- This articulation agreement will be publicized in print, web-based materials, and in marketing information
- Respective Transfer and Academic Advisors will be informed about and provided copies of this agreement
- Both institutions will provide information to their own recruitment staff members and will promote this agreement with eligible students.

Additional information regarding General Education:

- This agreement is deemed to be consistent with the CUNY Pathways General Education curriculum, and will be updated whenever necessary in keeping with changes in the Pathways curriculum.
- General Education at Queens College requires up to a total of twelve (12) credits of additional Pathways classes as part of the College Option. (This number is reduced to six (6) credits for students who have completed their Associate’s Degree.)
- In addition, all students must take three (3) Writing Intensive (W) classes. (This number is reduced to two (2) classes for students who have completed their Associate’s Degree.) A number of Pathway’s classes at Queens College are also W classes, and most majors include one or more W classes, so the writing requirement need not add additional general education credits.
- Finally, there is a residency requirement: Students must complete at least 45 credits on Queens College campus to earn a Queens College degree.
E. Procedures for reviewing, updating, modifying or terminating agreement:

Signature page:

For the Sending College:

Joanne Russell
Signature of Chief Academic Officer

Joanne Russell VP & Provost
Signature and Title of Academic Affairs Officer

For the Receiving College:

Signature of Chief Academic Officer

Signature of Department Chairperson

Effective Date: Fall 2019
(determined by the Chief Academic Officers)
I.B.2 – QUEENS COLLEGE – CLOSING OF THE DEPARTMENT OF STUDENT PERSONNEL

WHEREAS, the Department of Student Personnel had been structured as an academic department with counseling staff holding professorial rank; and

WHEREAS, Queens College determined that students were better served by counselors with staff appointments, and chose to replace faculty counselors who retired or resigned from their positions with such appointments; and

WHEREAS, the services of the Department are now administered by the Center for Counseling, Health and Wellness and its staff, and have been expanded to meet the evolving needs of our students; and

WHEREAS, Queens College has evaluated these services and determined that students are being better served and will continue to hire staff counselors; and

WHEREAS, the last faculty member who had been on leave from that title is now returning to her professorial title in a different department and there is no reason to retain the academic department structure; now therefore be it

RESOLVED, that the Department of Student Personnel at Queens College, be dissolved effective March 18, 2019.

EXPLANATION: The need for the academic department structure has only been retained for administrative purposes. The remaining faculty member is being transferred to The Department of Education and Community Programs via a resolution by the Committee on Faculty, Staff and Administration, in tandem with this resolution. Therefore, there is no longer a need for the department to exist as the services formerly provided by it have been, and will continue to be provided through the Division of Student Affairs in a more robust and diversified manner.
WHEREAS, there is an enormous range of career opportunities in the health care sector in both the clinical and management aspects of the profession; and

WHEREAS, New York City College of Technology attracts many students to its robust existing health care and technology degree programs; and currently awards more than one third of all technology degrees given by CUNY graduates with technology degrees, and

WHEREAS, the Associate in Science in Health Sciences will provide students with discipline-relevant competencies needed for entry-level employment and core inter-professional experience needed for upper-level baccalaureate studies, and with entry level courses in the sciences offering them opportunities to continue on in this program or enroll in a program leading to a licensed profession; and

WHEREAS, this program articulates with the Bachelor of Science in Health Services Administration at the CUNY School of Professional Studies; and

WHEREAS, the College is developing bachelor’s degrees that will also provide seamless transfer to these graduates; now therefore be it

RESOLVED, that the program in Health Sciences at New York City College of Technology, leading to the Associate of Science, be approved effective March 18, 2019, subject to financial ability.

EXPLANATION: Presently, the college does not offer a coordinated academic experience in which students can explore health-related interests. This flexible associate’s degree will expose students to a wide range of good paying career opportunities in the managerial, technical and clinical aspects of the health care sector, including Biomedical Information, Applied Chemistry, and Technology Teacher Education, and prepare them for transfer to a senior college.
NEW YORK CITY COLLEGE OF TECHNOLOGY
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN HEALTH SCIENCES
LEADING TO THE ASSOCIATE IN SCIENCE DEGREE

EFFECTIVE FALL 2019

SPONSORED BY THE SCHOOL OF PROFESSIONAL STUDIES
APPROVED BY
NEW YORK CITY COLLEGE OF TECHNOLOGY COLLEGE COUNCIL, DECEMBER 4, 2018

College Representative: Bonne August, Provost and VP of Academic Affairs
Contact:
Telephone (718) 260-5560
Fax: (718) 260-5542
Email: baugust@citytech.cuny.edu

Provost’s Signature:

Provost’s Name: Bonne August, PhD
PROGRAM IDENTIFICATION

COLLEGE                              New York City College of Technology
                                      of The City University of New York

PROGRAM TITLE                        Health Sciences

DEGREE                               Associate in Science

CONTACT PEOPLE

Dr. Bonne August
Provost and Vice President of Academic Affairs
New York City College of Technology
BAugust@citytech.cuny.edu

Dr. Pamela Brown
Associate Provost
New York City College of Technology
PBrown@citytech.cuny.edu
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I. ABSTRACT:

The School of Professional Studies proposes an Associate in Science in Health Sciences (ASHS). The proposed new degree is designed to prepare students for more advanced degree specializations as well as meaningful entry-level employment in the healthcare industry.

The ASHS is designed to provide an opportunity to explore and progress into a large number of different career options. Students, upon completion of this degree, may articulate into multiple possible baccalaureate degrees at City Tech, as well as at other institutions. The degree further provides students with an exceptional opportunity to partake in an inter-professional environment where different types of disciplines work together to solve medical and other health-related issues.

The design of this degree originated with the efforts of a School of Professional Studies Inter-Professional Education Taskforce. The Taskforce met in two, two-day sessions (January 19-20, 2016, and June 7-8, 2016), and hammered out the structure and philosophy of this proposal. Representatives from all allied health disciplines, along with members from Humanities, Social Sciences, Biology, and Bio-Informatics were active participants. Without their significant efforts, this proposal would not be possible.
II. EXECUTIVE SUMMARY

The AS Health Sciences (ASHS) prepares students for entrance into healthcare by providing the competencies needed for entry-level post-secondary health industry employment, while also providing multiple paths for access to higher-level specializations at the baccalaureate level and higher. City Tech’s School of Professional Studies (SPS) proposes a 60 credit Associate Degree in Health Sciences (ASHS) to address the needs of the many students who wish to have a career in healthcare, but may not yet be aware of the scope and variety of opportunity.

Although entering freshmen are eligible to admit directly into one of the College’s non-competitive clinical degree programs in Restorative Dentistry or Vision Care Technology, annually approximately 900 additional students enter the college with alternative healthcare aspirations. Many of these students are not aware of the wide range of career possibilities in healthcare, and would benefit from the opportunity to acquire academic credentials while developing a better understanding of how they may best fit into the healthcare mosaic.

The ASHS degree provides students with discipline-relevant competencies needed for entry-level employment within the highly regulated healthcare industry. The degree also provides its students a core inter-professional academic experience making it an appropriate entry for students seeking a variety of upper level career based health related baccalaureate studies. Finally, for students interested in eventually admitting into one of the College’s competitive degree programs in Nursing, Dental Hygiene or Radiation Technology, the degree provides a structured environment in which to undertake required pre-clinical studies and, if accepted, efficiently transfer into clinical programs and training.

Presently, the college does not offer entering students a coordinated academic experience in which to explore their health-related career interests. Instead, entering students either

- Register as a non-matriculate and attend to their studies without the benefits of participating in one of the College’s established degree programs.
- Enter into a placeholder degree outside of health care that may be unrelated to their career or academic aspirations,
- Have been given “conditional” admission into a competitive clinical program, but remain unable to transition into clinical study due to performance deficiencies in their pre-clinical studies.

These competitive programs collectively accept only about 275 students per year. There now exists a substantial number of excluded students (apx 625 per annum) who will need to consider alternative careers. Many of these students are not successful with this transition and either fail to make timely progress with their studies or drop out of the college entirely. Further, they are not provided with enough information to determine what alternate careers would be a good fit to their talents and inclinations, and so are unable to continue their education in the way that maximizes their chances of success.

Considering, City Tech’s emphasis on career-focused education, the School of Professional Studies seeks to utilize existing institutional resources to deliver the ASHS. Along with introductory and pre-clinical coursework, students receive inter-professional education and training appropriate for either academic progression to baccalaureate studies in related healthcare fields or entry-level discipline employment. The US Department of Labor* indicates a basic national salary level of $25k to $35k for entry-level post-secondary, non-clinical health care related employment. This rapidly escalates to the $30K-$45k range
with minimal skill enhancement. Overall, discipline employment remains robust with industry analysts predicting\(^*\) a twenty percent growth in health care over the next five years (Labor, U.D.).

The ASHS will provide an academic credential that accommodates the diverse interests of students and supports entry into a variety of possible career paths.

The degree will:

- Orient students to the broad scope of possible allied health careers, one of which may be better suited to a particular student’s talents and inclinations.
- Deliver knowledge and skills suited for entry-level health related employment.
- Deliver a supportive and structured academic environment so that students undertaking preclinical studies may effectively navigate their academics.
- Convey a body of knowledge and inter-professional skills relating to information literacy, research, ethics, health, and safety.
- Incorporate specialized knowledge using available certifications from appropriate health-related institutions.
- Provide a path to multiple baccalaureate degrees and professions. The degree provides the flexibility to allow students to select many elective courses to optimize entry into specific baccalaureate programs. ASHS graduates will be eligible to enter into the following degree programs:
  - Biomedical Informatics
  - Applied Chemistry
  - Professional and Technical Writing
  - Health Care Management (degree under development)
  - Health Care Communication (degree under development)
  - Clinical BSN Nursing (degree under development)
  - Human Services
  - Technology Teacher Education
  - Environmental Health and Occupational Safety (proposed)
- Provide a safety net for students not successful in their clinical studies.

While supporting the existing student body, the ASHS will also attract and service students interested in pre-clinical preparation for disciplines outside of the College, or those who wish to obtain a flexible credential at the associate level as entre into the broad realm of non-clinical healthcare careers.

Initial start-up support is through SPS. Administration of the ASHS will be through the Health Services Administration program faculty, within a proposed new Department of Health Sciences.

III. PURPOSE AND GOALS:

The Associate in Science in Health Sciences (ASHS) is an integrated, inter-professional program that can serve the needs of a large percentage of entering students interested in a career in health care, including those seeking a clinical degree, those interested in a non-clinical position, and those who would benefit from a broad overview of this complex and dynamic employment sector before choosing a direction. Students seeking acceptance to one of the College’s competitive AAS clinical programs (Dental Hygiene, Nursing and Radiation Technology and Medical Imaging) often take the required pre-clinical courses outside of any organized academic degree plan. Doing so can result in issues with academic progression and use of financial aid. Furthermore, many students who are not accepted into a competitive clinical discipline fail to progress into an alternative degree program and simply drop out. Finally, many students do not recognize the broad scope of possible allied-health careers, and thus may not even be aware of alternate career possibilities, one of which may be better suited to their talents and inclinations. The ASHS is designed to serve all of these students more effectively, with an initial course of study that focuses on inter-professional communication, education, and shared knowledge required for any allied health practitioner.

Congruence with NYC College of Technology’s mission:

Overall, the proposed degree would serve as an academic platform for these students. The ASHS will allow matriculates to undertake pre-clinical studies accompanied by a portfolio of courses designed to give them the knowledge and skills needed for entry into alternative health related employment or pursue a more advanced degree in a number of different baccalaureate programs, either at City Tech or outside the college. The ASHS degree is consistent with the college’s overriding mission to provide students with “both a command of skills necessary in their respective career areas, and the educational foundation for lifelong learning”. The degree encourages student growth and development through academic and student support.

Program Goals:

The goals of this program are to:

1. Orient students to the diversity of professional and non-clinical careers within the health care industry.
2. Expose students to issues regularly found in health settings.
3. Provide instruction on a core set of inter-professional skills needed for participation in the health industry.
4. Prepare students for their next step - either as a transition for baccalaureate studies or for entry into employment settings that require a basic understanding of healthcare.
5. Acquire meaningful certifications in a variety of health-related activities.
6. Provide support and an alternative path to students who, once admitted to a clinical program, are not successful in their pursuit of that degree.

Congruence with the School of Professional Studies mission:

Appendix 1 demonstrates the enrollment status given by the college to 1,937 Unclassified (non-matriculated) students for Fall 2016 who expressed an interest in entering a health care career. Although such students were given unclassified status within the Schools of Arts & Sciences and Professional Studies (SPS) or assigned to Liberal Arts and Sciences (LAS) as a placeholder degree, their interests are synonymous with that of SPS whose mission is to prepare students for careers working with patient and clients. SPS programs focus on health care, business, the legal system, hospitality, and
career education, where students combine studies in liberal arts with discipline-specific professional courses in order to prepare them for licensure and employment.

Given the current academic benchmarks needed for entry, only 796 students drawn from the 2015 Unclassified student body (N=1901) were accepted this year for either clinical or preclinical studies within SPS’s competitive AAS clinical degrees. Of these, approximately 275 students commenced actual clinical studies. The school recognizes that as a consequence, there exists a large annual cohort of non-matriculated students and competitive clinical-degree students who were admitted but not vested into clinical studies. Most will need to consider alternative career options, and many do not recognize the scope of possibilities within the broader health care industry.

The proposed degree seeks to foster a supportive and flexible environment for students to obtain not only the liberal arts and science courses that support their clinical aspirations, but also exposure to alternative career possibilities. The degree will provide an academic credential that accommodates their diverse interests and supports entry into a variety of possible career paths.

**ASHS, Enhancing the Student Experience:**

The ASHS is uniquely designed to address the academic needs of the institution and enhance the “student experience” for those attending the college with an interest in a health-sector career. Situated to serve the needs of incoming students, the ASHS provides to each a core of interdisciplinary competencies suitable for both health-related, career based academics and entry-level discipline employment. Its interdisciplinary nature ensures that students gain knowledge of the occupational diversity in health care and are informed of relevant career-progression possibilities suitable to their talents and interests.

Presently, there is no degree program offered by the college whose learning outcomes are specific to preparing students for entry into health care. The College’s current portfolio of health-related academic degrees all require the student to undertake, in some way a level of academic preparation without which would leave these students unable to enter or progress:

- **Upper-level academics in existing degree programs of Health Administration, Biomedical Informatics, Nursing, Radiologic Science, and Human Services require either coursework, the completion of a discipline-specific required associate degree or even work experience for entry. Thus, they are not viable alternatives for most of these students.**
- **The purpose of competitive clinical degrees is to prepare competent health practitioners, and that starts with the enrollment of only the most qualified applicants. These degrees are ill suited to provide additional support to help determine alternative academic or career development for students unable to enter the program. This is not the mission of competitive clinical programs, who instead channel their resources toward fulfilling the rigors associated with their own discipline’s professional training.**
- **There is no degree offered by the college whose learning outcomes provide the knowledge and skills needed for entry-level discipline placement. Vocational and health-related associate degrees provide high levels of economic advantage to graduates over that of general education (Belfield & Bailey).**
- **The interdisciplinary nature of its core teaching provides cohesive collaborative support across both clinical and non-clinical health degrees within SPS. The ASHS will relieve each successor degree of the burden and inefficiency of duplicating its content.**
• The degree offers flexible service to its students. The interdisciplinary nature of its core content applies to health care regardless of area of concentration. Students may pace through the degree by applying their own priorities. Although it is highly recommended that students participate in ASHS core courses in their first semester, those students electing to delay engagement in the degree’s 1101 course up to as late as their third semester will still be able to complete the program within a two year window. It should be pointed out that, even if the HSCI 1101 course is not taken in the first semester, students who need to maintain fulltime status will find that they will need to register for additional courses beyond the preclinical requirements. Thus, any student entering a clinical program will find that either they have taken coursework that is not required for that specific degree, or have taken so many liberal arts courses that they will no longer be eligible for financial aid (TAP) by the time they enter the second year of their clinical studies.

• Students will now benefit from interdisciplinary advisement for academic and career progression.

Faculty advisement becomes interdisciplinary and will be provided by ASHS faculty, clinical departments and faculty with successor degrees. Advisement will occur individually, in breakout sessions, and as part of the HSCI 1101 course. Students will be provided with a variety of resources to help them explore possible career opportunities in the health industry.

As an established degree, the Colleges advisement technology and resources now become available to students in a way that will address those with specific academic priorities. To efficiently chart their progress, degree maps and audits itemized by pre-clinical concentrations will be made available for students electing such specializations. As a cohesive cohort, students enrolled in the ASHS can also benefit from group advisement seminars and peer-to-peer case experiences.

Further, students directly registered into the ASHS will also benefit from ASAP advisement resources. These not-insignificant resources (http://www.citytech.cuny.edu/asap/) include individualized advisement, tuition waivers, and textbook purchase support, all of which increase student momentum. It will also allow ASAP resources to be devoted towards LAA and LAS students, which currently ASAP is uncomfortable with. See letter of support from Ms. Yelena Bondar in appendix 9.2e

The ASHS does not seek to supplant existing placeholder mechanisms already available within the college. However, given the advantages offer by the aforementioned, it is anticipated that few students would elect to remain non-matriculated in lieu of accessing the structured supportive experience of this degree.
In summary, the following is expected from the ASHS Degree:

1. Supports a cohort of students, already in place but without the benefit of an organized academic plan; instituting a structured environment should result in a higher level of student success. This will:
   - Impact positively on the College’s educational metrics related to graduation, retention and placement as student’s progress either within the ASHS, remediate into their original clinical degree, or graduate and either enter the workforce.
   - Provide a cohort of students for academic relay to BS degrees; with a particular emphasis on the newly proposed BS Health Care Policy and Management and +2 BS Nursing degrees.

2. Beyond servicing the existing student pool, the availability of the AS could easily attract additional students to the College whose interests relate to the degree’s designated academic outcomes. While supporting the existing student body, this degree should also attract and service students interested in:
   - Pre-clinical preparation for disciplines not offered by the NYC College of Technology but available at other colleges without such preparatory programs.
   - A flexible academic credential at the associate’s level that prepares students for entry-level healthcare employment and / or
   - Preparing for either ongoing baccalaureate pre-med or discipline-specific career-based degrees through articulation or facilitated admissions with synergistic successor degrees.

3. The development of the proposal was undertaken as a collaborative exercise within SPS. The degree will foster linkages and ongoing inter-professional communication between the school’s degree programs:
   - Leverage professional expertise already present in the HSA faculty.
   - Provide opportunity for contributory teaching from faculty in clinical degrees.
   - Promote inter-professional teaching and research opportunities through collaboration amongst the clinical disciplines.
   - Provide support for health care content within other departments at City Tech.

4. The degree is designed to align with the College’s own academic priorities. As a consequence, the degree will promote institutional efficiencies:
   - The program is based upon the classroom and, for the most part, utilizes learning resources already in place without significant additional investment by the College.
   - The degree’s function as a common core within SPS will provide a level of administrative and planning cohesion amongst SPS clinical disciplines and also with its +2 degree programs.
   - It is anticipated that the degree program will contribute significantly to the College’s ASAP program.

IV. NEED AND JUSTIFICATION:

Academic projections for total undergraduate enrollments in degree granting post-secondary institutions looks promising and are expected to increase by 2 ½ million students by 2025 (Digest of Educational Statistics, 2016).

As a discipline, the economic desirability of careers in health care is reflected by income. The current median annual salary for health care support occupations is $27K while clinical therapists with an associate degree average closer to $63k. As health care is a labor-intensive occupation, employment in health care is expected to grow by 19% through 2024 (Labor, 2016). The economic outlook for health care remains robust as the health care percentage of the gross national product of the United States is now slightly over 17% (World Bank, 2016). Historically, health expenditures have also increased at a rate greater than the nation’s inflation rate. In 2014 alone US health care expenditure increased by 5% in response to the Affordable Care Act (ACA). Despite managed care’s attempts at curtailing the rate of growth, demographics related to an aging population and the increased access to health care coverage within the US will result, according to industry estimates, in a 20% increase within five years.

Employment opportunities post-graduation:

The degree seeks to prepare students for entry-level employment in health care settings that require only a basic understanding of health care. Generally classified as occupations requiring a “post-secondary award”, graduates would be eligible for careers as clinical assistants/aides, orderlies, transcriptionists, transporters, home health aides, and health information technicians. Higher level occupations such as basic patient navigation, administrative/office assistants, medical translator (for students with linguistic competencies) and clinical billing would be available to graduates with minimal occupational instruction. At present, most training and awards are issued by institutions providing only a focused vocational education. The enhanced understanding of health care in combination with their general education foundation will provide our graduates competitive advantage when seeking employment in their chosen field. Additionally, the acquisition of specialized certifications embedded within the new courses will enhance their employability.

As a category, the US Department of Labor indicates a national salary range of $25k and $35k for post-secondary award careers. Other careers, such as medical and pharmacological technology, offer salaries in the $30K - $45K range with minimal credential supplementation. About one fifth of all health care employment is outside of clinical settings and includes a diverse portfolio of supporting industries such as pharmaceuticals, insurance, medical devices, and retail health and fitness sales. Entry-level occupations (secretaries, clerks and assistants) at supporting industries generally receive compensation in the $25K- $35K range.

Occupational relevance and degree value:

Health Care in the United States has its own diverse occupational ecosystem. This requires a core familiarity with terminology, concepts, and base knowledge. Employers expect the following baseline competencies discussed below. We further differentiate between entry-level positions that require at least an associate degree and those that only require a high school diploma.

Health Care Sectors:

- Health care services and facilities
- Medical devices, equipment, and hospital supplies manufacturers
• Medical insurance, medical services and managed care
• Pharmaceuticals & Related Segments

More detailed information on this can be found in appendix 11.

Associate Degree entry-level competencies:

• Entry-level but includes a basic understanding of dynamics of health care, professional vocabulary and cultural norms within health care. Employment builds upon a basic understanding of health care but will usually involve supportive training to suit occupational requirements.
• Possesses technical and cognitive skill sets appropriate to interact with the requirements of the position.
• An employee with these enhanced capacities allows for greater autonomy of actions.
  o May oversee activities of junior employees.
  o Works flexibly within procedural guidelines.
  o Certifications allow access to restricted vocational activities.

High School diploma entry-level:

• Entry-level with little or no prior work experience, employment placement with minimum training.
• Acquires basic skills to perform routine tasks.
• Work is routine and requires minimal problem resolution.
• Completes work with limited autonomy.
• Works under close supervision with clearly defined procedures.

Examples:

<table>
<thead>
<tr>
<th>HS, Entry-level position</th>
<th>AS, Entry-level Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis on task performance, Relatively little task discretion, High levels of supervision oversight Usually does not advance with experience alone.</td>
<td>Require pre-existing health care competencies in order to function with some level of independence, Operates in an environment of regulatory compliance, Operational discretion but with supervisory oversight and Can be combined with experience for higher level employment.</td>
</tr>
</tbody>
</table>

Examples

Medical File Clerk
Customer Care Front Office Associate
HealthCare Technician
Billing and Coding Tech
Healthcare Aid / Transporter

Medical Records Coordinator
Patient Engagement Coordinator
Medical Administrative Assistant
Research Data Associate
EKG technician
Example solicitations for health-related employment at the Associate Degree Level.

The following occupational situations generally post with hourly compensation rates of nineteen to twenty four dollars per hour:

**Care Coordinator:**

WELLCARE  
New York, NY

Provides administration and department support for care management and clinical teams. Coordinates services and performs administrative functions. Assists in completing activities related to various cross functional projects in support of departmental goals.

Essential Functions:

- Assists, completes and submits special projects, reports or assignments to meet department needs and objectives.
- Serves as a liaison in corresponding and communicating with providers, vendors and WellCare contacts and/or members representatives.
- Produces, formats and edits correspondence and documents. Organizes a variety of administrative and clinical tasks and prioritizes in order of importance and impact on members and providers.
- Interacts with other departments including Claims, Intake, Enrollment and Member Services to resolve member and provider issues.
- Performs other duties as assigned.

Candidate Education:

Preferred an Associate's Degree in a related field

**Clinical Administrative Assistant:**

CREATE, INC.  
New York, NY

The Administrative Assistant provides a wide variety of essential clerical and administrative duties including verifying health insurance coverage and registration for daily services for each participant attending the program, directing participants to the correct groups or attend Individual Counseling sessions, reviewing daily contact logs provided by the director, logging all intakes in AWARDS and on referral forms and providing support for billing the process at CREATE, Inc. Secure front area of Chemical Dependence M/S Department. Maintain professional environment

Education:

Associates Degree in Related Field of Study
**Medical Scribe:**

PROSCRIBE  
East Brunswick, NJ

The Medical Scribe ensures accurate and timely documentation of the medical chart under the supervision of the medical provider. The Scribe assists the provider by accompanying them during the patient exam recording detailed information into the electronic medical record (EMR). The Scribe performs other related medical record or clerical duties to increase provider effectiveness, efficiency, and productivity for improved patient flow and satisfaction.

Education/Experience: College sophomore status or higher preferred, Pre-health career track preferred. Ability to demonstrate knowledge of medical terminology and human anatomy strongly preferred

**Mental Health Technologist:**

NORTHWELL,  
New York, NY

You are responsible for providing structure, support, a safe environment, and intervention in psychiatric emergencies using crisis intervention skills and techniques. Further, you will provide information and observations regarding patient functions, activities, and responds to nursing interventions with a multi-disciplinary treatment team.

- Assists the Registered Nurse (RN) with patient observations. Performs one on one patient and family members. Assists in medical and psychiatric emergencies such as restraining. Performs crisis intervention techniques such as takedowns, seclusion’s, and restraint use. Assists with admissions, discharges. Gathers patients for group medications. Performs bed and room changes. Performs specimen collection.
- Observes patients in order to provide and maintain a safe care environment.
- Documents and charts patient and unit functions by documenting all 15 minute frequent checks, vital signs, weights, bowel movements, patient activity level, group participation, shift report notes, location log entries, all incident reports, seclusion observations, and restraint observations.
- Serves as an escort and transport person for patients going to Electro Convulsive Therapy (ECT), tests, procedures, and court. Serves as a messenger to departments, as needed.
- Leads, co-leads, or facilitates patient groups, patient run groups, and community walks. Participates and offers feedback in morning staff report, team meetings, community meetings, staff meetings, activity therapy groups, nursing in-services, and case conferences.

Qualifications

- Associates degree
- Coursework in psychological/social sciences, required.
- Basic Cardiopulmonary Life Support (BCLS) preferred.
Availability of similar programs:

There appears to be only one other CUNY institution that provides an AS degree with para-professional academics enabling students to enter into clinical studies.

Queensborough Community College’s (QCC) Health Related Sciences Academy, offers an AS degree in Health Sciences so structured for students to obtain the necessary pre-clinical coursework mandated for entry into 16 clinical and health related articulated BS degrees. While providing a general education / basic science underpinning, the degree provides only two health care discipline related courses:

1) An introduction to the organization of health care within the US and
2) An overview of national public health care priorities.

Information from QCC’s web site reinforces the degree’s focus as preclinical preparation (nursing focus) and recommends this degree to students who are primarily interested in pursuing a clinical discipline. Alternatively, health care management assistant and medical records / transcription services are also mentioned as non-clinical careers. For the fall of 2015, this degree reported 1184 students in attendance. The current college catalogue indicates since 2011, this degree has averaged about 1000 students per term (Office of Institutional Research, 2016)

Graduation for the 2014 academic year for the AS Health Sciences was 109 students.

http://www.qcc.cuny.edu/academics/degree-programs/as-health-sciences.html

Derivatives of this program are offered by QCC’s Liberal Arts and Sciences Academy; students may pursue an AA with concentrations in either “Health and Behavior” or “Health Promotions and Disease Prevention”. General education requirements are consistent with those of an AA and the following discipline-specific content supplements each concentration:

- Health Promotion and Disease Prevention Concentration (8-9 credits): Take HE-114 Foundations of Health Promotion and Disease Prevention and choose from IS-151 Health of the Nations, HE-105 Human Sexuality, PE-540 Introduction to Physical Fitness.

The institution reports that for fall 2015, there are 5002 students enrolled in the Liberal Arts AA but enrollments within these two concentrations are not specified.

The University offers other degrees where students are introduced to a basic understanding of health. These degrees however, do not offer pre-clinical preparatory academics. Unless otherwise stated, enrollments (E) were obtained from CUNY Institutional Research; Academic Programs Inventory for 2014.
A. Community Health Associate Degrees:

By using a public health approach, community health degrees have been useful to students interested in obtaining knowledge in population-based healthcare. Presently, three such degrees are in place, all of which offer AAS degrees - Kingsborough CC (E=108), Hostos CC (E=108), and Bronx CC (E=99). Generally, students in such programs with further academic preparation develop academic and career interests in public or government service.

B. Human Services Associate Degrees:

Although discipline specific, supporting curricular content related to health care found in such degrees provides an opportunity for students to obtain a general knowledge of social and behavioral health. While LaGuardia CC offers an AA (E=204), there are AS degrees available through BMCC (E=872) and Kingsborough (E=460). As with NYCCT’s AAS (E=211, 2016), an AAS is also offered through Bronx CC (E=298, 2015). Generally, such students go onto Human Services bachelor degrees and develop careers in government service, counseling and social work.

C. Health-Related Career-Based Associates Degrees (non-clinical):

- Medical Office Assistant - designed to provide career-specific knowledge and skills. AAS degrees are offered BMCC (E=17), Bronx CC (E=184, 2015) and QCC (E=205, 2015).
- Health Care Information Technology and Management is available through BMCC as an AAS degree (E=179). These students are eligible to enter NYCCT’S Health Services Administration and Biomedical Informatics degrees via articulation.
- An AS in Public Health is noted in Queensborough Community College’s catalogue without notation within the CUNY Institutional Research; Academic Programs Inventory for 2014.

D. Regional Community Colleges:

- Westchester Community College offer both an AS and AAS in Human Services.
- Nassau Community College offers an AS in Health Studies and delivers a portfolio of liberal arts and science courses traditionally found with preclinical studies.

E. SUNY:

Although not within City Tech’s draw, the following community colleges offer AS degrees in either Health Sciences or Health and Wellness:

- Erie Community College
- Cayuga Community College
- Fulton Montgomery Community College
- North Country Community College

F. Local Private Sector Colleges:

Berkley College offers an associate degree in health services administration. Health Information technology is available through DeVry.
Articulations and Transference:

This degree will articulate with the BS in Health Service Administration at CUNY School of Professional Studies: see Appendix 14. The degree is designed to work seamlessly with the College’s clinical degree programs wherein ASHS students transfer into their respective clinical fields upon qualification and before receiving the ASHS. Students will need to be made aware of the competitive nature of these clinical degrees, and that entry into ASHS is not a guarantee of eventual admission into such programs. Consequently, alternative opportunities will be needed for those not admitted to clinical programs but who seek to continue their education.

Generally, the existing pool of baccalaureate degrees offered by the College offers only limited prospects for these students. Although the ASHS degree will provide academic flexibility for students to begin to develop an area of personal interest, this may not be enough for seamless placement into other SPS degrees. In some cases, entry provisions inhibit access to higher-level study. For example, the college’s current BS degree in Human Services is predicated on having obtained a prior associates degree in the discipline. The same is true of the current BS in Radiologic Science. Entry into the Health Services Administration degree requires either a clinical license or the equivalent of two years of full-time industry-relevant work experience.

Other degrees at the college do not efficiently apply the pre-clinical and para-clinical liberal arts courses to their program. Biomedical Informatics would require the student to supplement their studies with additional coursework to catch up to its 3rd year studies. Students with an associate degree may enter into Technology Teacher Education but work experience and required coursework totals may also complicate their situation. In consideration, SPS is developing a Bachelor’s degree in Healthcare Policy and Management (proposed title) that allows a direct entry pathway for ASHS graduates as well as a +2 BSN/RN that leads to licensure. The School of Arts and Sciences is developing a BS in Health Communications, and this would also be designed to allow for direct transference. There is also a seamless path into the Department of English’s BS in Professional and Technical Writing with a specialty in either Public Health or Biology

Other potential degree initiatives include:

- Bachelor of Science in Public Health,
- Bachelor of Science in Dental Health,
- Revised Bachelor of Science in Radiological Science

Appendix 2 identifies all CUNY Health and Human Services degree programs. Given the AS degree’s pre-clinical preparatory studies, graduates from the program may be able to seek admission to associate-level clinical degrees at other CUNY campuses, other higher-level clinical degrees, or continue their pre-clinical preparatory studies within a bachelor’s degree (pre-med). On the other hand, non-clinical bachelor degrees available through CUNY, such as Community Health, Disability Studies, Health Sciences, and Youth Studies offer career relevance and are reasonable candidates for articulation with the ASHS. (see highlighted degrees).

Externally, we anticipate completing the articulation between this degree and the Health Science degrees at Brooklyn College, Hunter College, and York College, as well as the School of Professional Study’s Health Information Technology/Management degree.
V. STUDENT INTEREST/ENROLLMENT

This degree is designed to support the needs of students with health-intensive interests enrolled under place holding arrangements as Undeclared Health, incidentally affiliated (LAS) students and students within clinical programs who remain unable to advance toward clinical studies. Overall, the program is developed to provide for students what we are calling the “Nurtured Approach” - For students with health-intensive interests, making the ASHS available to admitting freshmen while also offering the degree as an alternative to those currently enrolled by the college without degree affiliation. Enrollment in alternative placeholder programs remains available.

Using college 2016 admissions tallies for students with healthcare interests, under scenario 1, through encouraging enrollment by freshmen and continuing students, enrollments to the ASHS degree would be primarily driven by the incoming freshmen cohort and supplemented by legacy students and other enrolled students seeking transfer from alternative place holding degrees. ASHS enrollments will further moderate based upon retention and graduation rates.

The College anticipates robust enrollment in this degree. Further, we anticipate that a number of these students are interested in enrolling into our competitive clinical programs: current demographics indicate that only 17% of applicants desiring entry into these programs actually gain entry (due to seat maximums). Thus we anticipate some attrition at the end of year one from these students. We further anticipate growing interest in exploring alternative career pathways by students both within and outside of City Tech: thus we also add to the enrollment via this set of demographics as well. Currently we are anticipating a program capacity of around 400: as the program develops and matures, we expect to raise this cap (with additional professorial and adjunct capacities). For existing demographic information, please also refer to Appendix 1, as well as the appropriate SED forms in Appendix 13.

**Enrollment Projections 5 years**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>200</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
</tbody>
</table>
VI. CURRICULUM:

In order to accommodate the academic requirements of students with healthcare interests, the ASHS will need to address a number of divergent criteria:

- It will need to function as a platform for students to acquire their pre-clinical liberal arts coursework.

- Acceptance into one of the College’s competitive AAS clinical degree programs is based upon academic merit and ceiling limitations. Enrollment in the ASHS, while providing academic support and advisement to its students, offers no guarantee of eventual placement into such programs. For those students who were not accepted into clinical studies, the degree will need to orient students to alternative health-related careers and academics.

- The ASHS will provide a safety net for students not successful in their clinical studies so that they may:
  - Refocus their efforts on alternatives or provide the student with a second chance to re-enter their clinical discipline.
  - Prepare students for their next academic step. The ASHS must maintain currency within the University for ongoing alternative career studies at the baccalaureate level.

- Additionally, the degree will need to provide “career value” for students seeking to enter the workforce directly upon graduation.

Degree overview:

As an Associate in Science, the degree will provide a basis for students to develop competencies in related fields such as health administration, health care technology, community, and social, public, and behavioral health.
**Learning outcomes:**

1) Acquire specialized certifications within discipline coursework to prepare for entry-level employment.

With the acquisition of a basic understanding of the health care industry, the degree supports entry-level occupations for those graduates who choose to enter the work force. The degree will also seek to incorporate specialized knowledge using available certifications from appropriate institutions. These will be offered both within the context of individual courses (see course outlines for more specificity) or as experiential opportunities offered to students via voluntary attendance at scheduled training workshops offered by the department and/or school.

2) Students will be informed of the responsibilities and obligations of health care professionals in the performance of their duties.

With the development of four new courses and the use of existing liberal arts courses at the college, the program will deliver a body of knowledge and inter-professional skills relating to information literacy, research, ethics, health, and safety. Additionally, the availability of a limited number of electives will allow the student to explore areas of personal interest, enabling them to “pivot” towards a specific baccalaureate course of study by completing what are normally pre-acceptance curriculum content.

3) Reiterate knowledge in discipline-specific content relating to the basics of health care.

Discipline-specific course work will provide students the necessary knowledge relating to the organization of health care, the evolution of the nation’s health care systems, policy priorities, and the diversity of careers supporting the local health care industry.

4) Students will successfully complete an appropriate course of preclinical studies in preparation for entry into the competitive clinical discipline of their choice.

The ASHS will prepare students for the rigors of clinical study through the inclusion of each clinical discipline’s mandated pre-professional education requirements. A student may satisfy these pre-clinical requirements within the framework of Pathways general education, and thus apply these courses towards the ASHS degree with optimal efficiency.
### Degree architecture:

<table>
<thead>
<tr>
<th>Common Core Content</th>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Composition 1</td>
<td>ENG 1101</td>
<td>3</td>
</tr>
<tr>
<td>English Composition 2</td>
<td>ENG 1121</td>
<td>3</td>
</tr>
<tr>
<td>Math &amp; Quantitative Reasoning</td>
<td>Any MQR**</td>
<td>3</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>BIO 1101*</td>
<td>4</td>
</tr>
<tr>
<td>Flexible Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Cultural and Global Issues</td>
<td>any WCGI</td>
<td>3</td>
</tr>
<tr>
<td>Us Experience and its Diversity</td>
<td>any USED</td>
<td>3</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>any CE</td>
<td>3</td>
</tr>
<tr>
<td>Individual and Society</td>
<td>PSY 1101* or SOC 1101*</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Word</td>
<td>BIO 2311*</td>
<td>4</td>
</tr>
<tr>
<td>Additional Flexible Core ***</td>
<td>PHIL 2203*</td>
<td>3</td>
</tr>
</tbody>
</table>

| Discipline Content                          |          |        |
| Biological Sciences                         |          |        |
| Introduction to Biology                     | BIO 1101 | 4      |
| Anatomy and Physiology 1                    | BIO 2311 | 4      |
| Social Sciences                             |          |        |
| Introductory SS Course                      | PSY 1101 or SOC 1101 | 3 |
| Health Care Ethics                          | PHIL 2203 | 3     |
| Research Methods for the Social and Behavioral Sciences | SBS 2000 | 3 |
| Interprofessional Courses                   |          |        |
| Introduction to Health Delivery and Careers | HSCI 1101| 3      |
| Communication in Health Care Settings       | COM 1403 (or COM 2403) | 3 |
| Safety for Health Care                      | HSCI 2201| 3      |
| Health Dynamics                             | HSCI 2301| 3      |
| Electives:                                  | Sufficient additional elective courses to achieve 60 credits | x |

* Recommended course for this flexible core category: students who use different courses may need to apply the courses mentioned above as part of their discipline electives in order to graduate within the 60 credits.

** MATH 1275 HIGHLY recommended. Math requirements may change based on the desired post-ASHS program of study.

*** Any flexible core course may be selected with the following caveats: no more than two courses from one flexible core area, and no more than two courses from any one discipline.
Appendices 3 (A-D) describe the degree’s required coursework, how coursework is distributed to accommodate the professional disciplines, and sequencing of the degree’s general education, discipline specific and elective courses.

<table>
<thead>
<tr>
<th>Theme / course</th>
<th>Number</th>
<th>Indicative Contents:</th>
</tr>
</thead>
</table>
| Introduction to Health Delivery and Careers| New HSCI 1101 | Presents the history, organization and economics of US health care including an overview of clinical and non-clinical career opportunities.  
Video instruction & simulation components to Amer. Red Cross CPR and First Aid certifications |
| Introduction to Communication in Healthcare Professions | New COM 1403 | Students are exposed to the communication guidelines and regulatory benchmarks involved with interpersonal and public healthcare communications.  
HIPAA online training, Dept. of Health and Human Services. |
| Research Methods for the Social and Behavioral Sciences | SBS 2000 | Develops an understanding of information literacy and the role of research. |
| Health Care Ethics                          | PHIL 2203 | Explores ethical issues and responsibilities relating to health care. |
| Safety for Health Care                      | New HSCI 2201 | An Introduction to current safety standards and regulations in the health care environment. Simulated activities are used to determine how to prevent and control injuries health care settings.  
Protection of Human Subjects in Research Certificate, NIH.  
Informed consent training, HHUS. |
| Health Dynamics                             | New HSCI 2301 | Introduces the student to health promotion and disease prevention strategies integrated within the US healthcare system.  
Abuse Mandated Reporting Certificate, NYS. |
Discipline-related required core coursework and certifications:
So that students gain a basic inter-professional understanding of the US health care system and benefit from entry-level government and/or occupational certifications, six discipline content areas are incorporated in the degree and requiring the creation of four new courses.

All Complete Course Descriptions for required courses in the major are listed in Appendix 15.

Required New Discipline Courses:
The course outlines for newly developed AS core courses are presented in *Appendices 4 (A-D)*

**COM 1403 Introduction to Communication in Healthcare Professions**
Pre/ Co-requisite: ENG1101
3 cl hrs. 3 cr.
Introduction to the study and practice of communication for health professionals. Topics include listening, adapting your message, informative presentations, and role-play exercises. Communication issues particular to health professions are a focus, including nursing, radiology, dentistry, optometry, health and human services, and health administration. Students practice clear, purposeful and compassionate communication in face-to-face situations.

*This course will be administered through the Humanities Department.*

**HSCI 1101 Introduction to Health Delivery and Careers**
3 cl hrs. 3 cr.
Prerequisite: CUNY proficiency in reading and writing.
Provides an overview of the US health system and introduces the student to professional and non-clinical careers commonly found within it.

**HSCI 2201 Safety for Healthcare Professions**
2 cl hrs. 2 lab hrs., 3 cr.
Prerequisite: ENG1101
Pre- or Co-requisite HSCI 1101
An introduction to current safety standards and regulations in the health care environment. Students apply federal, state, and local policies and guidelines for safe practices in the health care system. Engage in simulated activities to enhance, prevent and control of injuries in health-related settings. Students will also complete training in several different safety-related certifications.

**HSCI 2301 Health Dynamics**
3 cl hrs. 3 cr.
Prerequisite: HSCI 1101, BIO 1101, ENG 1101
Students gain an appreciation of common determinants of health and prevalent risk factors derived from biological and environmental, systems through application of the ‘BEINGS’ health model (Biology, Environment, Immunology, Nutrition, Genetics, Public Health (Social)), professionals.
General education and the accommodation of pre-clinical coursework:

Although varied by each discipline, this degree can accommodate the current pre-clinical courses needed for entry into all City Tech competitive clinical AAS programs. As a consequence, students who fail to transition into a clinical discipline may continue in the AS without academic disadvantage. Pre-clinical credits can be applied to the degree’s common and flexible core requirements. However, in the case of Dental Hygiene, one pre-clinical course will need to be placed amongst the AS degree’s electives.

Treatment of required liberal arts courses taken while enrolled within a clinical degree:

Because of the stringent requirements for success in City Tech clinical programs, some students may need to withdraw. The AS degree provides an academic safety net, as all non-clinical courses taken during clinical studies could also fulfill ASHS degree requirements. Liberal Arts courses can be placed within the AS degree’s general education requirements and in some cases (for those students withdrawing in later terms of clinical studies), some may be applied toward their electives. Additional non-clinical, discipline specific coursework already taken may also be applied towards the AS degree requirements.

Electives:

The majority of AS students will have up to twelve elective credits available. This is intended to allow students to explore an area of personal or occupational interest. For students interested in Human Services, Medical Informatics, Vocational Teaching, Health Communications (proposed, Humanities), or Health Policy and Management, the AS degree, in consultation with these respective degrees, will develop a list of recommended (pivot) electives to facilitate the students’ transition into each specified baccalaureate degree.

Extramural education / training / certificates supported by the degree:

In support the student population, the Department of Health Sciences will be able to include educational and training resources from non-profit and governments sectors for students to develop expanded skills and competencies:

Curriculum Component Certificates:

Introduction to Health Delivery and Careers: CPR, First Aid, video simulation components for American Red Cross programs
Intro to Applied Healthcare Communication HIPAA online training, DHHS
Safety for Health Care: Protection of Human Subjects in Research. NIH
Health Dynamics Informed Consent Training NIH
Extramural Competencies: Abuse Mandated Reporting Certificate. NY

In support the student population, the Department of Health Sciences will be able to include educational and training resources from non-profit and governments sectors for students to develop expanded skills and competencies. AS part of its role, the department may also function as institutional liaison with the American Red Cross for its certified training program in CPR, First Aid and Basic Life Support.
ASHS coursework will contribute core knowledge for students to progress to:

- Effective Communication for Health Care Teams – CDC
- Health Literacy, Cultural Competency and Limited English Proficiency. (pilot program)
- Introduction to the Principles and Practice of Clinical Research.
- Drug Efficacy, Safety, Quality and Beyond.
- Food Handlers Certificate: FDA
- Food Protection Training. NYC Health
- Infection Control and Barrier Precaution. NYS Health
- The FDA Bad Ad Program and Prescription Drug Promotion FDA
- Risk Communication Essentials. WHO

A general strategy for applying the pre-clinical coursework, discipline content, and electives is outlined in Appendix 3C. Upon entry into the degree, the highest priority for enrollees desiring entry into a competitive clinical program will be to expediently complete their chosen discipline’s pre-clinical requirements. These are accommodated within the degree’s general education requirements and sequentially emphasized in the degree’s first two terms. Only one discipline-related course is recommended in each of the first two terms. Given the degree’s interdisciplinary nature and flexibility, students electing to delay engagement with discipline related coursework up to the third semester will still be able to complete the degree in two years.

**Entrance Requirements:**

Students must meet the standards established by the college for freshman or transfer admission into associate degree programs.

**Accreditation:**

There is no program-level accreditation for the ASHS degree. It will be delivered in a manner consistent with the college’s accreditation from the Board of Regents of the University of the State of New York and Middle States Commission on Higher Education.

**VII. COST ASSESSMENT:**

At its core, the ASHS degree services a currently existing pool of students at City Tech. Therefore, institutional resources needed to initiate the degree will, to some extent, result in a zero-sum obligation to the college. Unclassified students taking required preclinical coursework continue to do so. Students who have completed these requirements and who now supplement their coursework with miscellaneous general electives in order to maintain residency status, will instead be channeled into coursework that applies towards the new degree.

Applying the interactive enrollment spreadsheet offered on page 2 may provide insight as to how the degree’s impact on student enrollment, retention, and succession relate to revenue projections. Although the primary purpose of this degree is to service the needs of existing NYCCT students, there will certainly be intake streams for other types of students who wish to pursue alternative careers in health outside of our competitive clinical departments.
The effect of increasing student enrollment and retention:

1. Increasing continuing student retention: implementation strategy 1, where the college aggressively enrolls both new and continuing students into the ASHS, should result in sufficient benefit to offset costs. Without the presence of the degree, metrics suggest only a 30% retention rate for comparable students after their first year: supporting a current annual pool of about 900 continuing students. However, applying an up-modeled student retention rate of 70% with a 50% graduation rate afforded by the degree would result in an expanded student body of approximately 350 continuing students. While most of the degree’s teaching expenditures are already absorbed diffusely by the college, this revenue benefit would act as the degree’s economic base to offset operating costs that primarily relate to teaching of the degree’s discipline-related courses.

Increasing new student admissions: Due to the availability of the ASHS degree and its utility to students interested in health careers, an increase in new enrollments by 5% annually would result in approximately four hundred additional students in four years’ time.

Programmatic financial assessments:

As the ASHS degree will be housed within SPS it will need an appropriate administrative unit from the school for implementation and delivery. Teaching assignments are commensurate with enrollments and, as a starting point, a basic model for estimating degree enrollments over 5 years has been included in the SED Forms (See Appendix 13).

Faculty Resources:

Once underway, servicing a potential 800-student cohort, the degree’s discipline content could be delivered by three full-time appointments supplemented by adjunct faculty (This does not take into consideration administrative or other responsibilities that may impact faculty workload assignments). At program onset, we envision offering this course using a traditional classroom/section delivery methodology. Once we better understand the course and its delivery, we then propose to evolve into a multi-modal format uniquely designed to enhance the academic experience of our students. See Appendix 7a for one such design. The balance of discipline coursework within the major would be delivered using a traditional classroom delivery. The workload requirement per cohort of newly admitted degree students must therefore accommodate:

- up to 900 students for HSCI 1101 - applying the multi modal teaching model where each entering cohort will consist of up to six cohort sub groups of one hundred and fifty students comprising five synchronized individual sections of HSCI 1101 with 30 students each.

Since cohort size is reduced in the second year as students enter into clinical degrees:

- 25 sections of 25 students for both HSCI 2201 and HSCI 2301 offered in the second year
- Other discipline courses (COM 1403, PHIL 2203, SBS 2000) are serviced by liberal arts faculty.
The following table details (first-order approximation) anticipated workload requirements for new faculty assigned to the ASHS program, assuming an eventual roll-out of the multi-modal delivery strategy proposed above:

**ASHS: New Resources**

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1 2019-20</th>
<th>Year 2 2020-21</th>
<th>Year 3 2021-22</th>
<th>Year 4 2022-23</th>
<th>Year 5 2023-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty (2 new faculty)</td>
<td>$ -</td>
<td>$160,000.00</td>
<td>$160,000.00</td>
<td>$160,000.00</td>
<td>$160,000.00</td>
</tr>
<tr>
<td>Part Time Faculty (20 progressing to 60 adjuncts)</td>
<td>$60,000.00</td>
<td>$90,000.00</td>
<td>$120,000.00</td>
<td>$1,500,000.00</td>
<td>$180,000.00</td>
</tr>
<tr>
<td>Full Time Staff (1 new)</td>
<td>$</td>
<td>$25,000.00</td>
<td>$25,000.00</td>
<td>$25,000.00</td>
<td>$25,000.00</td>
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<tr>
<td>Part Time Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment (misc. - HSCI Safety lab course)</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
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<td>Laboratories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other than Personal Services)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total all</td>
<td>$62,000.00</td>
<td>$277,000.00</td>
<td>$307,000.00</td>
<td>$1,687,000.00</td>
<td>$367,000.00</td>
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</table>
Support staffing:

The office will require full-time COA coverage and perhaps one CLT. It is anticipated that this administrative unit would also be part of the new department built around the existing HSA resources, somewhat mitigating this expenditure. Of course, the other degrees offered within the new department will also need some additional administrative, but by combining into a single administrative unit; there will be significant increase in efficiencies.

Library resources:

No additional resources beyond textbooks and journals (See specific course proposals).

Other resources:

The current program anticipates offering the Introduction to Health Care course using a multi-modal delivery model as described in the detailed proposal in Appendix 4. If agreed upon, the course will require occasional access to a large classroom / auditorium.

Rollout progression:

The degree will be made available to students in a manner that is consistent with the availability of resources and faculty. Initial rollout is anticipated to occur at the onset of the academic year following the degree’s approval. Although only two discipline courses are sequenced for the degree’s first year, additional faculty are needed to service enrollment. The ASHS’s initial implementation to students may at first be staggered to accommodate available resources.
VIII. EVALUATION:

The ASHS will be evaluated using a variety of instruments. As a program, in addition to regular review per CUNY’s Academic Program Review Policy, it will be included in the assessment cycles of all City Tech programs. These assessments include General Education, Critical Course, and First Year Experience. As mentioned in the proposal one purpose of the program is to provide students with information about the multiple career paths available to them via this degree, and then provide them with the flexibility to make an informed choice and optimize their degree requirements depending upon their baccalaureate path. The pool of students will include both students who intend to enter one of our competitive clinical programs and do so, those who intend to enter these same programs and do not, and students who are exploring possible careers and do not yet know the direction they wish to choose.

The college’s retention of students in the first category is reasonably high, and we expect this trend to continue. Students in the second category, however, have significantly lower retention. Our expectation is that the retention rate of these students will increase markedly, and that many will continue on into one of the many possible baccalaureate programs designed to articulate with this degree. We further envision that additional articulation agreements will expand these opportunities.

The specific evaluation criteria, then include progression and completion rates, and success of students in the baccalaureate degrees into which they articulate. We will also investigate students who desire career entry after only the associate degree, and track their employment status.

Participants in the evaluation of the degree include all program faculty members, as well as an internal advisory group consisting of representatives from each contributory department (Nursing, Dental Hygiene, Radiologic Technology, Restorative Dentistry, Vision Care Technology, Human Services, Health Service Administration, Communication, Social Sciences, Biology, Bioinformatics, Chemistry), who will provide liaison support and evaluate efficacy of students entering their degree program via the ASHS. In addition, the Director of Institutional Assessment, Dean, Associate Provost, and Assessment Liaisons will participate.
BIBLIOGRAPHY:

Digest of Educational Statistics. (2016, 9 3). Retrieved from National Center for Educational Statistics:
http://nces.ed.gov/programs/digest/d15/tables/dt15_303.70.asp

http://www.bls.gov/ooh/healthcare/home.htm

http://www.qcc.cuny.edu/oira/docs/FactSheetFall2015.pdf

The World Bank Group. (2016, 9 3). Health expediture as a percent of GDP. Retrieved from The World Bank:
http://data.worldbank.org/indicator/SH.XPD.TOTL.ZS


National Science Teacher’s Association. (2002) Innovative techniques for Large Group Instruction

Development Web pages for the Proposal

This proposal has undergone significant analysis and discussion. The background information, etc, that was developed can be located on this (non-public, but accessible) website.

https://sites.google.com/site/dbcitytech/college-committees/interprofessional-education
APPENDICES
Appendix 1: Unclassified Student tallies for 2015 and 2016 and admissions to clinical programs:

TOTAL UNASSIGNED HEALTH STUDENTS, FALL 2015

<table>
<thead>
<tr>
<th>Incoming Classification</th>
<th>Description</th>
<th>ftf.</th>
<th>Trans.</th>
<th>Read.</th>
<th>Cont.</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDHLTH- AA</td>
<td>Undeclared Health: all real nursing applicants</td>
<td>57</td>
<td>18</td>
<td>14</td>
<td>91</td>
<td>180</td>
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<tr>
<td>UNDECL-BA</td>
<td>66% Health* as well as Applied Math</td>
<td>1</td>
<td>90</td>
<td></td>
<td>3</td>
<td>94</td>
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<tr>
<td>UNDECL-AA</td>
<td>Almost all are Health Students</td>
<td>252</td>
<td>214</td>
<td>41</td>
<td>417</td>
<td>924</td>
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<tr>
<td>LAS-AS</td>
<td>Liberal Arts and Science Assoc.: 80% Health*</td>
<td>175</td>
<td>24</td>
<td>64</td>
<td>440</td>
<td>703</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>485</td>
<td>346</td>
<td>119</td>
<td>951</td>
<td>1901</td>
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</tbody>
</table>

* numbers reflect the estimated portion interested in health careers within each category; (VP Armoza, Enrollment and Student Affairs).

TOTAL UNASSIGNED HEALTH STUDENTS, FALL 2016

<table>
<thead>
<tr>
<th>Incoming Classification</th>
<th>Description</th>
<th>ftf.</th>
<th>Trans.</th>
<th>Read.</th>
<th>Cont.</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDHLTH- AA</td>
<td>Undeclared Health: all real nursing applicants</td>
<td>69</td>
<td>19</td>
<td>6</td>
<td>65</td>
<td>159</td>
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<tr>
<td>UNDECL-BA</td>
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<td>120</td>
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<td>244</td>
<td>39</td>
<td>349</td>
<td>981</td>
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<tr>
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<td>147</td>
<td>26</td>
<td>54</td>
<td>387</td>
<td>614</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>565</td>
<td>409</td>
<td>101</td>
<td>862</td>
<td>1937</td>
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</table>

* numbers reflect the estimated portion interested in health careers within each category; (VP Armoza, Enrollment and Student Affairs).
### SPS - ALLIED HEALTH PROGRAMS ENROLLMENT 2016:

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Ac. Plan</th>
<th>Program Title</th>
<th>2011 Fall</th>
<th>2012 Fall</th>
<th>2013 Fall</th>
<th>2014 Fall</th>
<th>2015 Fall</th>
<th>2016 Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEN</td>
<td>DH</td>
<td>Dental Hygiene</td>
<td>250</td>
<td>231</td>
<td>221</td>
<td>235</td>
<td>230</td>
<td>231</td>
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<tr>
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<td>HAB</td>
<td>Health Services Administration</td>
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<td>209</td>
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<td>208</td>
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<td>HS</td>
<td>Human Services</td>
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<td>263</td>
<td>287</td>
<td>304</td>
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<td>211</td>
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<td>451</td>
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<td>512</td>
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<td>NU</td>
<td>Nursing</td>
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<td>340</td>
<td>325</td>
<td>295</td>
<td>294</td>
<td>318</td>
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<tr>
<td>NUR</td>
<td>NUB</td>
<td>Nursing</td>
<td>349</td>
<td>385</td>
<td>347</td>
<td>295</td>
<td>286</td>
<td>244</td>
</tr>
<tr>
<td>RAD</td>
<td>RT</td>
<td>Rad Tech and Medical Imaging</td>
<td>136</td>
<td>142</td>
<td>183</td>
<td>209</td>
<td>211</td>
<td>247</td>
</tr>
<tr>
<td></td>
<td>RSB</td>
<td>Radiological Science</td>
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<td>41</td>
<td>46</td>
<td>52</td>
<td>55</td>
<td></td>
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<tr>
<td>RESD</td>
<td>DL</td>
<td>Dental Laboratory Technology</td>
<td>116</td>
<td>125</td>
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<td>117</td>
<td>117</td>
<td>120</td>
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<td>VCT</td>
<td>OD</td>
<td>Ophthalmic Dispensing</td>
<td>80</td>
<td>156</td>
<td>153</td>
<td>138</td>
<td>116</td>
<td>101</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>2176</strong></td>
<td><strong>2341</strong></td>
<td><strong>2356</strong></td>
<td><strong>2295</strong></td>
<td><strong>2254</strong></td>
<td><strong>2268</strong></td>
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Appendix 2: Inventory of CUNY health and human services degrees:

### CUNY Health and Human Services Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiology</td>
<td>BA, MA</td>
<td>Binghamton, Broome, Community, Dutchess, Erie, Genesee, Jefferson, Monroe, Nassau, New York, Oneonta, Orange, Oswego, Suffolk, Ulster, Wyoming, Worcester</td>
</tr>
<tr>
<td>Clinical Mental Health Counseling</td>
<td>MA</td>
<td>Binghamton, Genesee, Jefferson, Monroe, Nassau, New York, Oneonta, Orange, Oswego, Suffolk, Ulster, Wyoming, Worcester</td>
</tr>
<tr>
<td>Communication Sciences &amp; Disorders</td>
<td>MA, MS, PhD</td>
<td>Binghamton, CC, Genesee, Long Island, Monroe, New York, Orange, Suffolk, Ulster, Wyoming, Worcester</td>
</tr>
<tr>
<td>Community Health</td>
<td>MS</td>
<td>Binghamton, CC, Genesee, Long Island, Monroe, New York, Orange, Suffolk, Ulster, Wyoming, Worcester</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>BS</td>
<td>Binghamton, CC, SUNY Orange</td>
</tr>
<tr>
<td>Dental Laboratory Technology</td>
<td>BS</td>
<td>Binghamton, CC</td>
</tr>
<tr>
<td>Disability Studies</td>
<td>BS, MA</td>
<td>Binghamton, CC, SUNY Orange</td>
</tr>
<tr>
<td>Emergency Medical Technician/Paramedic</td>
<td>AAS</td>
<td>Binghamton, CC, SUNY Orange</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>BS</td>
<td>Binghamton, CC</td>
</tr>
<tr>
<td>Gerontology</td>
<td>BS, MA</td>
<td>Binghamton, CC, SUNY Orange</td>
</tr>
<tr>
<td>Health Administration</td>
<td>BS, MBA</td>
<td>Binghamton, CC, SUNY Orange</td>
</tr>
<tr>
<td>Health Informatics</td>
<td>BS, MS</td>
<td>Binghamton, CC, SUNY Orange</td>
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<tr>
<td>Health Science</td>
<td>BS</td>
<td>Binghamton, CC, SUNY Orange</td>
</tr>
<tr>
<td>Human Services</td>
<td>BA, BS, MA, MS, PhD</td>
<td>Binghamton, CC, SUNY Orange, SUNY Old Westbury, SUNY New Paltz, SUNY Geneseo, SUNY Cortland, SUNY Fredonia, SUNY Plattsburgh</td>
</tr>
<tr>
<td>Massage Therapy</td>
<td>AAS</td>
<td>Binghamton, CC, SUNY Orange</td>
</tr>
<tr>
<td>Medical Laboratory Technology</td>
<td>BS</td>
<td>Binghamton, CC, SUNY Orange</td>
</tr>
<tr>
<td>Medical Office Administration</td>
<td>AAS</td>
<td>Binghamton, CC, SUNY Orange</td>
</tr>
<tr>
<td>Mental Health Counseling</td>
<td>MA, MS</td>
<td>Binghamton, CC, SUNY Orange</td>
</tr>
<tr>
<td>Nurse Anesthetist</td>
<td>MS</td>
<td>Binghamton, CC</td>
</tr>
<tr>
<td>Nurse Practitioner</td>
<td>MS</td>
<td>Binghamton, CC, SUNY Orange</td>
</tr>
<tr>
<td>Nutrition</td>
<td>BS, MS, PhD</td>
<td>Binghamton, CC, SUNY Orange</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>MS</td>
<td>Binghamton, CC, SUNY Orange</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>AAS</td>
<td>Binghamton, CC</td>
</tr>
<tr>
<td>Ophthalmic Biomedical Technology</td>
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</tr>
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<td>BS</td>
<td>Binghamton, CC, SUNY Orange</td>
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<td>DPT</td>
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<td>Physical Therapy Assistant</td>
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</tr>
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<td>Physician Assistant</td>
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<td>Pre-Medical</td>
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<td>Public Health</td>
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<td>Public Health Technology</td>
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<td>AAS</td>
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<tr>
<td>Veterinary Technology</td>
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<td>Binghamton, CC</td>
</tr>
</tbody>
</table>

*Note: AAS = Associate in Arts Degree Program  BS = Bachelor of Science Degree Program  MA = Master of Arts Degree Program  MS = Master of Science Degree Program  DPT = Doctor of Physical Therapy Degree Program  PA = Physician Assistant Program  **CUNY Health Programs 2019-20: Statement of Required Programs**
## Appendix 3: Course Analysis and Mapping

### Appendix 3A: Required Courses

<table>
<thead>
<tr>
<th>Common Core Content</th>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
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<td><strong>Required Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Composition 1</td>
<td>ENG 1101</td>
<td>3</td>
</tr>
<tr>
<td>English Composition 2</td>
<td>ENG 1121</td>
<td>3</td>
</tr>
<tr>
<td>Math &amp; Quantitative Reasoning</td>
<td>Any MQR**</td>
<td>3</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>BIO 1101*</td>
<td>4</td>
</tr>
<tr>
<td><strong>Flexible Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Cultural and Global Issues</td>
<td>any WCGI</td>
<td>3</td>
</tr>
<tr>
<td>Us Experience and Its Diversity</td>
<td>any USED</td>
<td>3</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>any CE</td>
<td>3</td>
</tr>
<tr>
<td>Individual and Society</td>
<td>PSY 1101* or SOC 1101*</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Word</td>
<td>BIO 2311*</td>
<td>4</td>
</tr>
<tr>
<td>Additional Flexible Core ***</td>
<td>PHIL 2203*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Discipline Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Biology</td>
<td>BIO 1101</td>
<td>(4)</td>
</tr>
<tr>
<td>Anatomy and Physiology 1</td>
<td>BIO 2311</td>
<td>(4)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory SS Course</td>
<td>PSY 1101 or SOC 1101</td>
<td>(3)</td>
</tr>
<tr>
<td>Health Care Ethics</td>
<td>PHIL 2203</td>
<td>(3)</td>
</tr>
<tr>
<td>Research Methods for the Social and Behavioral Sciences</td>
<td>SBS 2000</td>
<td>3</td>
</tr>
<tr>
<td><strong>Interprofessional Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Health Delivery and Careers</td>
<td>HSCI 1101</td>
<td>3</td>
</tr>
<tr>
<td>Communication in Health Care Settings</td>
<td>COM 1403 (or COM 2403)</td>
<td>3</td>
</tr>
<tr>
<td>Safety for Health Care</td>
<td>HSCI 2201</td>
<td>3</td>
</tr>
<tr>
<td>Health Dynamics</td>
<td>HSCI 2301</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives: Sufficient additional elective courses to achieve 60 credits</strong></td>
<td></td>
<td>x 60</td>
</tr>
</tbody>
</table>

* Recommended course for this flexible core category: students who use different courses may need to apply the courses mentioned above as part of their discipline electives in order to graduate within the mandated 60 credits.

** MATH 1275 HIGHLY recommended. Math requirements may change based on the desired post-ASHS program of study.

*** Any flexible core course may be selected with the following caveats: no more than two courses from one flexible core area, and no more than two courses from any one discipline.
### Appendix 3B: Mapping pre-clinical courses within the degree’s Gen Ed requirements:

#### AS Health Professions

<table>
<thead>
<tr>
<th>Degree</th>
<th>Required Core</th>
<th>Flexible Core</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dental Hygiene</strong></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>1190 or higher</td>
<td>CHEM100 or higher</td>
</tr>
<tr>
<td><strong>Rad Tech</strong></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>1275</td>
<td>BIO1101</td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>1190 or higher</td>
<td>BIO1101</td>
</tr>
<tr>
<td><strong>Rest. Dentistry</strong></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>1190 Or 1180 Or 1275</td>
<td>CHEM100 0</td>
</tr>
<tr>
<td><strong>Vision Care</strong></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>1275</td>
<td>BIO1101</td>
</tr>
</tbody>
</table>

Liberal Arts credits: 3 3 3 3 3 3 3 3 3 3 3 3 3

- **Yellow**: These are named pre-clinical requirements for the discipline
- **Light Blue**: These are Lib Arts courses required by the clinical degree
- **Peach**: These are ASHS required discipline courses
- **Green**: These are remaining gen. ed. requirements for the AS degree
- **Pink**: These are pivot electives
### Appendix 3C: Discipline-specific coursework and available electives

<table>
<thead>
<tr>
<th>Discipline Content</th>
<th>Pivot Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to HC Deliv and Careers</td>
<td>Com for HC Settings</td>
</tr>
<tr>
<td>DH</td>
<td>x</td>
</tr>
<tr>
<td>RADTH</td>
<td>x</td>
</tr>
<tr>
<td>Nursing</td>
<td>x</td>
</tr>
<tr>
<td>RESD</td>
<td>x</td>
</tr>
<tr>
<td>VC</td>
<td>x</td>
</tr>
</tbody>
</table>

These are named pre-clinical requirements for the discipline.
These are Lib Arts courses required by the clinical degree.
These are ASHS required discipline courses.
These are remaining gen. ed. requirements for AS degree.
These are pivot electives.

* This requirement may be freed up when Dental Hygiene changes their curriculum to accept COM 1403 for this.
Appendix 3E Progression Comparison for Students entering Nursing exemplar

**COMPARISON OF PROGRESSION PATHS, ASHS, LAS, LAA**

**ASSUMPTIONS IN DEVELOPING THIS SEQUENCE DOCUMENT FOR STUDENTS WITH FINANCIAL AID**

1. Students take only the preclinical courses necessary to enter their targeted degree program.
2. Students take additional courses to achieve full-time status for financial aid.
3. Additional courses are those that have the highest applicability to other degrees (eg, Pathways).
4. Avoid additional Liberal Arts requirements from Nursing, as these are needed in the clinical semesters to achieve full-time status.

<table>
<thead>
<tr>
<th>ASHS</th>
<th>LAS</th>
<th>LAA</th>
<th>UNCH</th>
<th>NUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1101 (LPS)</td>
<td>BIO 1101 (LPS)</td>
<td>BIO 1101 (LPS)</td>
<td>BIO 1101 (LPS)</td>
<td>BIO 1101 (LPS)</td>
</tr>
<tr>
<td>ENG 1101 (EC)</td>
<td>ENG 1101 (EC)</td>
<td>ENG 1101 (EC)</td>
<td>ENG 1101 (EC)</td>
<td>ENG 1101 (EC)</td>
</tr>
<tr>
<td>TOTAL 14</td>
<td>TOTAL 14</td>
<td>TOTAL 14</td>
<td>TOTAL 14</td>
<td>TOTAL 14</td>
</tr>
</tbody>
</table>

**SIM 2**

| BIO 2311 (SW) | BIO 2311 (SW) | BIO 2311 (SW) | BIO 2311 (SW) |
| PSY 1101 (IS) | PSY 1101 (IS) | PSY 1101 (IS) | PSY 1101 (IS) |
| CE Flex | CE Flex | CE Flex | CE Flex |
| WC Flex | WC Flex | WC Flex | WC Flex |
| TOTAL 13 | TOTAL 13 | TOTAL 13 | TOTAL 13 |

**SIM 3**

| COM 1310 | Additional Flex | COM 1300 | Course A | BIO 2312 (SW) |
| ISO 2201 | ISO 2201 | Course B | PSY 2301 |
| USED Flex | Additional Flex | Course C | Course D | Course E |
| Eng 1121 | Eng 1121 | Course F | Course G | Course H |
| Pixel Elective 1 | Pixel Elective 2 | Course I | Course J | Course K |
| TOTAL 18 | TOTAL 13 | TOTAL 13 | TOTAL 13 | TOTAL 13 |

**SIM 4**

| SBS 2000 | MAT 1475 | FL 3 | Add Flex | BIO 1302 |
| ISO 2201 | CE Flex | CE Flex | Free Elective | SNS 2200 |
| Additional Flex | CE Flex | CE Flex | Free Elective | SNS 2200 |
| Pixel Elective 3 | Pixel Elective 4 | Add Flex | Add Flex | Add Flex |
| TOTAL 15 | TOTAL 15 | TOTAL 15 | TOTAL 15 | TOTAL 15 |

**SIM 5**

| BIO 1575 | FL 3 | Eng 1121 | NUR 2310 | NUR 2310 |
| TOTAL 13 | TOTAL 13 | TOTAL 13 | TOTAL 13 | TOTAL 13 |

**SIM 6**

| SOC 1101 | NUR 2230 | NUR 2230 | NUR 2230 | NUR 2230 |

Note: Taking any of the Liberal Arts listed below as part of the preclinical studies results in loss of full-time status in at least one semester.

**ADDITIONAL ADVANTAGES OFFERED BY THE ASHS NOT OFFERED BY THE OTHER DEGREES**

- An introduction to the many career possibilities in Healthcare, and the required competencies
- Academic achievement and mentoring from clinical faculty who better understand options
- Concentration of students with a health focus into a program dedicated to this area
- Accrual of additional English, health certification, increasing employability
- Articulation into a number of different health-related baccalaureate programs
- ASAP Support
Appendix 4: New Courses

Appendix 4A HSCI 1101: Introduction to Health Care Delivery and Careers:

**Title:** Introduction to Health Care Delivery and Careers  
**Credits/ hours:** 3 credits 3 hours  
**Prerequisite:** CUNY proficiency in reading and writing.

**Course Code:** HSCI 1101

**Catalog Course Description:**  
An overview of professional and non-clinical careers commonly found in the US health care delivery system.

**Anticipated Incoming Competencies:**
1. General interest in a healthcare career.  
2. Basic academic skills in reading, writing, communication, and computation.  
3. General curiosity and desire to learn about health care careers in general.

**Recommended Texts / tools**
Introduction to the Health Professions (7th ed)  
Peggy S. Stanfield  
ISBN-10: 1449600557

**Teaching and Learning:**
HSCI 1101 will provide students with a multi-modal pedagogy designed to facilitate learning by preclinical students. Applying a team-teaching model, the course will expose students to high-caliber external guest lecturers, be supported by media-rich teaching material, and apply small-group interactive learning to individual course sections. Additionally, students will undertake a rotation of departmental site visits to gain firsthand experience with each of the College’s clinical disciplines and participate in asynchronous hybrid supervised by faculty.

**Scope of Assignments:**  
Intermittent online quizzes for assessment of lecture content: 3-5 at professor’s discretion. Interactive and collaborative group work.

**Assignments/Projects:**
1) Teamwork assignment rotating through the health care professions on site (NYCCT).  
2) Blog post on open lab to compare and contrast the health care fields (NYCCT).  
3) Interview senior level students in the professional student organizations (health care clubs).  
4) Individually investigate two other health care career outside (NYCCT).

**Method of Grading**
- Quizzes /examination, 50%  
- Blog, 25%  
- Discussion board, 25%
## Learning Outcomes:

<table>
<thead>
<tr>
<th>Discipline-Specific Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an appreciation of the diversity and responsibilities associated with health care careers.</td>
<td>Lectures and exams</td>
</tr>
<tr>
<td>Self-reflection: What I learned about health care careers and myself (short paper posted to open lab).</td>
<td></td>
</tr>
<tr>
<td>Describe the range of nonclinical healthcare careers that support the delivery of the U.S. healthcare system.</td>
<td>Blog exercise (2) where students explore non-clinical careers of interest.</td>
</tr>
<tr>
<td>Identify and differentiate the professional roles and responsibilities of the various health care careers.</td>
<td>Rotation tours and interviews with senior students in the professional student organizations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Education Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transform information into knowledge: enable students as lifelong learners to examine the diversity and recognize the complexity of the US healthcare system.</td>
<td>Self-reflection: What I learned about health care careers and myself (short paper posted to open lab).</td>
</tr>
<tr>
<td>Derive meaning from experience: compare and contrast the roles and responsibilities of the clinical and non-clinical health careers.</td>
<td>Rotation tours and interviews with senior students in the professional student organizations.</td>
</tr>
<tr>
<td></td>
<td>Self-reflection: What I learned about health care careers and myself (short paper posted to open lab).</td>
</tr>
<tr>
<td></td>
<td>Blog exercise (2) where students explore non-clinical careers of interest.</td>
</tr>
<tr>
<td>Acquire and use general education skills needed for inquiry, analysis, written, and communication.</td>
<td>Blog exercise (2) where students explore continuing education opportunities.</td>
</tr>
</tbody>
</table>
SAMPLE WEEKLY SCHEDULE (OR SUBJECT AREA SEQUENCE OF TOPICS WITH TIME ALLOTMENTS)

PART A: INTRODUCTION TO THE US HEALTHCARE SYSTEM
   Week 1: Overall introduction to the historical and current state of the US health care system.
   Week 2: Organization of health care, structural aspects.
   Week 3: Introduction to the economics of health care: paying for health care.
   Week 4: Current policy and planning priorities that govern the US health care system.

PART B: CLINICAL VISITATIONS ACROSS THE CITY TECH HEALTH DISCIPLINES
   Week 5: Introduction into the clinical health care professions at NYCCT.
   Week 6: Visitation Rotation 1: Student reflections via Blog.
   Week 7: Visitation Rotation 2: Student reflections via Blog.
   Week 8: Visitation Rotation 3: Student reflections via Blog.
   Week 9: Visitation Rotation 4: Student reflections via Blog.
   Week 10: Visitation Rotation 5: Evaluation of Rotation Experience.

PART C: US HEALTH ISSUES AND SUPPORTING NON-CLINICAL CAREERS
   Week 11: Introduction to health education, community health, and health disparities.
   Week 12: Introduction to non-clinical healthcare related careers.
   Week 13: Human services and health administration.
   Week 14: Health information systems and technology.
   Week 15: Final Exam.

CERTIFICATION POSSIBILITIES
Students will undertake HIPPA training through online resources provided by the US Department of Health and Human Services.
https://www.hhs.gov/hipaa/for-professionals/training/index.html

SPECIFIC INTERPROFESSIONAL ACTIVITIES
1. Interviews with senior clinical students in the health care professional programs at NYCCT.
2. Guest lecturers from diverse healthcare settings.
3. Visiting professional organizations websites (ANA, ADHA, etc.) to explore clinical and non-clinical healthcare careers.

EXPERIENTIAL ACTIVITIES
1. Rotations through the programs (clinics and labs) in the health care professional programs at NYCCT.
2. Observations and interviews with professional health care students at NYCCT.

TECHNOLOGIES INTRODUCED, REINFORCED, OR EMPHASIZED
1. Open Lab.
2. Blackboard.
3. Health-related online resources.
4. Online Library resources.
Appendix 4B: COM 1403: Introduction to Healthcare Communication

Hours and Credits for Lecture: 3 hours, 3 credits
Course Code: COM 1403
Course Pre/Co-requisite: ENG 1101
Pathways: U.S. Experience in its Diversity (intended)

Course Description:
Introduction to the study and practice of communication for health professionals. Topics include verbal and non-verbal communication, communicating with supervisors and team members, patient-centered interviewing, cultural sensitivity and patient education. Students give oral presentations and simulate encounters between providers and patients. Communication issues particular to health care occupations are considered, including nursing, radiology, dentistry, optometry, health and human services, and health care administration. Students practice clear, purposeful and compassionate communication in face-to-face and mediated situations.

Introducing Health Communication:
Health communication refers to human interactions in medical contexts, and it is a key consideration for providing patient-centered care. Medical schools often have a communication component for training the next generations of health care workers, and job descriptions often list communication skills as a requirement. Scholars have identified miscommunication as a major contributor to health issues. This class introduces students who are considering healthcare careers to the importance of communication, using presentations and role-play scenarios. This is a foundational class for the Associate of Science in Health Sciences, designed to fulfill the Oral Communication competencies offered in COM courses, including public speaking; delivering persuasive and informative oral presentations; research and citation.

Textbook:
Communication Skills for the Healthcare Professional by Laurie Kelly McCorry and Jeff Mason

Topics we cover:
- Clear and compassionate patient-provider communication
- Components of communication, including sender, receiver, message and feedback
- Culturally and linguistically appropriate health care
- Health literacy, health education and language barriers
- Verbal and nonverbal elements of communication
- “Hand-off” communications with supervisors and team members
- Protecting privacy and confidential health information
- Translating complex medical terminology into everyday language
- Motivational communication and interviewing techniques
- Using the teach-back method and checklists
- Professional use of email, secure patient portals, and provider entry platforms
Course Intended Learning Outcomes:
- To better understand the consequences of miscommunication in health care
- To demonstrate competence in active listening skills
- To communicate using different communication channels (face-to-face, electronic, etc.)
- To compose and present appropriate verbal and nonverbal messages to diverse audiences
- To encourage healthy behaviors and influence patients to make lifestyle changes
- To simulate working with culturally and linguistically diverse patients in clinical settings
- Learn to use presentation aids and technologies to enhance oral presentations

Flexible Core: U.S. Experience in its Diversity

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Assessment Methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather, interpret, and assess information from a variety of sources and points of view.</td>
<td>Students conduct research on medical issues in the news, medical procedures and communication concerns.</td>
</tr>
<tr>
<td>Evaluate evidence and arguments critically or analytically.</td>
<td>Students employ verbal strategies to encourage patient adherence and counter misinformation. Emphasis on evidence required to support claims.</td>
</tr>
<tr>
<td>Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
<td>Students support arguments using evidence from factual sources, observational data, medical experiences and critical analysis of medical controversies.</td>
</tr>
<tr>
<td>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</td>
<td>Students identify health communication as an interdisciplinary practice, informed by interpersonal, intercultural, and mass communication; behavioral medicine; marketing, and public health.</td>
</tr>
<tr>
<td>Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</td>
<td>Lectures and readings explain linguistic, social, behavioral, cultural and socioeconomic predictors of health outcomes. Students learn to recognize, acknowledge and honor difference, adapting their message to the situation according to language, age, gender, ethnicity, belief, socioeconomic status, sexual orientation, etc.</td>
</tr>
<tr>
<td>Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</td>
<td>Low health literacy related to English ability examined as a barrier to communication, contributing to health disparities. Students evaluated on sensitivity to cultural differences and appraisal of the role of sexism, racism, ethnocentrism and other forms of discrimination in health outcomes.</td>
</tr>
</tbody>
</table>
Description of Assignments

Simulated Medical Encounters: These role-play exercises take place in class, with students acting out a hypothetical medical encounter. Scenarios from medical cases provided, such as communicating a medical diagnosis; providing a patient with detailed instructions on how to use a medical device; explaining resources available for help quitting smoking, etc. Each student enacts two scenarios, in pairs, small groups, or in front of the class, taking turns playing the role of patient, provider and observer.

Impromptu Presentations: Health communication takes place in real-life situations and often providers do not have time to prepare a formal presentation. Each class, students give short speeches (one to three minutes) on medical topics (provided by the instructor) with only minimal preparation. This assignment gets students comfortable with speaking in front of others, helping them improve their communication skills and ‘think on their feet.’ Each student will give two impromptu presentations, one informative and one persuasive.

Blackboard Discussion Board: Each week, read articles and watch online videos posted on Blackboard, and respond to questions posed by the Instructor. Try to make connections to the textbook, and then pose more questions to the class to start a conversation. In addition to starting your own Discussion Board thread, please read other threads and reply to at least three each week (about one paragraph). You post these responses each week for evaluation, so please proofread and revise accordingly.

Blackboard Quizzes: There is a quiz on the syllabus and on the 10 textbook chapters, to be completed on Blackboard by due-dates stated. Each quiz consists of 25 multiple choice and T/F questions. These quizzes are open book, and you can take it up to 3 times, with your highest score used. There is no time limit to complete the quizzes.
Final Presentation:

The final presentation is a chance to communicate something health-related. You may choose a topic that you already are familiar with or a new topic that fascinates you. All final assignments require research and citations. In addition to your oral presentation, you are required to hand in a speaking outline that closely follows your speech. Graded on content, outline and oral presentation. The instructor assigns only one of the four assignments below, in consultation with the student, appropriate to their academic and career goals:

1. **Explain a Medical Procedure:** Health professionals need to explain medical procedures carefully and clearly. The challenge of this assignment is to explain any medical jargon in everyday language, and to inspire confidence that you are knowledgeable and a credible speaker on the topic. Choose some type of procedure, treatment, or technology related to health care. Diseases, injuries, medical devices, medications, surgeries, therapies also considered as topics. The presentation outline can be modeled after informative or persuasive speaking formats. Cite sources to justify your work.

2. **“Stages of Change” Simulation:** In this assignment, you and a classmate reenact one of the role-play scenarios, adapting it to focus on lifestyle change. The designated “provider” warns the “patient” about the health risks of some behavior (such as smoking), using subtle persuasive techniques in an attempt to convince them to change. Based on the “Stages of Change” model, the patient may be amenable or resistant to the provider’s suggestions, offering rationalizations in defense of their behavior and/or expressing willingness to change. After the simulation, participants reflect and comment, citing the textbook and outside sources to justify strategies used.

3. **Summary and Analysis of a Health Issue:** Find recent news articles relevant to the subject matter of health communication and prepare a presentation that clearly summarizes the issue and presents your own viewpoint. Your presentation should include a succinct summary of the main ideas in the articles, an explanation of how you connect the articles to course material, and a critique or evaluative response to the articles. The presentation can be modeled after informative or persuasive speaking formats.

4. **Observation of a Healthcare Setting:** This assignment involves an (at-least) one-hour participant observation, note taking and write-up of a healthcare setting. You may choose a setting that you are already familiar with (such as your doctor’s office, or your job, if you work in a medical setting), or a new setting. Pay close attention to what is happening, asking questions and engaging in conversation. Your presentation should describe what you saw, heard and talked about in detail. Try to use rich descriptions that “paint a mental picture” for the audience, while connecting your observations and interactions to the course material. Cite sources to justify your work.

Final Presentation Requirements:

- 3 to 5 page outline, Times New Roman 11 pt., double-spaced
- 5 to 10 minute in-class presentation with PowerPoint
- A one-page description of your final project due week 9
Grading

Simulated Medical Encounters 15%
Impromptu Presentations 15%

Final Assignment, your choice of EITHER
- Summary and Analysis of a Health Issue
- Observation of a Healthcare Setting
- Explain a medical procedure
- “Stages of Change” Simulation 25%

Class Participation 15%
Blackboard Discussion Board 15%
Blackboard Quizzes 15%

Total 100%

Grading Scale:
Final course grades reflect the plus and minus grading system. Letter grades and corresponding numerical grades are as follows:

A 93-100  A- 90-92.9  B+ 87-89.9  B 83-86.9
B- 80-82.9  C+ 77-79.9  C 74-76.9  D 60-69.9
F 59.9 and below  WU Unofficial Withdrawal  WF Withdrew Failing

Grade Dispute Policy:
If you would like to dispute a grade, you can do so 24 hours after the grade is given but no longer than 7 days after you receive the grade. This allows you to reflect on why you received the grade and build an argument for why you think you should have received a different grade. I only accept grade disputes in writing during the designated timeframe. I prefer that you send them by email and include your name and the name of the class in the subject line of the email.
Provisional Schedule

The following is a description of all of our face-to-face, in-classroom meetings for the semester.

NOTE: This schedule is subject to change

**Week 1**: “Introduction to health care communication” Roll call, syllabus overview and introduction to communication studies. The bio-psycho-social model of health care delivery. The role of social and interpersonal support in health outcomes. The importance of clarity and understanding. [Reading for following week: Chapter 1](#)

**Week 2**: “Communication competency.” Verbal and non-verbal communication. The importance of listening. Types of listening. The role of interpersonal skills and developing rapport. Repeat-back techniques and checklists. Cultural differences in health beliefs. Defining intercultural competency. [Reading for following week: Chapter 2](#)

**Week 3**: “Introducing Simulation.” Introduction to simulation in health care. Students participate in selected scenarios in the role of patient, provider and observer. [Reading for following week: Chapter 3](#)

**Week 4**: “Therapeutic communication.” Adapting your message for the audience. Communicating with supervisors and other team members. Protecting patient privacy. Understanding the stages of change model. [Reading for following week: Chapter 4](#)

**Week 5**: “Interviewing techniques.” Motivational interviewing and note-taking techniques. Patient centered vs. HCP centered interviewing. Repeating and paraphrasing. Expressing empathy. Working with children, adolescents, and elderly. Communication disorders. [Reading for following week: Chapter 5](#)

**Week 6**: “Health literacy.” How low health literacy is involved in communication errors. Language barriers, jargon and plain language. Hearing, visual and cognitive impairment. [Reading for following week: Chapter 6](#)

**Week 7**: “Patient education.” Strategies and resources. Protecting privacy. Using informational databases and pamphlets. Finding credible information and countering misinformation. Outline templates for Final Presentations provided discussed. [Reading for following week: Chapter 7](#)

**Week 8**: “Cultural sensitivity.” Ethnic and cultural diversity. Understanding health care disparities. Culturally and linguistically appropriate care (CLAS). More on language barriers. Medical translators and interpreters. [Reading for following week: Chapter 8](#)

**Week 9**: “Public speaking techniques for health professionals.” Identifying your audience, conducting research & citing sources. Creating a Speaking Outline. Practicing. Vocal techniques, eye contact and body language. Students watch videos of exemplary presentations. [A one-page summary describing your final project due](#)

**Week 10**: “Communication technologies.” Electronic health records (EHR). Using computerized provider order entry systems (CPOE). Communicating using secure patient portals. Email etiquette and professionalism. [Reading for following week: Chapter 9](#)

**Week 11**: “Final presentation workshops.” Students meet in groups to proof outlines and practice.

**Week 12**: Final Presentations. Final Presentation outline due.

**Week 13**: Final Presentations. Final Presentation outline due.

**Week 14**: Final Presentations. Final Presentation outline due.

**Week 15**: Final Presentations. Final Presentation outline due.
HUMANITIES DEPARTMENT ATTENDANCE POLICY

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class. Note: Each professor will keep accurate, detailed records of students’ attendance.

Academic Integrity at City Tech

“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.”

Humanities Department Commitment to Student Diversity

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students’ ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

Religious Holidays and Observances:

In accordance with University policies, students should notify the instructor before missing class due to a religious observance or holiday.

Make-Up Policies:

Because of scheduling difficulties for in-class assignments, presentations, and papers, make-up work is only be possible in the case of documented medical emergencies. If you contact me after you have missed the class, you can’t make-up the assignment.

Reasonable Accommodations:

City Tech complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations to students with documented disabilities. Please contact Disability Resources Services at (718) 260-5143 for more information. The resource office is located in the Atrium Building, Room A-237. If you have a documented disability that requires academic accommodations, please see me in private so that we can discuss the accommodations that you need in this class. It is best to do this at the beginning of the course.
Appendix 4C HSCI 2201: Safety for Health Care Professions

Title: SAFETY FOR HEALTH CARE PROFESSIONS

Course Code: HSCI 2201

Credits/hours:
- 3 credits, 2 hrs. lecture, 2 hrs. lab

Catalog Course Description:
An introduction to current safety standards and regulations in the health care environment. Students apply federal, state, and local policies and guidelines for safe practices in the health care system, engage in simulated activities to enhance, prevent and control of injuries in health-related settings, and complete training in several different safety-related certifications.

Course pre/co-requisites:
- Prerequisite ENG 1101
- Pre- or co-requisite: HSCI 1101 Introduction to Health Care Delivery and Careers

Texts / tools:
Supplemental Texts / tools
Introduction to the Health Professions (7th ed).
Peggy S. Stanfield
ISBN-10: 1449600557

Scope of Assignments/Percentage of Grade/Method of Grading:
- Weekly research assignments – 10%
  - Low stake, informal papers, presentations, or other reports
- Mid Term Exam – 30%
  - Short answer
  - Multiple choice
- Final Exam – 40%
  - Short answer exam
  - Multiple choice
- Paper – 20%
  - APA Style
  - Select a safety topic in a health field.
  - Identify a site from a pre-approved list
  - Evaluate that site in terms of safety in the different categories
CERTIFICATION POSSIBILITIES:

- CPR Basic Life Support (First Aid, CPR, AED) for Healthcare Providers
- CPI (Crisis Prevention Institute) Nonviolent Crisis Intervention Training
- OSHA-10 Hour General Industry - Online training course (optional)
- NYS Health Care Provider Infection Control Training - Mandatory for some HCP
- BCLS (Basic Cardiac Life Support)

**Discipline-Specific Learning Outcomes**

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate with appropriate terminology used in healthcare safety.</td>
<td>Weekly assignments, paper, class discussions, exams</td>
</tr>
<tr>
<td>Demonstrate competency in how to implement personal and workplace safety standards</td>
<td>Assignments, tests, paper</td>
</tr>
<tr>
<td>Acquire training and certification in basic life support for adult, child, infant,</td>
<td>In-class hands-on training and certification exam</td>
</tr>
<tr>
<td>CPR, and Automated external defibrillator (AED) training for Healthcare Providers</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.redcross.org/take-a-class/aed/aed-training">http://www.redcross.org/take-a-class/aed/aed-training</a></td>
<td></td>
</tr>
<tr>
<td>Acquire training and certification in nonviolent crisis intervention (CPI) training</td>
<td>In-class hands-on training and certification exams</td>
</tr>
<tr>
<td><a href="https://www.crisisprevention.com/Specialties/Nonviolent-Crisis-Intervention">https://www.crisisprevention.com/Specialties/Nonviolent-Crisis-Intervention</a></td>
<td></td>
</tr>
<tr>
<td>Read, and interpret safety and guidelines of local and other agencies as related to healthcare practices.</td>
<td>Classroom sessions and investigation of regulatory websites, assignments and tests</td>
</tr>
<tr>
<td>Develop a specific plan to implement safety requirements for a specific clinical setting</td>
<td>In-class discussion, paper</td>
</tr>
</tbody>
</table>

**General Education Learning Outcomes**

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read, evaluate, and organize data in an assortment of appropriate written and graphical forms</td>
<td>Weekly assignments, paper</td>
</tr>
<tr>
<td>Demonstrate ability to gather, interpret, evaluate, and apply information discerningly from the different aspects of safety in healthcare environments</td>
<td>Paper, discussion, tests</td>
</tr>
<tr>
<td>Demonstrate ability to work in teams, collaborate and build consensus.</td>
<td>Group role play and certification projects</td>
</tr>
</tbody>
</table>
### Sample Weekly Schedule/ Subject Area Sequence Of Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and discussion of course, initial reading assignments</td>
</tr>
<tr>
<td>2</td>
<td>Safety resources: laws and agencies</td>
</tr>
<tr>
<td>3</td>
<td>Work Organization 1</td>
</tr>
<tr>
<td>4</td>
<td>Work Organization 2</td>
</tr>
<tr>
<td>5</td>
<td>Biological Safety 1</td>
</tr>
<tr>
<td>6</td>
<td>Biological Safety 2</td>
</tr>
<tr>
<td>7</td>
<td>CPI Certification</td>
</tr>
<tr>
<td>8</td>
<td>Midterm</td>
</tr>
<tr>
<td>9</td>
<td>Chemical Safety 1: solvents, acids, metals, dust, pesticides</td>
</tr>
<tr>
<td>10</td>
<td>Chemical Safety 2:</td>
</tr>
<tr>
<td></td>
<td>BCLS Theory</td>
</tr>
<tr>
<td>11</td>
<td>Physical Safety 1: Noise, Lighting, vibration, temperature</td>
</tr>
<tr>
<td>12</td>
<td>Physical Safety 2: electricity, radiation</td>
</tr>
<tr>
<td>13</td>
<td>Body Mechanics and Ergonomics</td>
</tr>
<tr>
<td>14</td>
<td>BCLS (Basic Cardiac Life Support) training and Certification</td>
</tr>
<tr>
<td></td>
<td>Term Paper due</td>
</tr>
<tr>
<td>15</td>
<td>Final</td>
</tr>
</tbody>
</table>
Appendix 4D HSCI 2301: Health Dynamics

Title: Health Dynamics
Credits/hours: 3 credits
Course code: HSCI 2301

Course Description
Introduces the student to health promotion and disease prevention strategies integrated within the US healthcare system. Students gain an appreciation of common determinants of health and prevalent risk factors derived from biological and environmental, systems. Through application of the ‘BEINGS’ model (Biology, Environment, Immunology, Nutrition, Genetics, Public Health (Social)), students will gain an understanding of the functional aspects of health care and apply its rationale to salutary holistic therapeutics.

Course pre/co-requisites:
- Pre-requisites: BIO 1101, ENG 1101, HSCI 1101

Texts / tools:
- Healthy People 2020 (https://www.healthypeople.gov/2020/About-Healthy-People)
- Course Pack – (Open Resource, Journal Articles, You tube, NY Times Articles)
- Supplemental Texts / tools
  1) Introduction to the Health Professions (7th ed). Peggy S. Stanfield
     ISBN-10: 1449600557
  2) ReThink Health systems dynamic computer model
     (https://www.rethinkhealth.org/resources-list/dynamic-modeling-strategy/)
### Discipline Specific

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>Identify components of BEINGS model</td>
<td>Final Exam, Group Project (Part 1 and Part 2), Class Discussion</td>
</tr>
<tr>
<td>Recognize importance of a pluralistic health perspective</td>
<td>Class Discussion, Reflection Journal Entries, Final Exam</td>
</tr>
<tr>
<td>Assess clients from the integrative perspective</td>
<td>Group Project (Part 1), In Class -Role Plays</td>
</tr>
<tr>
<td>Define strengths and stressors of each component of the BEINGS model</td>
<td>Group Project (Part 1), Class Discussion, Final Exam</td>
</tr>
<tr>
<td>Comprehend various therapeutic methodologies</td>
<td>Group Project (Part 2), In Class-Role Plays, Reflection Journal Entries, Class Discussion, Final Exam</td>
</tr>
<tr>
<td>Develop specific plan of treatment based on interaction of components within the BEINGS model</td>
<td>Group Project (Part 2), Final Exam</td>
</tr>
</tbody>
</table>

### General Education

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ability to gather, interpret, evaluate, and apply information discerningly from the different realms involved in a holistic health perspective.</td>
<td>Group Project (Part 1 and Part 2), Class Discussion, In-Class Role Plays, Final Exam</td>
</tr>
<tr>
<td>Demonstrate awareness, sensitivity and respect for diversity in regard to culture, race, ethnicity, gender, sexual orientation, socioeconomic status and disability.</td>
<td>Class Discussion, In-Class Role Plays</td>
</tr>
<tr>
<td>Demonstrate ability to work in teams, collaborate and build consensus.</td>
<td>Group Project (Part 1 and Part 2), Class Discussion, In-Class Role Plays</td>
</tr>
</tbody>
</table>
SAMPLE WEEKLY SCHEDULE (OR SUBJECT AREA SEQUENCE OF TOPICS WITH TIME ALLOTMENTS)

1. Understanding the Whole Client
   a. Overview of the BEINGS Model – Biologic, Environmental, Immunologic, Nutritional, Genetic and Social determinants of health
   b. Understanding primary and secondary prevention strategies
   c. Case presentation, Malaria as a basis to illustrate the interplay of model components

2. Biological determinants:
   a. Understanding pathology as a basis for illness,
   d. Etiology overview
   e. Primary prevention for biologic determinants

3. Environmental determinants:
   a. Examination of the epidemiologic triad of agent host and vector
   b. Principles of public health and sanitation
   b. Primary prevention for environmental determinants
   Group Assignment start- creates groups, assign case study, and divide responsibilities

4. Immunologic determinants:
   a. Epidemiologic rational for vaccinations
   b. Herd immunity
   c. Evidence based assessment of vaccinations
   d. Secondary prevention and the role of vaccines

5. Nutritional determinants.
   a. Overview of nutrition and its role in homeostasis
   b. Understanding nutritional deficiency syndromes

6. Genetic Determinants:
   a. Examines the contribution of gene variants for common multigene disorders, including Alzheimer’s, inflammatory bowel disease, cancer) and osteoporosis.

7. Cultural Determinants
   a. Explores the role of economics, education, community and family structure in the formulation of health beliefs and behaviors.

8. Midterm examination

9. Case Study
   a. ReThink Health Dynamics Model – computer simulation on the interplay of biology, environment and cultural components to health
   b. Group work

10. Biogenic Treatment, understanding the Medical Model
    a. Overview, history, principles and practice of allopathic medicine,

11. Alternative and Complimentary Therapeutics
    a. Therapeutic underpinning of common alternative therapies such as acupuncture, osteopathy, massage therapy, yoga and hypnosis.
    b. NIH Center for Complementary and Alternative Health.
    c. Research initiatives within alternative health.

12. Pharmacological Treatments
    a. Use of drugs as supports for various medical and mental health conditions
    b. Introduction to pharmacological classifications and pharmacodynamics.

13. Presentation of group assignments

14. Presentations of group assignments (continued) / Review

15. Final Exam
Method of Grading:
- Reflective journal (10 mins at end of each of class from classes 2-12) 10%
  - Private journal on blackboard
  - A list of topics will be presented to students to choose from (ex. Try out an alternative modality and reflect on it; Reflect on the stressors and strengths as you walk through your community)
  - Due Weekly: Will be graded as pass/fail on blackboard
- Group Project/Presentation 40%
  - Part 1: Written Assessment of Case Study
    - Due Week 7: 20% of grade: Will be graded out of 100 on grading rubric
  - Part 2: Final presentation with assessment and treatment plan of assigned case study
    - Due week 13/14: 20% of grade
    - 50% of grade will be based on grading rubric
    - 50% of grade will be based on group peer assessment
- Midterm and Final Exam 50%
  - Short answer exam
    - Midterm and Last week of class. Each graded out of 100 points

CERTIFICATION POSSIBILITIES
- Mandated Reporting Certificate

SPECIFIC INTERPROFESSIONAL ACTIVITIES/EXPERIENTIAL ACTIVITIES
- Possible Journal Reflection Topics
  - Attending an alternative treatment session (ie. Reiki, Acupuncture, Acupressure, Yoga, Massage, Meditation, etc) and reflect on the experience
  - Attend a holistic health expo, gather resources and reflect on the experience
  - Attend a spiritual service of any kind and observe the perceived impact of the community and service on those in attendance
  - Walk through a community and observe both social strengths and stressors present, and reflect on how they may impact the members of the community
  - Speak to an older adult (over age 65) about what practices have helped them feel well throughout their life and reflect on the experience
  - Speak to a medical professional about their perspectives on health and wellness and reflect on the experience
  - Speak to a counselor or mental health professional about their perspectives on health and wellness and reflect on the experience
  - Participate in a health related webinar and reflect on what you learned
  - Attend an AA or other community based support group and reflect on the experience
  - Speak to a pharmacist, herbalist or naturopath on their perspectives to health and reflect on the experience
  - Follow a guided meditation and/or prayer service and reflect on the experience
  - Reflect on prior knowledge in each of the realms
  - Reflect on new knowledge gained in each of the realms

TECHNOLOGIES INTRODUCED, REINFORCED, OR EMPHASIZED
- Blackboard – reflection journals, assignments and readings
- You tube – videos in class and at home
- Online News about current events
- Open Resources – Online Library Journal Searches
- Poll Everywhere
Appendix 5: Academic Integrity Standards
(for all HSCI syllabi)

CUNY Policy on Academic Integrity
Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

New York City College of Technology Policy on Academic Integrity
Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Definitions and Examples of Academic Dishonesty
Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list.

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using notes during a closed-book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.
Plagiarism is the act of presenting another person’s ideas, research or writings as your own.  
The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.  
The following are some examples of obtaining unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

Falsification of Records and Official Documents  
The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document. 
Appendix 6: Library Forms
Appendix 6a: HSCI 1101

LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION

1

<table>
<thead>
<tr>
<th>Title of proposal</th>
<th>Department/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI1101 Introduction to Health Care Delivery and Careers (3 credits)</td>
<td>School of Professional Studies, proposal for ASHS, as required course element</td>
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</table>

<table>
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<tr>
<th>Proposed by (include email &amp; phone)</th>
<th>Expected date course(s) will be offered</th>
<th># of students up to 900</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josef Bohm <a href="mailto:jbohm@Citytech.Cuny.edu">jbohm@Citytech.Cuny.edu</a></td>
<td>Fall 2018</td>
<td></td>
</tr>
</tbody>
</table>

2 The library cannot purchase reserve textbooks for every course at the college, nor copies for all students. Consult our website (http://cityte.ch-curriculum) for articles and ebooks for your courses, or our open educational resources (OER) guide (http://cityte.ch/oer). Have you considered using a freely-available OER or an open textbook in this course? The required text is not OER. Introduction to the Health Professions (7th ed). Peggy S. Stanfield

3 Beyond the required course materials, are City Tech library resources sufficient for course assignments? If additional resources are needed, please provide format details (e.g. ebook, journal, DVD, etc.), full citation (author, title, publisher, edition, date), price, and product link. Yes. Journals in place for HSA. HUS and BIB will also have relevancy to this degree. Any materials listed in the bibliography that can be acquired will prove useful to students

4 Library faculty focus on strengthening students' information literacy skills in finding, critically evaluating, and ethically using information. We collaborate on developing assignments and customized instruction and research guides. When this course is offered, how do you plan to consult with the library faculty subject specialist for your area? Please elaborate. Further discussions are anticipated on the development of an HSCI / Library landing page for quick access to books, article via database search, journals, professional organizations

5 Library Faculty Subject Specialist ___ Nancy Gonzalez _________________

Comments and Recommendations
Except for the required text that has yet to be ordered, the library should be able to provide sufficient materials to the proposed course, including monograph titles and many subscribed electronic databases. Furthermore, materials supporting other subject related courses, e.g. Human Services, will provide additional resources. The required text will be ordered once the course is being offered.

Date 10/3/17
### Appendix 6b: HSCI 2201

**LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION**

|   | Title of proposal
<table>
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<tr>
<th></th>
<th>HSCI 2201 Safety for Health Care Professions (3 credits)</th>
</tr>
</thead>
</table>
|   | Department/Program
|   | School of Professional Studies, proposal for ASHS, as required course element |
|   | Proposed by (include email & phone)
|   | Josef Bohm jbohm@Citytech.Cuny.edu |
|   | Expected date course(s) will be offered
|   | Fall 2019 |
|   | # of students up to 625 |

2. The library cannot purchase reserve textbooks for every course at the college, nor copies for all students. Consult our website ([http://cityte.ch/curriculum](http://cityte.ch/curriculum)) for articles and ebooks for your courses, or our open educational resources (OER) guide ([http://cityte.ch/oer](http://cityte.ch/oer)). Have you considered using a freely-available OER or an open textbook in this course?

   The required text is not OER.

3. Beyond the required course materials, are City Tech library resources sufficient for course assignments? If additional resources are needed, please provide format details (e.g. ebook, journal, DVD, etc.), full citation (author, title, publisher, edition, date), price, and product link.

   Yes. Journals in place for HSA. HUS and BIB will also have relevancy to this degree. Any materials listed in the bibliography that can be acquired will prove useful to students.

4. Library faculty focus on strengthening students’ information literacy skills in finding, critically evaluating, and ethically using information. We collaborate on developing assignments and customized instruction and research guides. When this course is offered, how do you plan to consult with the library faculty subject specialist for your area? Please elaborate.

   Further discussions are anticipated on the development of an HSCI / Library landing page for quick access to books, article via database search, journals, professional organizations.

5. **Library Faculty Subject Specialist** Nancy Gonzalez

   **Comments and Recommendations**

   Having reviewed library resources on the proposed course, I conclude that the library should be able to provide sufficient materials, including the required text, many other monograph titles and subscribed electronic databases. Furthermore, materials supporting other subject related courses, e.g. Human Services, will provide additional resources.

   **Date** 10/5/17


### Appendix 6c: HSCI 2301

**LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION**

#### 1 Title of proposal

HSCI 2301 Health Dynamics (3 credits)

**Department/Program**

School of Professional Studies, proposal for ASHS, as required course element

**Proposed by** (include email & phone)

Josef Bohm  
jbohm@Citytech.Cuny.edu

**Expected date course(s) will be offered**

Spring 2019

**# of students up to 625**

#### 2 The library cannot purchase reserve textbooks for every course at the college, nor copies for all students. Consult our website ([http://cityte.ch/curriculum](http://cityte.ch/curriculum)) for articles and ebooks for your courses, or our open educational resources (OER) guide ([http://cityte.ch/oer](http://cityte.ch/oer)). Have you considered using a freely-available OER or an open textbook in this course?

This course applies a course pack of open source materials.

#### 3 Beyond the required course materials, are City Tech library resources sufficient for course assignments? If additional resources are needed, please provide format details (e.g. ebook, journal, DVD, etc.), full citation (author, title, publisher, edition, date), price, and product link.

Yes. Journals in place for HSA. HUS and BIB will also have relevancy to this degree.

#### 4 Library faculty focus on strengthening students’ information literacy skills in finding, critically evaluating, and ethically using information. We collaborate on developing assignments and customized instruction and research guides. When this course is offered, how do you plan to consult with the library faculty subject specialist for your area? Please elaborate.

Further discussions are anticipated on the development of an HSCI / Library landing page for quick access to books, article via database search, journals, professional organizations

#### 5 Library Faculty Subject Specialist _______Nancy Gonzalez______________

**Comments and Recommendations**

Having reviewed the library resources on the proposed course, I conclude that the library should be able to provide sufficient materials; including many monograph titles and subscribed electronic databases. Furthermore, materials supporting other subject related courses, e.g. Human Services, will provide additional resources.

**Date 10/5/17**
## Appendix 6d: COM 1403

### LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION

Please complete for all major curriculum modifications. This information will assist the library in planning for new courses/programs.

Consult with your library faculty subject specialist [http://cityteh.ch/dir](http://cityteh.ch/dir) **3 weeks before the proposal deadline.**

Course proposer: please complete boxes 1-4. Library faculty subject specialist: please complete box 5.

<table>
<thead>
<tr>
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<th>Title of proposal</th>
<th>Department/Program</th>
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<td>1</td>
<td>COM 1303 Introduction to Communication in Health Care Professions</td>
<td>School of Professional Studies / Associate in Science in Health Sciences</td>
</tr>
</tbody>
</table>

**Proposed by (include email & phone):**

- Dr. David Lee
dleee@citytech.cuny.edu

(718)260-8298 Committee Member:

- Committee Member:

**Expected date course(s) will be offered:**

- Spring 2019

**# of students:** 600

---

2 Are City Tech library resources sufficient for course assignments? Please elaborate.

Yes. Journals and books relevant to health communication, health care professions, and health campaigns are appropriate and sufficient for the course. Additional resources may be requested as course needs are identified.

---

3 Are additional resources needed for course assignments? Please provide details about format of resources (e.g., ebooks, journals, DVDs, etc.), author, title, publisher, edition, date, and price.

The library faculty subject specialist Morris Hounon will be finding materials listed on the bibliography and sourcing other relevant sources, including books, articles and multimedia.

---

4 Library faculty focus on strengthening students’ information literacy skills in finding, evaluating, and ethically using information. We can collaborate on developing assignments and offer customized information literacy instruction and research guides for your course.

Do you plan to consult with the library faculty subject specialist for your area? Please elaborate.

After consulting with the library faculty subject specialist, I learned that research training sessions are available. I hope to schedule at least one for each section per semester.

---

5 Library Faculty Subject Specialist Morris Hounon

**Comments and Recommendations:**

Library resources (print, non-print, electronic databases, etc.) are sufficient for this course. Additional resources will be added to the library collections as the need arises.

**Date:** 9/19/17

Morris Hounon
Appendix 6E: Communication with Library Department.

<table>
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<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>RE: Library Forms</td>
<td>9/29/2017</td>
<td>11:51 AM</td>
<td>Josef Bohm</td>
<td>David Smith <a href="mailto:DSmith@citytech.cuny.edu">DSmith@citytech.cuny.edu</a></td>
<td>Josef Bohm <a href="mailto:JBohm@citytech.cuny.edu">JBohm@citytech.cuny.edu</a></td>
</tr>
</tbody>
</table>

Good morning

Attached are the syllabi and library forms for three proposed new courses that are required elements in the proposed AS, Health Sciences degree.

If you have any questions, feel free to reach me. Thank you in advance on your assistance with these.

Josef Bohm, DC, MPH
Associate Professor
HSA Program Coordinator
718-260-5957

From: Maura Smale
Sent: Thursday, September 28, 2017 12:29 PM
To: David Smith <DSmith@citytech.cuny.edu>
Cc: Josef Bohm <JBohm@citytech.cuny.edu>
Subject: RE: Library Forms

Thanks David and Joe, the proposal should go to Profs. Nancy Gonzalez and Morris Hounion.

Best,
Maura
Great, thanks David. Let me email Nancy and Morris to let them know to expect the proposal – would Joe be sending it? (If he’s filling out the library resource form, he’s probably best to send it.) I’ll also let them know that if a meeting is useful that’s possible, too.

Best,
Maura

---

From: David Smith
Sent: Thursday, September 14, 2017 8:36:52 AM
To: Maura Smale
Cc: Josef Bohm
Subject: Re: New Courses in the AS Health Science Degree.

Great!

Also, I think the bulk of the proposals are in place, and I appreciate any consideration you can provide for this. I am also happy to meet with Nancy and Morris to discuss if that would be helpful.

---

Dr. David B. Smith DMA
Dean, School of Professional Studies
NYC College of Technology
City University of New York

From: Maura Smale <MSmale@citytech.cuny.edu>
Date: Wednesday, September 13, 2017 at 10:21 PM
To: David Smith <DSmith@citytech.cuny.edu>
Subject: Re: New Courses in the AS Health Science Degree.

Thanks, David. I skimmed this over and my thought is to ask Profs. Nancy Gonzalez and Morris Hounion to work together on the library resources review and cosign the form. Nancy is currently subject specialist for Human Services/HSA, and Morris is for Dental Hygiene, Restorative Dentistry, and Speech (COMM courses), so I think they’d make a good team. I’ll also ask them to check in with Caliean and our OER Committee to see if there are open educational resources to recommend in the event that the textbooks are costly.
the deadline (I think it's the 28th, right?), they'll likely be able to finish the forms by then.

How does that sound? Thanks David.

Best,
Maura

From: David Smith
Sent: Tuesday, September 12, 2017 10:04:50 AM
To: Maura Smale
Subject: New Courses in the AS Health Science Degree.

Good morning,

Sorry I had meant to send to you the course proposals last week and it slipped through the cracks.

We are proposing 4 new courses, one in the Humanities.

They are as follows:

SPS1101 – Introduction to Healthcare Delivery and Careers
SPS 2201 – Safety for Healthcare
SPS 2301 – An Integrative Perspective in Healthcare Professions

COM 1303 – Introduction to Communication in Health Professions

Here is the link to the course proposals in Dropbox and I am attaching the full (DRAFT!!!) Proposal that also includes the courses in Appendix 4.

https://www.dropbox.com/sh/5yfppzg5ys5o5bAA9X6Ytt_GX3GQDDGF9Mk-v2a2ql=0

I would be happy to discuss with you the best way to move these course proposals forward.

Thanks as always

---

Dr. David B. Smith DMA
Dean, School of Professional Studies
NYC College of Technology
City University of New York

https://www.acad.buffalo.edu/acad/
Appendix 7: New Course Proposal Forms, Course Needs, and Rationale

Appendix 7a HSCI 1101
New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the Curriculum Modification Proposal Form and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Introduction to Health Delivery and Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Date</td>
<td>2017-09-01</td>
</tr>
<tr>
<td>Proposer’s Name</td>
<td>Dr. Josef Bohm DC, MPH, [and all –around “good guy”]</td>
</tr>
<tr>
<td>Course Number</td>
<td>HSCI 1101</td>
</tr>
<tr>
<td>Course Credits, Hours</td>
<td>3, 3</td>
</tr>
<tr>
<td>Course Pre / Co-Requisites</td>
<td>CUNY proficiency in reading and writing</td>
</tr>
<tr>
<td>Catalog Course Description</td>
<td>An overview of professional and non-clinical careers commonly found in the US health care delivery system.</td>
</tr>
<tr>
<td>Brief Rationale</td>
<td>A required first semester course in the new ASHS Degree</td>
</tr>
<tr>
<td>CUNY – Course Equivalencies</td>
<td>None</td>
</tr>
<tr>
<td>Provide information about equivalent courses within CUNY, if any.</td>
<td></td>
</tr>
<tr>
<td>Intent to Submit as Common Core</td>
<td>No</td>
</tr>
<tr>
<td>If this course is intended to fulfill one of the requirements in the common core, then indicate which area.</td>
<td></td>
</tr>
<tr>
<td>For Interdisciplinary Courses:</td>
<td>No</td>
</tr>
<tr>
<td>- Date submitted to ID Committee for review</td>
<td></td>
</tr>
<tr>
<td>- Date ID recommendation received</td>
<td></td>
</tr>
<tr>
<td>- Will all sections be offered as ID? Y/N</td>
<td></td>
</tr>
<tr>
<td>Intent to Submit as a Writing Intensive Course</td>
<td>No</td>
</tr>
</tbody>
</table>
Course Need Assessment

This is the entry-level course for the new ASHS degree. This is required of all students. It introduces specific knowledge about the overall structure of the health industry, as well as provides basic terminology, and a better understanding of potential career pathways.

Course Design

HSCI 1101 Proposed Team-Teaching Model

HSCI 1101 will provide students with a multi-modal pedagogy designed to facilitate learning by preclinical students. The course will expose students to high-caliber external guest lecturers, be supported with media-rich teaching material, and will apply small-group interactive learning to individual sections. Additionally, students will undertake a rotation of departmental site visits to gain firsthand experience with each of the College’s clinical disciplines.

This course will use a team teaching model where multiple individual sections come together for coordinated instruction by a principle full-time department faculty member who then coordinates the academics provided by supporting faculty (teaching associates). The course also provides opportunities to develop the role of student peers to supplement student learning.

Diagram 1: Workload assignment Distribution of multiple integrated sections

<table>
<thead>
<tr>
<th>TA's** = teaching associates combining F/T Faculty and Adjunct resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>students enrolled</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workload primary instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>will receive 3 credit hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workload supporting TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 credit hrs.</td>
</tr>
</tbody>
</table>

*Full time faculty member gets one three-credit course toward term's workload requirements

**Teaching associates (adjunct / full time faculty / full time faculty extra compensation) are secured as needed, given two credit hours per section.

# Student teaching assistants secured from clinical and upper level BS healthcare-related degrees will assist in breakout sessions for cohort wide lectures and peer-lead learning activities.
Advantages:

- Resources needed for the course’s delivery are for the most part secured as needed and generated from student enrollments.
  - Lead departmental faculty member receives contribution on their workload. Activities at course level are mostly related to delivery of cohort wide sessions, course design oversight and coordination of supporting adjuncts.
  - Teaching Associates (adjunct/full time faculty/full time extra compensation) are responsible for supervision of asynchronous learning sessions, team activities and review of journals from clinical visitation session.
  - Student teaching assistants to assist in breakout sessions that follow on from cohort wide lectures.
- Applies a co-teaching methodology already in place with interdisciplinary courses.
- Facilitates the proposed defined instruction model where sections can amalgamate into cohort-wide sessions.
- Keeps oversight of critical first-contact course under full time faculty.
- Facilitates standardization across the sections.
- Is consistent with institutional custom & practice, allows City tech sized sections to coexist with a larger learning community, while also implementing key efficiencies and encouraging innovative pedagogic delivery.

HSCI 1101 Introduction to Healthcare Delivery and Careers: Instructional Model Components:

The following diagram represents the key instructional design of HSCI 1101. Multiple individual sections of the course will be scheduled simultaneously so that these sections may periodically come together to engage in collective cohort-wide learning experiences and activities. Overall, the course will integrate three instructional methodologies to expose ASHS students to the complexity of the health care industry, and introduce basic skills and knowledge needed to successfully complete this degree, and enter clinical work or move to more advanced studies.

Collective sessions may alternate with TA-supervised asynchronous online sessions. However, it is envisioned that the clinical visitations will cycle over a continuous, reserved five-week period. If room permits, it may also be possible for some of the asynchronous sessions to meet in a face-to-face environment in an assigned classroom.
I. Collective Sessions:

Ideally, each collective session will take advantage of the College’s new building’s auditorium to host external representatives from the health care industry for lectures and presentations that introduce the students to major issues within health care. This format will insure efficient use of the lecturer’s participation and provide a consistent student experience across the course’s student body. These lectures will be supported by relevant and engaging media content (for example “Ted talks”, You Tube, and other Open Educational Resources, supported by discipline, government & professional web sites). An interactive environment will be maintained by engaging the student body through class surveys and discussions, using apps on student cell phones or other technologies. At the conclusion of each lecture, students could break out into smaller TA-supervised, peer-led groups to discuss key lecture content, applying a traditional small-group learning environment via individual and team-based learning exercises.

The collective student sessions will nurture a number of attributes useful to clinical students. Specifically, this component of the course will:

- Increase the student’s awareness of cultural diversity by exposing them to a larger and assumedly more varied population of peers.
- Develop a sense of cohort identity that allows the student to reflect on his/her relative standing in a competitive academic environment, where only a small number of students can actually enter the highly-desired clinical programs.
- Facilitate a student’s ability to speak or otherwise communicate across a large audience.
- Enhance the effectiveness of team learning, as large cohorts have the ability to divide into a greater combination of selective subsets with varied attributes and interests.
- Using breakout sessions, students are then able to revisit lecture content and interpret the relevance and impact of the prior lecture through reflective small-group discussions.
- Attract a greater pool of guest lecturers whose career obligations would otherwise prevent them from participating if obligated to repeat their contribution to multiple smaller sessions across the course’s entire student body. This creates efficiencies in budget, scheduling, personnel, and also helps to ensure a consistency of instructional delivery across multiple sections.
- Facilitate ASAP coordination and cohort learning objectives for this group of students.

One collective session will focus on introducing students to the portfolio of clinical and academic health-related programs within the College. In turn, that session will be supported by rotating visitations to clinical departments.

This model aligns with the current multi-session model implemented in the Nursing Department with their shared delivery of instruction for NUR 1110, 1130, 2110, and 2210.
II. Clinical Visitations:
Clinical rotations provide students with a forum to explore unique aspects of each discipline and the student’s own assumptions about clinical practice. Over a five-week period, one fifth of the students will visit and rotate through each of the College’s five clinical departments:

- Having an opportunity to visit the department that hosts their primary area of clinical interest will allow the student to explore through dialogue with faculty and currently enrolled discipline students any preconceived expectations of the discipline’s clinical undertakings.
- Incoming pre-clinical students often initiate their studies without undertaking appropriate due diligence regarding career alternatives. Clinical rotations throughout the portfolio of degrees offered by the College will enhance the student’s experience by insightful exposure to alternate career possibilities.
- The ability to communicate with discipline students provides a platform for peer-to-peer communication, where prospective students gain knowledge of the student experience and academic expectations inherent within each clinical discipline.
- Given the limited availability of clinical faculty to service the rotations, staggered presentations will prevent a single department from becoming overwhelmed by requiring the entire cohort to engage in a single discipline visit.

III. Asynchronous Sessions:
Asynchronous learning will allow students to develop a basic competence in the use of the College's academic technology, including Blackboard and Open Lab. Each session will ask students to participate in a basic self-directed active-learning exercise that results in academic deliverables reviewed by the section's TA. The methodology will support academic skills and attributes frequently encountered within successful clinical applicants:

- An element of self-directed study will promote the importance of self-motivation within students.
- Active learning fosters a sense of independence and establishes the importance of one’s own contribution to learning.
- This will also demonstrate to students the importance of responsibility and contribution to their education by integrating this into course design.

Additionally, students will participate in a team project, where they role-play or otherwise simulate common issues in health delivery: they may assume roles of different occupations, triage, or otherwise work within an environment where they will need to cooperate and contribute to a shared goal.

IV. Future Development
The efficacy of this model will be assessed at the implantation phase, and modified to provide more effective learning deliverables, but we are confident that the broad strokes of this design will be an effective starting point for inevitable pedagogic redesign.
Appendix 7b HSCI 2201

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the Curriculum Modification Proposal Form and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Safety for Healthcare Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Date</td>
<td>2017-09-01</td>
</tr>
<tr>
<td>Proposer’s Name</td>
<td>School of Professional Studies</td>
</tr>
<tr>
<td>Course Number</td>
<td>HSCI 2201</td>
</tr>
<tr>
<td>Course Credits, Hours</td>
<td>3 cr, 2 hrs. lecture, 2 hrs. lab</td>
</tr>
<tr>
<td>Course Pre / Co-Requisites</td>
<td>Pre: ENG 1101</td>
</tr>
<tr>
<td></td>
<td>Pre/Co: HSCI 1101</td>
</tr>
<tr>
<td>Catalog Course Description</td>
<td>An introduction to current safety standards and regulations in the health care environment. Students apply federal, state, and local policies and guidelines for safe practices in the health care system, engage in simulated activities to enhance, prevent and control injuries in health-related settings, and complete training in several different safety-related certifications.</td>
</tr>
<tr>
<td>Brief Rationale</td>
<td>This is a required course in the proposed Associate in Science in Health Science degree proposal, being submitted simultaneously. These courses are designed to foster inter-professional communication, as well as to provide basic backgrounds in areas of shared interest across the spectrum of allied health professions</td>
</tr>
<tr>
<td>CUNY – Course Equivalencies</td>
<td>None</td>
</tr>
<tr>
<td>Intent to Submit as Common Core</td>
<td>NA</td>
</tr>
<tr>
<td>If this course is intended to fulfill one of the requirements in the common core, then indicate which area.</td>
<td></td>
</tr>
<tr>
<td>For Interdisciplinary Courses:</td>
<td>NA</td>
</tr>
<tr>
<td>- Date submitted to ID Committee for review</td>
<td></td>
</tr>
<tr>
<td>- Date ID recommendation received</td>
<td></td>
</tr>
<tr>
<td>- Will all sections be offered as ID? Y/N</td>
<td></td>
</tr>
<tr>
<td>Intent to Submit as a Writing Intensive Course</td>
<td>NA</td>
</tr>
</tbody>
</table>
COURSE NEED ASSESSMENT
This course will be required of all students who are pursuing the proposed Associate in Science in Health Science (ASHS) degree. For specific enrollment projections, see proposal body.

This course is a combination lecture/lab, and students will receive instruction in a variety of safety-related certifications. We do not anticipate any specialized facilities to offer this course.

There is no overlap with other courses, although matters of safety are embedded in many of the health disciplines.

This course will be taught by a combination of School full time-faculty and appropriate adjuncts.

This course is not required by an accrediting body: however, the new proposed Bachelor of Science in Nursing will require this course as part of their progression requirements.

COURSE DESIGN
This is a required, intermediate level course in the ASHS program.

The course is offered as a combination lecture/lab. Lectures and assignments about specific health-safety issues are alternated with lab activities that allow students to achieve a variety of certifications (such as CPR, CPI, OSHA, Infection Control Training, and BCLS).

Pedagogical strategies include lecture, team projects, role playing and hands-on exercises that culminate in certification exams. As a final project, students will develop a safety plan for a specific clinical setting.

This course directly supports programmatic learning outcomes 2, 3, 4
2: responsibilities and obligations of health care professionals
3: Knowledge of discipline-specific course work.
4: Acquisition of specialized certifications

At the moment, this course is not designed to be considered as a hybrid or fully-online course. Significant use of online course enhancement tools will be used.
### Appendix 7c: HSCI 2301

**NEW COURSE PROPOSAL FORM**

<table>
<thead>
<tr>
<th><strong>Course Title</strong></th>
<th>Health Dynamics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposal Date</strong></td>
<td>11/3/16</td>
</tr>
<tr>
<td><strong>Proposer’s Name</strong></td>
<td>Dr. Deborah M. Courtney, Josef Bohm</td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
<td>HSCI 2301</td>
</tr>
<tr>
<td><strong>Course Credits, Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Course Pre / Co-Requisites</strong></td>
<td>BIO 1101, ENG 1101, HSCI 1101</td>
</tr>
<tr>
<td><strong>Catalog Course Description</strong></td>
<td>Introduces the student to health promotion and disease prevention strategies integrated within the US healthcare system. Students gain an appreciation of common determinants of health and prevalent risk factors derived from biological and environmental, systems. Through application of the ‘BEINGS’ model (Biology, Environment, Immunology, Nutrition, Genetics, Public Health (Social)), students will gain an understanding of the functional aspects of health care and apply its rationale to salutary holistic therapeutics.</td>
</tr>
</tbody>
</table>

**Brief Rationale**

Provide a concise summary of why this course is important to the department, school or college.

This course is an important addition to the AS in Health Care Professions program because it introduces students to the BEINGS model, highlighting the need for health care professionals to assess and treat their patients and clients from multiple perspectives.

**CUNY – Course Equivalencies**

Provide information about equivalent courses within CUNY, if any.

None

**Intent to Submit as Common Core**

If this course is intended to fulfill one of the requirements in the common core, then indicate which area.

NA

**For Interdisciplinary Courses:**

- Date submitted to ID Committee for review
- Date ID recommendation received

NA

- Will all sections be offered as ID? Y/N

NA

**Intent to Submit as a Writing Intensive Course**

NA
Course Need Assessment

This course is a crucial addition to the new AS in Health Care Professions degree program. It is imperative for health care students to understand the bio-environmental-immunological-nutrition-genetic public health (social) perspective and how to apply this integrative perspective to their clients and patients. The knowledge gained in this course will allow students to assess and treat the people they serve from an integrated perspective, which is imperative for health care to be effective. This course is designed for the second semester of the program because it will be important for students to have the introductory knowledge gained into the Intro class prior to this course. After completing this course, students can apply the knowledge gained in this course to future courses in the program.

Course Design

This course will be an Associate Level Course in the Health Care Professions Degree Program. The course will be a requirement and will be 3 credits. It will be taught over a 15-week semester in a weekly, in-class lecture format, involving discussion, small group activities, reflective journaling, role-playing, videos, and other class activities. Students will be required to complete a written assessment of a case study, a group presentation, an ongoing reflective journal, actively participate in class, and a final exam. These requirements will be equally used to assess their skills and knowledge acquired in the course. This course will engage students in critical thinking, active discussion, exploration, problem solving, creative written expression, and self-reflection about the importance of understanding and utilizing the integrative bio-psycho-social-spiritual perspective as a health care professional.
Appendix 7d: COM 1403

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the Curriculum Modification Proposal Form and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Introduction to Communication in Healthcare Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Date</td>
<td>2017-09-10</td>
</tr>
<tr>
<td>Proposer’s Name</td>
<td>School of Professional Studies</td>
</tr>
<tr>
<td>Course Number</td>
<td>COM 1403</td>
</tr>
<tr>
<td>Course Credits, Hours</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>Course Pre / Co-Requisites</td>
<td>Pre/co ENG 1101</td>
</tr>
<tr>
<td>Catalog Course Description</td>
<td>Introduction to the study and practice of communication for health professionals. Topics include listening, adapting your message, informative presentations, and role-play exercises. Communication issues particular to health professions are a focus, including nursing, radiology, dentistry, optometry, health and human services, and health administration. Students practice clear, purposeful and compassionate communication in face-to-face and mediated situations.</td>
</tr>
<tr>
<td>Brief Rationale</td>
<td>This is a required course in the proposed Associate in Science in Health Science degree proposal, being submitted simultaneously. These courses are designed to foster inter-professional communication, as well as to provide basic backgrounds in areas of shared interest across the spectrum of allied health professions. This course will also serve students in the Bachelor of Science in Health Communication, to be offered by the Humanities Department in the future.</td>
</tr>
<tr>
<td>CUNY – Course Equivalencies</td>
<td>None</td>
</tr>
<tr>
<td>Intent to Submit as Common Core</td>
<td>Yes. US Experience and its Diversity</td>
</tr>
<tr>
<td>For Interdisciplinary Courses:</td>
<td>N/A</td>
</tr>
<tr>
<td>- Date submitted to ID Committee for review</td>
<td></td>
</tr>
<tr>
<td>- Date ID recommendation received</td>
<td></td>
</tr>
<tr>
<td>- Will all sections be offered as ID? Y/N</td>
<td></td>
</tr>
<tr>
<td>Intent to Submit as a Writing Intensive Course</td>
<td>N/A</td>
</tr>
</tbody>
</table>
COURSE NEED ASSESSMENT

This course will be required of all students who are pursuing the proposed Associate in Science in Health Science (ASHS) degree.

Student enrollment projections for the new degree program indicate that there will be approximately 900+ incoming students. COM 1403 Introduction to Communication in Healthcare Professions will be offered in the first or second semester, depending upon the student. Our model indicates that approximately 30% of accepted students will not progress past their first year, and there will be approximately 275 acceptances into desired health care programs, which means these students will leave the program. This implies that at least 150 students per semester will require this course. We do not foresee the need for additional physical resources or equipment.

As an introduction to the field of Health Communication, as well as the process of communicating in health care environments, COM 1403 will be an important course for a new Bachelor’s of Science in Health Communication, currently being developed by the Humanities Department.

There is some overlap with COM 1330 Public Speaking, as students give impromptu and informative presentations. However, COM 1403 will cover topics and contain assignments pertinent to health care providers and not currently offered in COM 1330. Examples include medical role play exercises, where students act out a variety of clinical scenarios as both provider and patient. Students also read news stories and watch videos, commenting on the Blackboard Discussion Board to enhance written communication skills.

This course will be taught by a combination of School full time faculty and appropriate adjuncts. Outside speakers will visit the class to share about communication issues specific to their discipline.

This course is not required by an accrediting body: however, the new proposed Bachelor of Science in Nursing will require this course as part of their progression requirements.

COURSE DESIGN

This is a required, introductory level course in the ASHS program.

Health communication can be divided into two areas: Patient/provider communication and public health campaigns. Students are introduced to both areas, with more focus on face-to-face clinical encounters. Because communication is something that providers do in addition to studying, the course is focused on getting students talking, giving speeches, and acting out health care scenarios.

In addition to simulation and public speaking, pedagogical strategies include lectures, media analysis, participant-observation and writing in the first-person to reflect on experiences as patients, providers, and family members.

For final projects, students have a choice between news media analysis; an observation report on a health care setting; an informative speech about a disease, procedure, or other health care issue; or a longer role-play exercise.

This course directly supports programmatic learning outcomes 2 and 3, as outlined in the new degree program proposal for AS in Health Sciences.

2: Students will be informed of the responsibilities and obligations of health care professionals in the performance of their duties.

3: Reiterate knowledge in discipline specific content relating to the basics of health care. Students will gain knowledge relating to the organization of health care, the evolution of national health care systems, policy priorities, and the diversity of careers supporting the local health care industry.

This course is designed to be considered as a “hybrid” or partially online. Students submit all written coursework to Blackboard and complete weekly discussion board assignments there. If the class were to normally meet twice per week, it would only meet once a week. Or, if the class met only once each week, the class period would be approximately 1:15 minutes instead of 2:30.

The benefits of a hybrid course are that it offers greater flexibility for student schedules while retaining the in-person experience so essential for improving face-to-face communication skills. The online discussion board provides more opportunities for students to interact with each other and the instructor outside of the class period. Students may link to relevant websites, articles and multimedia, which expands the knowledge resources of the class and links abstract theories and concepts from the textbook to current examples. Because the online forum is asynchronous, students may complete their homework when it is convenient.
## Appendix 8: Chancellor Reports

### AIV: New Courses

**HSCI 1101**

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>School of Professional Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Level</td>
<td>[ x ] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>AS: Health Sciences- School of Professional Studies</td>
</tr>
<tr>
<td>Course Prefix</td>
<td>HSCI</td>
</tr>
<tr>
<td>Course Number</td>
<td>1101</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Health Care Delivery and Careers:</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>An overview of professional and non-clinical careers commonly found in the US health care delivery system.</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>CUNY proficiency in reading and writing</td>
</tr>
<tr>
<td>Corequisite</td>
<td></td>
</tr>
<tr>
<td>Pre- or corequisite</td>
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</tr>
<tr>
<td>Credits</td>
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<td>Contact Hours</td>
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</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ x ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, etc)</td>
<td>none</td>
</tr>
</tbody>
</table>

### Course Applicability

- [x ] Major
- [ ] Gen Ed Required
- [ ] English Composition
- [ ] Mathematics
- [ ] Science
- [ ] Gen Ed - Flexible
- [ ] World Cultures
- [ ] US Experience in its Diversity
- [ ] Creative Expression
- [ ] Individual and Society
- [ ] Scientific World
- [ ] Gen Ed - College Option
- [ ] Speech
- [ ] Interdisciplinary
- [ ] Advanced Liberal Arts

**Effective Term**

Fall 2019

**Rationale:** This will be required of all students who are pursuing the proposed Associate in Science in Health Science (ASHS) degree as a required introductory discipline course.
### HSCI 2201

<table>
<thead>
<tr>
<th>Department(s)</th>
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<tbody>
<tr>
<td>Academic Level</td>
<td>[ x ] Regular         [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>AS. Health Sciences- School of Professional Studies</td>
</tr>
<tr>
<td>Course Prefix</td>
<td>HSCI</td>
</tr>
<tr>
<td>Course Number</td>
<td>2201</td>
</tr>
<tr>
<td>Course Title</td>
<td>Safety for Healthcare Professions</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>An introduction to current safety standards and regulations in the health care environment. Students apply federal, state, and local policies and guidelines for safe practices in the health care system, engage in simulated activities to enhance, prevent and control of injuries in health-related settings, and complete training in several different safety-related certifications.</td>
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<tr>
<td>Prerequisite</td>
<td>ENG1101,</td>
</tr>
<tr>
<td>Corequisite</td>
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<tr>
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<td>[ ] US Experience in its Diversity</td>
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<td>[ ] Advanced Liberal Arts</td>
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<td>Effective Term</td>
<td>Fall 2019</td>
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**Rationale:** This will be required of all students who are pursuing the proposed Associate in Science in Health Science (ASHS) degree as a required intermediate discipline course.
HSCI 2301

**Department(s)**  
School of Professional Studies

**Academic Level**  
[ x ] Regular  [ ] Compensatory  [ ] Developmental  [ ] Remedial

**Subject Area**  
AS Health Sciences - School of Professional Studies

**Course Prefix**  
HSCI

**Course Number**  
2301

**Course Title**  
Health Dynamics

**Catalog Description**  
Introduces the student to health promotion and disease prevention strategies integrated within the US healthcare system. Students will gain an appreciation of common determinants of health and prevalent risk factors derived from biological and environmental systems. Through application of the 'BEINGS' model (Biology, Environment, Immunology, Nutrition, Genetics, Public Health (Social)), students will gain an understanding of the functional aspects of health care and apply its rationale to salutary holistic therapeutics.

**Prerequisite**  
BIO 1101, ENG 1101, HSCI 1101

**Corequisite**

**Pre- or corequisite**

**Credits**  
3

**Contact Hours**  
3

**Liberal Arts**  
[ ] Yes  [ x ] No

**Course Attribute (e.g. Writing Intensive, etc)**  
none

**Course Applicability**

[ x ] Major  
[ ] Gen Ed Required  
[ ] Gen Ed - Flexible  
[ ] Gen Ed - College Option  
[ ] English Composition  
[ ] World Cultures  
[ ] Speech  
[ ] Mathematics  
[ ] US Experience in its Diversity  
[ ] Interdisciplinary  
[ ] Science  
[ ] Creative Expression  
[ ] Advanced Liberal Arts  
[ ] Individual and Society  
[ ] Scientific World

**Effective Term**  
Fall 2019

**Rationale:** This will be required of all students who are pursuing the proposed Associate in Science in Health Science (ASHS) degree as a required intermediate discipline course.
### COM 1403

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</tr>
<tr>
<td>Subject Area</td>
<td>Communications in Department of Humanities</td>
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<tr>
<td>Course Prefix</td>
<td>COM</td>
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<tr>
<td>Course Number</td>
<td>1403</td>
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<tr>
<td>Course Title</td>
<td>Introduction to Communication in Healthcare Professions</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>Introduction to the study and practice of communication for health professionals. Topics include listening, adapting your message, informative presentations, and role-play exercises. Communication issues particular to health professions are a focus, including nursing, radiology, dentistry, optometry, health and human services, and health administration. Students practice clear, purposeful and compassionate communication in face-to-face and mediated situations.</td>
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<tr>
<td>Prerequisite</td>
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</tr>
<tr>
<td>Corequisite</td>
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<td>Pre- or corequisite</td>
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</tr>
<tr>
<td></td>
<td>[ ] English Composition [ ] World Cultures [ ] Speech</td>
</tr>
<tr>
<td></td>
<td>[ ] Mathematics [ X ] US Experience in its Diversity [ ] Interdisciplinary</td>
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<td></td>
<td>[ ] Science [ ] Creative Expression [ ] Advanced Liberal Arts</td>
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<td></td>
<td>[ ] Individual and Society [ ] Scientific World</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Fall 2019</td>
</tr>
</tbody>
</table>

**Rationale:** This is a required course in the proposed Associate in Science in Health Science degree proposal, being submitted simultaneously. These courses are designed to foster inter-professional communication, as well as to provide basic backgrounds in areas of shared interest across the spectrum of allied health professions. This course will also serve students in the Bachelor of Science in Health Communication, to be offered by the Humanities Department in the future.
Appendix 9: Letters of Support

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Appendix 9.1 : Letters of Support – Academic

LETTERS OF SUPPORT - ACADEMIC

Justin Vazquez-Poritz  Dean School of Arts and Sciences
Julian Williams      Director Liberal Arts and Sciences
Aaron Barlow        Former Director Liberal Arts
Peter Parides       Chair Social Science
Laina Karthikeyan   Chair Biological Sciences
Ann Delilkan        Chair Humanities
David Lee           Health Communication Faculty, Humanities

Carol Sonnenblick   Dean, School of Continuing Education
Kevin Hom           Dean, School of Technology and Design
April 16, 2018

Dear Dean Smith:

I write this letter in strong support of the proposal to create an AS degree program in Health Science, which will fill a critical need at our college. There are currently a large number of students who enroll in the Liberal Arts and Sciences degree programs in order to take prerequisite classes for the various healthcare programs. Despite our best efforts, this has a number of drawbacks that would be rectified by the proposed Health Science program.

In particular, the majority of the Liberal Arts and Sciences faculty advisors—including myself—do not have detailed knowledge of clinical specializations, since that is generally outside of our realm of expertise. I would estimate that at least half of the Liberal Arts and Sciences students that I advise throughout the year intend to apply to a healthcare degree program rather than complete the LAA or LAS program. Moreover, advising pre-healthcare students requires an in-depth knowledge of the various entrance requirements for each baccalaureate healthcare program as well as the corresponding time frame for the application process itself, which includes non-coursework requirements such as the TEAS exam. Just last week alone, I had to inform two LAA/LAS students that they might be delayed entrance into the Nursing program because they had been basing their plans on what they had been advised by Liberal Arts and Sciences faculty advisors who were not aware of the strict time frame that needed to be followed. This is not the fault of our faculty advisors but rather the current structure in which pre-healthcare students are temporarily placed in the LAA and LAS programs. Moreover, I believe that this current structure places too much burden on Liberal Arts and Sciences faculty advisors.

I would also like to emphasize that faculty members from several different departments within the School of Arts and Sciences contributed to the careful planning of degree requirements as well as the development of courses for the proposed Health Science program. As an example, faculty members in the Humanities Department developed the course COM 1310 Introduction to Health Communications in such a way that it is geared specifically for students in the Health Science program. Despite comparisons that have recently been made between the proposed program and the LAA program, there is little overlap between the program-specific degree requirements for these two programs. Using the COM 1310 course as an example, this course
cannot currently be used to satisfy the Speech requirement in the LAA program, nor did its developers intend it to be used as such.

In actuality, the comparison drawn between the LAA program and the Health Science program is simply a reflection of the flexibility of the degree requirements of the LAA program, since it was intended to serve a general student population with a diverse set of needs and academic goals. To further demonstrate this point, one can do a similar comparison between the LAS program and the AS in Chemical Technology program. In fact, now that the Organic Chemistry courses are approved to satisfy the Capstone requirement, an LAS student can fulfill each and every one of the Chemical Technology degree requirements while remaining in the LAS program! Despite this, the idea has never been raised that we should move all Chemical Technology students into the LAS program, given that these students are best served by having faculty advisors in the Chemistry Department and also having this AS program housed within the same department that also houses the BS in Applied Chemistry program.

In analogy with this, Health Science students would be best served by having faculty advisors who are in one of the healthcare-oriented departments that also houses a baccalaureate program such as Health Services Administration. Then the students will have access to faculty advisors with clinical backgrounds, who will be able to provide guidance based on their own professional experiences. The Health Science program will also provide students early on with an overview of various health care career options, through courses such as Introduction to Health Care Delivery and Careers and Integrative Perspective in Health Care Professions.

I anticipate that the creation of a Health Science program will also have a positive impact on the Liberal Arts and Sciences degree programs. In particular, our faculty advisors will be able to focus on providing guidance to students who have the intention of completing the LAS and LAA programs and then possibly continuing in one of our baccalaureate degree programs. I believe that this will provide a more effective and a more rewarding advisement experience for both students as well as faculty members within the School of Arts and Sciences. While this does mean that we will be placing less students in the LAA and LAS programs as a placeholder, the strength of our programs is not measured by the number of students who join them but rather by the portion of students who successfully complete them.

Sincerely,

Justin Vazquez-Poritz
Dean, School of Arts and Sciences
Appendix 9.1b: Director, Liberal Arts and Science

Dr. Julian Williams
Director Liberal Arts in Science Director

2017-11-16

Dean Smith,

The Liberal Arts and Sciences program is eagerly looking forward to the launch of the ASHS degree. We are confident that this new degree will address so many of the complex issues that we encounter—especially for students who want to transition into Nursing, Rad Tech, or Dental Hygiene. Your energy and vision in spearheading this degree—which, undeniably, should help our students, particularly those who can't complete the rigorous LAS math requirements—is appreciated. If there is anything my office can do to assist, please let me know.

Be peaceful,

Julian Williams, PhD
Professor of English
Director: Liberal Arts and Sciences and CUNY BA
NYCCT
300 Jay Street
Brooklyn, NY 11201
P-616
Appendix 9.1c: Aaron Barlow - Former Director, Liberal Arts and Science

April 16, 2018

To the College Council:

One of the serious problems I faced when I was responsible for the Liberal Arts and Sciences AS and Liberal Arts and Arts AA programs lay in providing adequate educational pathways and advisement for students expecting to gain admission into City Tech’s medically related majors and those who have not managed to do so. Neither of these majors is designed to provide either a parking place for completing prerequisites or an alternative when students do not gain admission. As a result, working intelligently with these students has been almost impossible.

Students hoping for acceptance into a medically related program focus, of course, on the necessary prerequisites, but we do not provide an alternative plan if this acceptance does not happen. That is, if the student is in LAS, the student will probably not have taken math beyond MAT 1275 (if they have gotten that far), leaving them far behind in the required calculus sequence. If the student is in LAA, the student probably will not have started the required 3-course language sequence. In either case, the student will likely face an additional three or four semesters for completion of the AS or AA degree if they are rejected from the medically related program. That’s a dispiriting prospect for most students—and I suspect we lose a lot of them.

If we offered a program that, at once, covered the prerequisites for our medically related majors as well as providing a foundation for BA/BS programs elsewhere, a program that did not contain requirements like advanced math or language, we would be in a much better position to serve positively a large population of able students who want careers in medically related fields but who have not gained entrance into our own programs. As it is today, we are serving them poorly, raising expectations then providing no alternative when those expectations are not met.

I have not been involved in LAS/LAA for a year and a half, but it is my understanding that College Council recently rejected a proposal for a new major that would have met this need. As my own field is far removed from the medical arena, I am in no position to give advice on the details of such a degree, but I have had extensive experience with advising students. I felt frustrated that we were not able to provide a major outside of LAS/LAA for students wanting to go into health fields, for neither of our majors meet their needs. Our students were even more disheartened.

Please reconsider your decision on behalf of the hundreds of City Tech students who find, under the current array of majors, no program they can complete in a timely fashion and with additional credits totaling (with what they have already taken) no more than sixty—if their first-choice program rejects them. We owe the students at least that much.

Thank you,

Aaron Barlow
Professor of English
Appendix 9.1d: Peter Parides – Chair, Social Sciences

NEW YORK CITY
COLLEGE OF TECHNOLOGY
THE CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SOCIAL SCIENCE
NAMM HALL 611
300 JAY STREET, BROOKLYN, NY 11201
TEL: 718.260.5080 • FAX 718.254.8626

David Smith
Dean, School of Professional Studies

September 13, 2017

Dear David,

I write this letter in support of your proposal to create an AS in Health Sciences. The Department of Social Science is prepared to support your curriculum by offering more sections of SBS 2000 and PHIL 2203.

Sincerely,

Peter K. Parides, PhD
Department Chair
Appendix 9.1e: Laina Karthikeyan, Chair, Biological Sciences

NEW YORK CITY COLLEGE OF TECHNOLOGY
OF THE CITY UNIVERSITY OF NEW YORK
300 JAY STREET ▪ BROOKLYN
NEW YORK 11231-3983
Biological Sciences Department
Room P-30S, Tel: (718) 260 5088

LAINA KARTHIKEYAN, Ph.D., Chair
Peck 305/ Tel: (718) 260 5088
Email: l.karthikeyan@citytech.cuny.edu

April 17, 2018

Dr. David B. Smith DMA
Dean, School of Professional Studies
NYC College of Technology
City University of New York

Dear Dean Smith,

The Biological Sciences Department extends its support for the Associate in Science in Health Science degree, which we are aware is the result of a concerted effort across a span of two years, and involving a large group of people, including members of our department.

One of the problems that this degree is designed to address is the “parking” of students into the Biomedical Informatics (BIB) program solely to provide them academic cover for financial aid; these students have no interest (for the most part) in the Biomedical Informatics program, and this thus weakens delivery to those who are there for the real reasons. Further, developing a track from ASHS into BIB would provide a different cohort of students, and thus contribute to BIB enrollment and retention. Thank you for incorporating our program into your worthy plans. The degree will also provide the students with a learning experience that accommodates their diverse interests and supports entry into a variety of possible career paths.

I am particularly pleased to see that Dr. Joanne Weinreb and Dr. Jeremy Seto, the Internship Coordinator are part of your team. As BIB Program Coordinator, Dr. Weinreb was one of the key architects of the program curriculum modifications and internship restructuring and she has created advisement structures, trained our faculty on curricular and student-related issues pertaining to advisement. She is intimately aware of the kinds of challenges our students face, and so I am confident that she will be truly an effective representative of the program in your team. As Chair of the Biological Sciences Department, I reiterate my enthusiastic support for the ASHS degree. Please let me know if I could be of further assistance.

Best regards,

Laina Karthikeyan, Ph.D.
Associate Professor and Chair
Biological Sciences Department
New York City College of Technology
The City University of New York
Brooklyn, NY 11201
Appendix 9.1f: Ann Delilkan, Chair, Department of Humanities

SEPT 28, 2017, 2:53 pm

Dear Dean Smith,

The Humanities department were happy to vote on Prof Lee's course and are delighted to lend our support to SoPS on your proposed new ASHS degree.

Looking forward to working together,

Ann

Ann Delilkan, Ph.D.
Chair and Associate Professor
Department of Humanities
New York City College of Technology
City University of New York

From: David H Lee
Sent: Thursday, September 28, 2017 1:25 PM
To: Ann Delilkan
Cc: David Smith
Subject: COM 1310 Intro to Communication in Healthcare Professions

Dear Ann,

Thank you for convening the faculty meeting to vote on COM 1310 Intro to Com in Healthcare Professions. I'm happy the course was unanimously approved by all present.

Please find attached
  a) The course outline/syllabus
  b) New Course Submission form
  c) Signed library form

For you to forward to Dean Vasquez-Portiz for his consideration.

All the best,

David

David Lee, Ph.D.
Assistant Professor of Communication
New York City College of Technology
Department of Humanities
(718)260-8298
Appendix 9.1g Professor David Lee: Health Communication Faculty, Humanities

4/16/2018

This is a letter supporting the Associate in Science in Health Sciences (ASHS), particularly the course COM 1310 Introduction to Communication in Health Professions. As creator of this course I appreciate the opportunity to defend it and respond to any concerns.

Miscommunication is a major contributor to medical errors, but City Tech lacks an introductory health care communication course. COM 1330 Public Speaking is a great course but is inadequate for training health professionals. Public Speaking students prepare at least three formal speeches, lasting 5-10 minutes, with a strict organizational structure. Medical workers rarely prepare such formal monologs. Instead, their workplaces demand more minute, spontaneous and interactive talk with patients. Given time limitations of managed care, health care workers need to get to the point quickly while remaining sensitive to the patient’s symptoms and complaints. Concerns in health care settings such as privacy, case histories, treatment adherence, and electronic records, are not covered in Public Speaking.

COM 1310 is still oral communication focused, incorporating the best that COM 1330 has to offer. Each student has two impromptu speeches, given with only minimal preparation, on topics specific to health care delivery; adapted to their workplace demands and occupational goals. Students also deliver one formal, 5-10 minute final presentation, modeled after the informative and persuasive speech in Public Speaking. The principle difference is that 1310 students engage in simulated clinical encounters based on case scenarios, taking turns playing patient and provider. Simulation, an important part of City Tech’s nursing program, will now benefit students pursuing other health care careers.

COM 1310 is different from COM 2403 Health Communication. COM 2403 is intended for advanced students, focusing more on the design and implementation of public health campaigns. COM 1310 is more centered on provider-patient communication. Additionally, COM 2403 has COM 1330 as a prerequisite and wouldn’t fit into the ASHS.

I was invited by Dean Smith to join the HS Task Force starting in Spring 2016, because of my experience at the CDC and in designing Health Communication curricula. The task force identified six major shared competencies critical to Interprofessional Education, one of these being communication. COM 1310 resulted from intensive consultations with faculty in Nursing, Dentistry, Health and Human Services, and others.

In conclusion, COM 1310 Introduction to Communication in Health Care Professions is an essential ingredient in the ASHS. Its goal is to better equip students for the workforce, and to reduce dangerous medical miscommunication.

Best wishes,

David Lee, Ph.D.
Assistant Professor, Humanities
NYC College of Technology
Appendix 9.1h – Carol Sonnenblick Dean School of Continuing Education

Dear Dean Smith:

The Division of Continuing Education at City Tech is often the portal for adults wishing educational opportunities but not able to immediately define their long term career objectives. As adults, they have heard that healthcare is one of the top sectors for employment in New York City but have limited knowledge about careers within that sector. These adult students know that they need to make wise career choices in terms of their immediate need for entry level work and their long term desire for collegiate study leading to upward economic mobility. They come to continuing education programs to become Pharmacy Technicians, Physical Therapy Aides, Dialysis Technicians, Coders and more. They want to find employment to finance college and to learn about themselves and identify what place in the workforce will be the best fit for them. Our classes are skills driven but also stress the need to have strong communication abilities, know emerging technology, master the sciences, and the importance of a general education in the current and future workforce.

Satisfactory completion of short term training in continuing education leads to immediate employment, often necessary for adults if they are to finance the time needed to accomplish a degree. The proposed Associate in Science in Health Sciences will deliver a broad understanding of the changes in health care delivery as it has been fundamentally restructured. This transformation can only happen if the workforce is transformed as well. Over time, providers will hire new staff to fill newly-developed positions, many of which are first being created and may be unfamiliar to the general public. This proposed degree presents new information about healthcare delivery and provides a path to a variety of different baccalaureate degrees and professions, thus expanding students’ horizons and career possibilities.

Much of the work in continuing education is helping students find their way to satisfying, viable workplace lives. The proposed degree will be a valuable tool to point students to an academic path to new professions.

Cordially,

Carol Sonnenblick, Ed.D.
Dean, Division of Continuing Education
Appendix 9.1i – Kevin Hom, Dean School of Technology and Design

New York City College of Technology
The City University of New York
School of Technology and Design
Office of the Dean
186 Jay Street ∙ V806
Brooklyn, NY 11201-1909
718.260.5525 - Fax 718.260.5524

April 16, 2018

To Whom It May Concern,

We are writing in support of the proposal to establish an Associate of Science in Health Sciences "ASHS".

The establishment of this degree serves the interests of the students at the college, as well as acknowledging the opportunities for growth in the health service industries.

Students who enroll in this degree program will have the opportunity to acquire and develop basic skills as well as a working knowledge of the science and business practices associated with health related fields.

With this knowledge students will have the option to pursue careers in the health services as well providing them a platform to pursue graduate programs in more specific areas of training and expertise.

One of the key missions of New York City College of Technology, of the City University of New York, is to provide opportunity to those who have not had it before. The very nature of this degree program provides students, who have not had exposure or training, the opportunity to expand and strengthen their knowledge base with the skill sets for competitive jobs and higher levels of training in the areas of health.

We also believe the development of this two-year program will increase the performance of our students’ retention and graduation rates. They will have access to advisement and support which allow them to be better prepared to enter a sophisticated area of vocational endeavor.

We strongly endorse this proposal.

Regards,

Kevin Hom, FAIA
Dean School of Technology and Design
New York City College of Technology
The City University of New York
Appendix 9.2 – Letters of Support, Administrative

Appendix 9.2a Vincent Roach Associate Vice President for Enrollment Management

April 15, 2018

To the Members of College Council:

I write today to express my enthusiastic support for the proposed Associate of Science in Health Science degree program. As an enrollment manager, I have a “birds-eye” view of the student experience, from recruitment through graduation, and I can confidently say that this program will have a tremendous impact on the lives of our students.

Quantitatively, the numbers speak for themselves. For the Fall 2017 semester nearly 1,600 students (1,000 new students and 600 continuing students) were enrolled as “Undeclared,” a status which generally serves as a gateway to our clinical professional programs. Of this population, only 275 students, or approximately 17%, will be accepted into a program where they will be able to commence clinical coursework.

Of the other 83%, many will continue in an Undeclared status until their financial aid runs out. Some will move into a degree program that does not suit them, in hopes of continuing with the college until they can decide their next course of action. This puts a strain on the departments that house them, as they attempt to provide resources to an increased, and potentially disengaged, population of students. Others will discontinue their enrollment and may not ever return.

The new ASHS will address these situations and then some. It gives students a concrete pathway to explore other potential healthcare career options, while allowing them to receive financial aid and be served by a dedicated department who can guide them appropriately. This positive effect runs through the lifecycle of the student, all the way to graduation; the rate of which you will see increase, as students who would normally stop out are now able to receive an appropriate credential that would not be available to them should the program not exist.

Lastly, I would add that in addition to serving students that are already enrolled at the college, the ASHS will also be an excellent recruitment tool. I believe (and in fact, data from other colleges that have similar programs supports) that many potential students will be drawn to a program that allows them pursue their dream of working in a healthcare setting while not requiring clinical coursework.

The new ASHS will open many doors for our students that would otherwise remain closed. It can only benefit the college and the community. I am confident the Council will agree.

Regards,

Vincent Roach
Associate Vice President, Enrollment Management and Student Affairs
Appendix 9.2b Tasha Rhodes, Registrar

NEW YORK CITY COLLEGE OF TECHNOLOGY
THE CITY UNIVERSITY OF NEW YORK
OFFICE OF THE REGISTRAR
300 JAY STREET, BROOKLYN, NY 11201-2983
PHONE: 718.260.5656 | FAX 718.254.8532

April 13, 2018

To Whom It May Concern,

A new degree program in Health Science will address the current challenges the college faces with students who do not place into the competitive clinical programs at NYC College of Technology.

As the Registrar for the college, I see an influx of students at the end of every spring semester in limbo after receiving departmental communication from the various clinical programs that do not permit them to gain entry into their desired clinical program. As a result, the college and students are confronted with several challenges. Some of these challenges include but not limited to the following:

- No viable degree option for students that support desired career path.
- Admission and registration for this population becomes difficult
- Negatively impacts student retention

The new degree program in Health Science will provide students with better options in fulfilling their career goals. This program will aid the college increasing enrollment and student retention efforts.

Finally, I support the proposal to create a new AS in Health Sciences.

Regards,

Tasha Y. Rhodes
Appendix 9.2c Lourdes Smith, Director, Transfer Student Center

April 16, 2018

Dear College Council,

This letter is to state my support for the proposal of the AS in Health Sciences. It is a known fact that at City Tech over 85% of our students receive some form of federal aid and 58% receive FULL financial aid. Therefore, this major would be beneficial to the transfer student population that is ineligible for Tuition Assistance Program (TAP) due to the credit limit threshold based on New York State regulations.

More importantly, this degree would be an alternative for thousands of students who are not admitted into our competitive allied health programs. Not only does it allow them to fulfill the prerequisite courses mandated for Dental Hygiene, Radiology, and Nursing but it also permits them to continue their studies and acquire a degree. This is vital since many students discontinue their enrollment at City Tech even though they are in good academic standing.

I am aware that not all of our students will have this issue but this is a positive resolve for those that are in this predicament. It is without any trepidation that I am asking for this program to be added to the agenda and voted for at the April 2018 hearing. It is imperative for this proposal to be included so that the AS in Health Sciences can make its debut for Fall 2018.

Best,

Lourdes Smith
Director
Transfer Student Center & Recruitment

www.citytech.cuny.edu
Appendix 9.2d – Alexis Chaconis, Director of Admission Services

NEW YORK CITY COLLEGE OF TECHNOLOGY
THE CITY UNIVERSITY OF NEW YORK
OFFICE OF ADMISSIONS
300 JAY STREET, BROOKLYN, NY 11201-1909
(718) 260-5500 • FAX (718) 260-5604 • ROOM NG17

April 12, 2018

Please accept this letter as my strong support and endorsement of the proposed new major, A.S. in Health Sciences. This new degree will not only enhance the academic portfolio of the college it will more importantly help City Tech students attain their academic goals.

Many students apply to City Tech in hopes of pursuing a degree in one of our high demand health programs. For a variety of reasons (GED holder, foreign credentials, insufficient regent scores, limited seats), students are unable to be admitted directly into their intended major. Freshmen are encouraged to begin the pre-requisite course work as an Undeclared student, this enables the student to use their awarded TAP funds while working toward a spot in this coveted program. Transfer students are also encouraged to follow this route but for them the situation is complicated, as TAP will not pay toward their tuition once they have earned more than 30 credits. For many students the credit threshold for TAP is catastrophic. We know that a large majority of our students would not be at City Tech or attending any college if it were not for the financial aid they receive. To leave our students with 30 credits and no aid is wrong on so many levels.

The proposed A.S. degree in Health Sciences would be a lifeline for many of our students. It would not only afford them the opportunity to continue in a financial aid bearing major above the 30 credit mark, this degree would also serve as a bridge to other viable majors that our students may not be aware of. This is critical for our students who are good students but not in the academic bracket that our stringent vetting process requires. What academic choices do these students have once they have been rejected by one of our health programs? Would it not benefit our students to enter City Tech with a declared major of Health Sciences while working on their pre-requisite coursework and exploring what other academic avenues might be available to them?

This proposed degree will seamlessly transfer to many programs at City Tech and at other colleges but more importantly, this degree will segue into several new proposed majors; the B.S in Health Services Policy and Management and the B.S. in Occupational Health and Safety.

We are doing a disservice to our students but in truth to the college by not establishing a major that will award financial aid and an associate’s degree that will lead ultimately to a Baccalaureate degree that our students will complete.

I respectfully submit this with a strong and heartfelt endorsement.

Alexis Chaconis
Director of Admission Services
Appendix 9.2e  Yelena Bondar, Director, Accelerated Study in Associate Programs (ASAP)

April 13, 2018

Dear Dean Smith,

It is with great pleasure that I write in support of the new Associate in Science in Health Sciences program.

This degree program will fill a critical gap in supporting the progression of students interested in health related areas. Currently students interested in health related areas who fail to gain entrance into the competitive degree programs have little option but to leave the institution to pursue related studies. For this reason ASAP has been unable to support this population as the program requires students to commit to completing their associate’s degree within the program parameters.

ASAP is committed to supporting this degree, as we see this as a viable way of providing a valuable associate’s degree to interested students. We have been planning to include the ASH5 in the ASAP cycle for several years now, and my analysis shows that this degree can be achieved within the time frame mandated by ASAP. This will allow ASAP to extend support currently experienced by students in most associate degrees on campus to this population, increasing the likelihood of their persistence and graduation.

Additionally, the establishment of this degree program will allow ASAP to expand the limited support to the LAA and LAS degrees. To this point, we have been hesitant to conduct mass recruitment of LAA and LAS students as so many are focused on health related programs, which they may not meet eligibility requirements to enter.

In conclusion, this degree has the full enthusiastic support of ASAP and will help the college achieve the targeted enrollment required by CUNY.

Sincerely,

Yelena Bondar
Director
Accelerated Study in Associate Programs (ASAP)
New York City College of Technology, CUNY
172 Pearl Street, Environmental Building - Rm 206
Brooklyn, New York 11201
718-260-8624
YBondar@citytech.cuny.edu
www.citytech.cuny.edu/asap
Appendix 9.2f – Phung Nguyen – Undeclared Health Intent Specialist/Coordinator

NEW YORK CITY
COLLEGE OF TECHNOLOGY
THE CITY UNIVERSITY OF NEW YORK
THE NEW STUDENT CENTER
300 Jay Street - Namm Hall, Room 104
Brooklyn, NY 11201-1909
(718) 260-5013 • Fax: (718) 254-8274

April 16, 2018

Dear Committee Members:

Please accept this letter as my strong support and endorsement of the proposed new major, A.S. in Health Sciences. As an Academic Advisor and the designated Undeclared Health Intent Specialist/Coordinator, this program would especially benefit my cohort of students, as well as perspective students.

A great majority of our students at City Tech rely on financial aid to pursue a degree. Students who enroll at City Tech in hopes of pursuing a degree in one of our competitive health programs often face challenges while trying to gain entry into their desire major. These challenges include, but are not limited to:

- Becoming ineligible for financial aid due to the accrual of too many credits
- Unaware of where to go for advisement in order to continue with their studies
- Lack of resources and/or communication to direct the students with regards to their next steps

From an advisement standpoint, I think these challenges are a disservice to the students trying to obtain a degree.

The proposed A.S. degree in Health Sciences would be beneficial for many of our students. For the entering students, this program would allow them to explore the health fields. The students working to obtain acceptance into an allied health major will be able to complete the required pre-clinical courses while pursuing this degree. In the instances where students are not accepted into one of the competitive allied health programs, they would still have the opportunity to graduate from City Tech by completing this degree.

Since this Health Sciences associate major has the ability to serve as a bridge to other viable programs at City Tech and other colleges, I fully support this degree proposal. Should this proposal be approved, I look forward to recruiting students for the program.

Sincerely,

Phung Nguyen
Undeclared Health Intent Specialist/Coordinator
Appendix 10: Conceptual Chart: Program Relationship to other programs
Appendix 11: Detailed Information on Healthcare Industry ecosystem

*Healthcare Industry Sectors:*
The healthcare industry provides a variety of services to support the healthcare needs of a community or individuals. The healthcare industry classifies the different products it offers by sector. Hospitals and healthcare systems are continually changing their service offerings, and responding to various internal and external forces including reimbursement issues, advances in technology, and shifts in the populations they serve. A universally agreed-upon classification of sectors does not exist, so a non-exhaustive but inclusive and simplified classification of broad sectors will be used in this exploration. The key sectors of healthcare industry can be broadly classified into following four sub-segments:

- Health care services and facilities
- Medical devices, equipment, and hospital supplies manufacturers
- Medical insurance, medical services and managed care
- Pharmaceuticals & Related Segments

*Healthcare Segment 1: Health care services and facilities:*
Health care services and facilities subsector is comprised of many subsectors. The broad classification includes:

**Hospitals:** Hospitals provide medical, diagnostic, and treatment services to inpatients and some outpatient services. This category includes General medical and surgical hospitals, Psychiatric and substance abuse hospitals, Specialty hospitals (not including psychiatric and substance abuse facilities), Family Planning & Abortion Clinics, Hospices & Palliative Care Centers, Emergency & Other Outpatient Care Centers, Sleep Disorder Clinics, Dental Laboratories and Blood & Organ Banks.

**Nursing and residential care facilities:** They provide residential care combined with either nursing, supervisory, or other types of care as needed. This category includes Home health care services, Nursing Care Facilities, Urgent Care Centers, Mental health and residential developmental handicap facilities, In-Home Senior Care, Community care facilities for the elderly and other residential care facilities.

**Ambulatory health care services:** Players provide direct and indirect health care services to ambulatory patients. This category includes Outpatient care centers, Medical and diagnostic laboratories, Ambulance Services and other ambulatory health care services.

**Medical Practitioners & Healthcare Professionals:** This category includes Medical Practitioners, Chiropractors, Homeopaths, Psychologists, Social Workers & Marriage Counselors, Dermatologists, Nutritionists & Dietitians, Optometrists, Physical Therapists and other alternative Healthcare Providers.
**Healthcare Segment 2: Medical devices, equipment, and hospital supplies manufacturers:**

These are medical companies in the forefront of the latest medical technology offering their products across the whole spectrum of medical equipment, hospital supplies, products and services, including specialist applications. This sector further consists of many players including In-vitro diagnostic substances, Electro-medical and electro therapeutic apparatuses, Irradiation apparatuses, Surgical Instrument & Medical Instrument Manufacturing, Surgical appliances and supplies, Dental equipment and supplies, Ophthalmic goods, Vital Signs Monitor Manufacturing, Mammography Machine Manufacturing, TENS Machine Manufacturing, Nebulizer Manufacturing, Hot & Cold Topical Therapy Manufacturing, Optical Coherence Tomography Machine Manufacturing, Medical Laser Machine Manufacturing, Medical Device Manufacturing, Medical Instrument & Supply Manufacturing, Robotic Surgery Equipment Manufacturing, Endoscope Manufacturing, Venous Access Device Manufacturing, Wound Care Product Manufacturing, Toxicology Laboratories, Glucose Meter Manufacturing, Instrument Sterilization Product Manufacturing, Intravenous (IV) Solution Manufacturing, Ultrasonic Cleaning Equipment Manufacturing, Hospital Bed Manufacturing and Hospital Furniture Manufacturing etc.

**Healthcare Segment 3: Medical insurance, medical services and managed care:**

This segment deals with the players that provide medical insurance or different types of services to either patients or other medical sector players. The term managed care or managed health care is used to describe a variety of techniques intended to reduce the cost of providing health benefits and improve the quality of care for organizations that use those techniques or provide them as services to other organizations. This sector further consists of many players including Health maintenance organizations (HMOs), Preferred provider organizations, Exclusive provider organizations, Medicare, Medicaid, Healthcare Consultants, Medical Patient Financing, Healthcare Staff Recruitment Agencies, Health & Medical Insurance, Surgical Apparel Manufacturing, Medical Supplies Wholesaling, Medical Waste Disposal Services, Dental Insurance, Medical Couriers, Medical Device Cleaning & Recycling, Medical Claims Processing Services, Pharmacy Benefit Management, Corporate Wellness Services, Home Medical Equipment Rentals and Medical Case Management Services etc.

**Healthcare Segment 4: Pharmaceuticals & Related Segments:**

The pharmaceutical industry develops, produces, and markets drugs or pharmaceuticals licensed for use as medications. Pharmaceuticals eliminate the need for inpatient and invasive care services. They are subject to a variety of laws and regulations regarding the patenting, testing and ensuring safety and efficacy and marketing of drugs. This sector further consists of many players including Over-the-counter (OTC) drugs & Drug Stores, Prescription drugs, Biopharmaceutical drugs, Generic drugs, Pharmaceuticals Packing & Labeling Services, Dietary Fiber Supplement Manufacturing, Vitamin & Supplement Manufacturing, Cough & Cold Medicine Manufacturing, Health Stores and Eye Glasses & Contact Lens Stores etc.
Given below is the classification map as explained above:

Health care services and facilities

- Hospitals
  - General medical and surgical hospitals
  - Psychiatric and substance abuse hospitals
  - Specialty hospitals (not including psychiatric and substance abuse facilities)
  - Family Planning & Abortion Clinics
  - Hospices & Palliative Care Centers
  - Emergency & Other Outpatient Care Centers
  - Sleep Disorder Clinics
  - Dental Laboratories
  - Blood & Organ Banks
    - Nursing and residential care facilities
  - Home health care services
  - Nursing Care Facilities
  - Urgent Care Centers
  - Mental health and residential developmental handicap facilities
  - In-Home Senior Care
  - Community care facilities for the elderly
  - Other residential care facilities
    - Ambulatory health care services
  - Outpatient care centers
  - Medical and diagnostic laboratories
  - Ambulance Services
  - Other ambulatory health care services

Medical devices, equipment, and hospital supplies manufacturers

- In-vitro diagnostic substances
- Electro-medical and electro therapeutic apparatuses
- Irradiation apparatuses
- Surgical Instrument & Medical Instrument Manufacturing
- Surgical appliances and supplies
- Dental equipment and supplies
- Ophthalmic goods
- Vital Signs Monitor Manufacturing
- Mammography Machine Manufacturing
- TENS Machine Manufacturing
- Nebulizer Manufacturing
- Hot & Cold Topical Therapy Manufacturing
- Optical Coherence Tomography Machine Manufacturing
- Medical Laser Machine Manufacturing
- Medical Device Manufacturing
- Medical Instrument & Supply Manufacturing
- Robotic Surgery Equipment Manufacturing
- Endoscope Manufacturing
- Venous Access Device Manufacturing
- Wound Care Product Manufacturing
- Toxicology Laboratories
- Glucose Meter Manufacturing
- Instrument Sterilization Product Manufacturing
• Intravenous (IV) Solution Manufacturing
• Ultrasonic Cleaning Equipment Manufacturing
• Hospital Bed Manufacturing
• Hospital Furniture Manufacturing

Medical insurance, medical services and managed care
• Health maintenance organizations (HMOs)
• Preferred provider organizations
• Exclusive provider organizations
• Medicare
• Medicaid
• Healthcare Consultants
• Medical Patient Financing
• Healthcare Staff Recruitment Agencies
• Health & Medical Insurance
• Surgical Apparel Manufacturing
• Medical Supplies Wholesaling
• Medical Waste Disposal Services
• Dental Insurance
• Medical Couriers
• Medical Device Cleaning & Recycling
• Medical Claims Processing Services
• Pharmacy Benefit Management
• Corporate Wellness Services
• Home Medical Equipment Rentals
• Medical Case Management Services

Pharmaceuticals & Related Segments
• Over-the-counter (OTC) drugs & Drug Stores
• Prescription drugs
• Biopharmaceutical drugs
• Generic drugs
• Pharmaceuticals Packing & Labeling Services
• Dietary Fiber Supplement Manufacturing
• Vitamin & Supplement Manufacturing
• Cough & Cold Medicine Manufacturing
• Health Stores
• Eye Glasses & Contact Lens Stores

http://www.technofunc.com retrieved 9/11/18
Appendix 13: SED FORMS
## TABLE A. UNDERGRADUATE PROGRAM SCHEDULE

Indicate **academic calendar** type: \_X\_Semester \_\_Quarter \_\_Trimester \_\_Other (describe)

Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)

Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

<table>
<thead>
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<th>Term: Fall Year 1</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
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<th>Maj</th>
<th>New</th>
<th>Prerequisite</th>
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<td>x</td>
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<tr>
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<td>M&amp;QR requirement</td>
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<tr>
<td></td>
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<td></td>
<td>Flexible core 1</td>
<td>3</td>
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<td></td>
<td>Discipline 1 (HSCI 1101 Intro to</td>
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<td>x</td>
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<td></td>
<td>Health Delivery &amp; Careers)</td>
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<th>Maj</th>
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<th>Prerequisite</th>
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<tr>
<td></td>
<td>English Composition 2</td>
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</tr>
<tr>
<td></td>
<td>Flex core 2</td>
<td>3-4</td>
<td>x</td>
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</tr>
<tr>
<td></td>
<td>Flex core 3</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Flex core 4</td>
<td>3</td>
<td>x</td>
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<td></td>
<td>COM 1403 Communication in Health Care</td>
<td>3</td>
<td>X</td>
<td>x</td>
<td>x</td>
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<th>Prerequisite</th>
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<tbody>
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<td></td>
<td>Flex core 5</td>
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<td>x</td>
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<tr>
<td></td>
<td>Elective 1</td>
<td>3</td>
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<tr>
<td></td>
<td>Discipline 2 (HSCI 2201 Safety</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td>HSCI 1101</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for Healthcare Professions)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>SBS 2000 Research Methods for Soc./</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td>Any PSY, SOC,</td>
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<tr>
<td></td>
<td>Beh. Sciences</td>
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<td>HIS or GOV</td>
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<th>Course Number &amp; Title</th>
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<th>Maj</th>
<th>New</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td></td>
<td>Elective 3</td>
<td>3</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Elective 5 (if needed for 60 credit</td>
<td>0-3</td>
<td>x</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>total)*</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>PHIL 2203 Health Care Ethics (as one additional</td>
<td>3</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Flex Core)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Discipline 3 (HSCI 2301 Health</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td>HSCI 1101</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dynamics)</td>
<td></td>
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<td>Term credit total:</td>
<td>12-15</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Program Totals:</th>
<th>Credits: 60</th>
<th>Liberal Arts &amp; Sciences: 36 min (includes 9 credits of discipline content as LAS)</th>
<th>Major: 9 (HSCI)</th>
<th>*Elective &amp; Other: up to 15</th>
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</thead>
<tbody>
<tr>
<td>Cr: 60 credits</td>
<td>LAS: liberal arts &amp; sciences 40</td>
<td>Major: 9</td>
<td>New: new course</td>
<td>four courses Prerequisite(s): list prerequisite(s) for the noted courses</td>
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</table>

To flexibly accommodate student priorities, if enrollment by the student in HSCI 1101 is delayed to semester three, flexible core course sequencing will advance by one course so that HSCI1101 may place in semester three. Discipline 2 and Elective 3 will also then interchange.
## SED FORM FACULTY INFORMATION FOR EXISTING CORE FACULTY

<table>
<thead>
<tr>
<th>Faculty Member Name, Title, and Rank</th>
<th>Courses to be taught</th>
<th>Full-time or Part-time; if Full-time identify % of time to the program</th>
<th>Highest Earned Degree, Discipline, IHE</th>
<th>Additional qualifications which demonstrate professional competence relative to the specific program</th>
</tr>
</thead>
<tbody>
<tr>
<td>(PROGRAM DIRECTOR) Bohm, Josef, DC Associate Prof</td>
<td>HSCI 1101, HSCI 2301</td>
<td>Full Time</td>
<td>DC Doctor of Chiropractic</td>
<td>Yale University School of Medicine, MPH, Health Care Policy and Management.</td>
</tr>
<tr>
<td>Hernandez, Bridget, PhD, Associate Prof</td>
<td>HSCI 1101, HSCI 2201</td>
<td>Full time</td>
<td>PhD, Clinical Psychology</td>
<td>Prior Professional Experience, Chief Research Officer for YAI Hospital Network Assistant Professor DePaul University.</td>
</tr>
<tr>
<td>Gregory, Katheryn, PhD Assistant Professor</td>
<td>HSCI 2201, HSCI 2301</td>
<td>Full Time</td>
<td>PhD, Sociology</td>
<td>Communication and Research Strategies for Medical Campaigns. Quantitative and Qualitative Research Design for health-related projects</td>
</tr>
<tr>
<td>Rodriguez, Noemi, Lecturer</td>
<td>HSCI 2301</td>
<td>Full Time</td>
<td>MPA Health Policy and Management</td>
<td>Currently completing Dr PH (Public Health) Special Assistant to Chief of Stadd of NYC Department of Health and Mental Hygiene</td>
</tr>
<tr>
<td>Bonsignore Karen, MPA Associate Professor</td>
<td>HSCI 2201, HSCI 2301, HSCI 1101</td>
<td>Full time</td>
<td>MPA Public Administration</td>
<td>Currently completing PhD in Urban Education Licensed Radiographic Technologist with multiple modality certification.</td>
</tr>
<tr>
<td>Lee, David PhD</td>
<td>COM 1403</td>
<td>Full time</td>
<td>PhD, Health Communication</td>
<td></td>
</tr>
</tbody>
</table>

*Associate in Science in Health Sciences Proposal – 2019-01-30 V9.4*
### SED FORM FACULTY INFORMATION FOR FACULTY TO BE HIRED

<table>
<thead>
<tr>
<th>Position Title and Rank</th>
<th>Highest Earned Degree, Discipline, and additional qualifications</th>
<th>Courses to be taught</th>
<th>Date by which they will begin job duties</th>
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</thead>
<tbody>
<tr>
<td>Assistant Professor 1</td>
<td>Ph.D or Clinical Doctorate</td>
<td>HSCI2201</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>Assistant Professor 2</td>
<td>Ph.D or Clinical Doctorate</td>
<td>HSCI2301</td>
<td>Fall 2020</td>
</tr>
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</table>
### ASHS SED FORMS; Financial Tables

#### Program Expenditures

**Table 5: New Resources**

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1 2018-20</th>
<th>Year 2 2019-20</th>
<th>Year 3 2020-21</th>
<th>Year 4 2021-22</th>
<th>Year 5 2022-23</th>
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</thead>
<tbody>
<tr>
<td>Full Time Faculty (2 new faculty)</td>
<td>$</td>
<td>$160,000.00</td>
<td>$160,000.00</td>
<td>$160,000.00</td>
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</tr>
<tr>
<td>Part Time Faculty (30 to 60 adjuncts)</td>
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<td>$90,000.00</td>
<td>$120,000.00</td>
<td>$1,500,000.00</td>
<td>$180,000.00</td>
</tr>
<tr>
<td>Full Time Staff (1 new)</td>
<td>$</td>
<td>$25,000.00</td>
<td>$25,000.00</td>
<td>$25,000.00</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>Part Time Staff</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Equipment (misc. - HISCI Safety lab course)</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Laboratories</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other than Personnel Services)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Other</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Total all</td>
<td>$62,000.00</td>
<td>$273,000.00</td>
<td>$367,000.00</td>
<td>$1,087,000.00</td>
<td>$367,000.00</td>
</tr>
</tbody>
</table>

1. Include all allocated funds for procedures.
2. Include all personnel costs.
3. Include all equipment costs.
4. Include all other costs, regardless of the type of costs. The categories above serve as a guide. This form is intended to be a summary of the financial obligations for the program.
5. Include all other costs, regardless of the type of costs. The categories above serve as a guide. This form is intended to be a summary of the financial obligations for the program.
## Projected Revenue Related to the Proposed Program

<table>
<thead>
<tr>
<th>Source of Revenue</th>
<th>1st Year Academic Year</th>
<th>2nd Year Academic Year</th>
<th>3rd Year Academic Year</th>
<th>4th Year Academic Year</th>
<th>5th Year Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>tuition revenue[^1]</td>
<td>$1,206,000</td>
<td>$1,266,000</td>
<td>$2,582,640</td>
<td>$2,614,267</td>
<td>$2,688,979</td>
</tr>
<tr>
<td>07. from existing sources[^1]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>08. from new sources[^1]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>09. total</td>
<td>$1,206,000</td>
<td>$1,266,000</td>
<td>$2,582,640</td>
<td>$2,614,267</td>
<td>$2,688,979</td>
</tr>
<tr>
<td>grand total[^1]</td>
<td>$1,206,000</td>
<td>$1,266,000</td>
<td>$2,582,640</td>
<td>$2,614,267</td>
<td>$2,688,979</td>
</tr>
</tbody>
</table>

[^1]: Specify the inflation rate used for projections.
[^2]: Specify the enrollment.
[^3]: Please explain here how revenue was calculated.
[^4]: Includes revenue from sources generated by continuing students. Revenue was derived from the tenured and tenure-track faculty and from the equivalent of new student revenue plus the return of unused revenue from continuing sources with adjustments for inflation.
[^5]: Please include here any state appropriations applied to the program.
[^6]: Specify what is included in "other categories."
### DIRECT OPERATING EXPENSES

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
<td>16,000</td>
<td>16,000</td>
<td>16,000</td>
<td>16,000</td>
<td>16,000</td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Faculty Re-assigned Time</td>
<td>0</td>
<td>16,000</td>
<td>16,000</td>
<td>16,000</td>
<td>16,000</td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (41.5%)</td>
<td>0</td>
<td>7,371</td>
<td>7,371</td>
<td>7,371</td>
<td>7,371</td>
</tr>
<tr>
<td><strong>Total (Links to Full Time Faculty on Program Exp Worksheet)</strong></td>
<td>$ 0</td>
<td>$ 249,216.00</td>
<td>$ 249,216.00</td>
<td>$ 249,216.00</td>
<td>$ 249,216.00</td>
</tr>
<tr>
<td>Part Time Faculty Actual Salaries (cumm. expenses)</td>
<td>60,000</td>
<td>90,000</td>
<td>120,000</td>
<td>150,000</td>
<td>180,000</td>
</tr>
<tr>
<td>Part Time Faculty Actual Fringe Benefits (24.3%)</td>
<td>14,220</td>
<td>21,371</td>
<td>29,160</td>
<td>38,400</td>
<td>43,160</td>
</tr>
<tr>
<td><strong>Total (Links to Part-Time Faculty Program Exp Worksheet)</strong></td>
<td>$ 111,220.00</td>
<td>$ 141,371.00</td>
<td>$ 149,160.00</td>
<td>$ 188,400.00</td>
<td>$ 223,740.00</td>
</tr>
<tr>
<td>Full Time Staff Base Salary (list separately)</td>
<td>26,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
<td>10,460</td>
<td>10,460</td>
<td>10,460</td>
<td>10,460</td>
<td>10,460</td>
</tr>
<tr>
<td><strong>Total (Links to Full Time Staff on Program Exp Worksheet)</strong></td>
<td>$ 35,460.00</td>
<td>$ 35,460.00</td>
<td>$ 35,460.00</td>
<td>$ 35,460.00</td>
<td>$ 35,460.00</td>
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</table>

### PART-TIME STAFF

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Time Staff Base Salary (list separately)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Faculty Replacement Costs (replacement of full-time faculty)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduates Assistants</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Student Hourly</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total (Links to Part-Time Staff on Program Exp Worksheet)</strong></td>
<td>$ 0</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
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</table>

### LIBRARY

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library Staff Full Time (List Separately)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library Staff Fringe Benefits (41.5%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total (Links to Library on Program Exp Worksheet)</strong></td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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</table>

### EQUIPMENT

<table>
<thead>
<tr>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Hardware</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Office Furniture</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total (Links to Equipment on Program Exp Worksheet)</strong></td>
<td>$ 2,000.00</td>
<td>$ 2,000.00</td>
<td>$ 2,000.00</td>
<td>$ 2,000.00</td>
<td>$ 2,000.00</td>
</tr>
</tbody>
</table>

### LABORATORIES

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Equipment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total (Links to Laboratories on Program Exp Worksheet)</strong></td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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</tbody>
</table>
### Supporting Material Expenditures, Page 2

#### SUPPLIES AND EXPENSES (OTPS)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultants and Honoraria</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Supplies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Instructional Supplies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Faculty Development</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel and Conferences</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membership Fees</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising and Promotion</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accreditation</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Software</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer License Fees</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Repair and Maintenance</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment Repair and Maintenance</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New Total Supplies and OTPS Expenses</strong> (Links to Supplies on Program Exp Worksheet)</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
</tbody>
</table>

#### CAPITAL EXPENDITURES

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Renovations</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Equipment</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other (List separately)</strong></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL (Links to Capital Expenditures on Program Exp Worksheet)</strong></td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL (Links to Other on Program Exp Worksheet)</strong></td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>
## The Five-Year Revenue Projections for Program

### SENIOR COLLEGE (UNDERGRADUATE) WORKSHEET

**Year 1 – Fall 2019**

<table>
<thead>
<tr>
<th>EXISTING FULL-TIME STUDENTS</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>200</td>
<td>200</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td># of EXISTING (FULL TIME) In-State Students (based from Trend &amp; Total Need Projections)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (calculated 2% increase per year after Fall 2019)</td>
<td>$6,030</td>
<td>$6,530</td>
<td>$6,947</td>
<td>$7,364</td>
<td>$7,781</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$1,206,000</td>
<td>$1,206,000</td>
<td>$1,206,000</td>
<td>$1,206,000</td>
<td>$1,206,000</td>
</tr>
<tr>
<td>Student Fees (under 100%H) programs other than standard (1308 fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$1,206,000</td>
<td>$1,206,000</td>
<td>$1,206,000</td>
<td>$1,206,000</td>
<td>$1,206,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXISTING PART-TIME STUDENTS</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># of EXISTING (PART TIME) In-State Students (based from Trend &amp; Total Need Projections)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrolled Credits (calculated at $6,000 per credit per year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (calculated 2% increase per year after Fall 2019)</td>
<td>$2,700</td>
<td>$2,700</td>
<td>$2,700</td>
<td>$2,700</td>
<td>$2,700</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$2,700</td>
<td>$2,700</td>
<td>$2,700</td>
<td>$2,700</td>
<td>$2,700</td>
</tr>
<tr>
<td>Student Fees (under 100%H) programs other than standard (1308 fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$2,700</td>
<td>$2,700</td>
<td>$2,700</td>
<td>$2,700</td>
<td>$2,700</td>
</tr>
</tbody>
</table>

**TOTAL EXISTING FULL-TIME TUITION REVENUE**

| $1,206,000 | $1,206,000 | $1,206,000 | $1,206,000 | $1,206,000 | $1,206,000 |

**TOTAL EXISTING PART-TIME REVENUE**

| $2,700   | $2,700   | $2,700     | $2,700    | $2,700    |

**TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)**

| $1,206,000 | $1,206,000 | $1,206,000 | $1,206,000 | $1,206,000 | $1,206,000 |

**NEW FULL-TIME STUDENTS**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW FULL TIME In-State Students (based from Trend &amp; Total Need Projections)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (calculated 2% increase per year after Fall 2019)</td>
<td>$6,030</td>
<td>$6,330</td>
<td>$6,636</td>
<td>$6,947</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$201,500</td>
<td>$223,000</td>
<td>$244,500</td>
<td>$266,000</td>
</tr>
<tr>
<td>Student Fees (under 100%H) programs other than standard (1308 fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$201,500</td>
<td>$223,000</td>
<td>$244,500</td>
<td>$266,000</td>
</tr>
</tbody>
</table>

Tuition & Fees
## Supporting Material Revenue, Part 2

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEW PART-TIME STUDENTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW PART-TIME</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>In-State Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrolled Credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tr>
<tr>
<td>Total Fees</td>
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<td>0</td>
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</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tr>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td># of NEW PART-TIME</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Out of State Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total Enrolled Credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Tuition Income</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out of State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td><strong>TOTAL NEW PART-TIME REVENUE</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)</strong></td>
<td>$301,603</td>
<td>$633,000</td>
<td>$988,490</td>
<td>$987,860</td>
<td>$1,007,617</td>
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</table>

**OTHER REVENUE**

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Revenue From Fundraising (specify and explain)</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td><strong>TOTAL OTHER REVENUE</strong></td>
<td>$0</td>
<td>$0</td>
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</tr>
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</table>
# SED FORMS ENROLLMENT AND SEAT PROJECTIONS

## Enroll and Seat Projections

(undergraduate)

<table>
<thead>
<tr>
<th></th>
<th>2019-20</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Existing Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In State</td>
<td>200</td>
<td>200</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Out of State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Existing Full-time Total</strong></td>
<td>200</td>
<td>200</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td><strong>Existing Part-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In State</td>
<td></td>
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</tr>
<tr>
<td>Out of State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Existing Part-time Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In State</td>
<td>50</td>
<td>100</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Out of State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NEW Full-time Total</strong></td>
<td>50</td>
<td>100</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td><strong>New Part-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In State</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Out of State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New Part-time Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** New students are students who would not otherwise have been enrolled in your college if this program were not offered. The proposal must explain the basis for the enrollment estimate.

Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.

### Section Seats per Student

<table>
<thead>
<tr>
<th></th>
<th>2019-20</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>New Courses</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Total (normally equals 10)</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Part-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total (normally equals 4-6)</td>
<td>0</td>
<td>0</td>
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</table>

### Seat & Section Needs

<table>
<thead>
<tr>
<th></th>
<th>2019-20</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Change in Seat Need for Existing Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>(400)</td>
<td>(800)</td>
<td>(1,600)</td>
<td>(1,600)</td>
<td>(1,600)</td>
</tr>
<tr>
<td>New Courses</td>
<td>400</td>
<td>800</td>
<td>1,600</td>
<td>1,600</td>
<td>1,600</td>
</tr>
<tr>
<td><strong>Seat Need for New Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>400</td>
<td>800</td>
<td>1,600</td>
<td>1,600</td>
<td>1,600</td>
</tr>
<tr>
<td>New Courses</td>
<td>400</td>
<td>400</td>
<td>800</td>
<td>600</td>
<td>600</td>
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<tr>
<td><strong>Total Seat Need Change</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All Courses</strong></td>
<td>800</td>
<td>1,200</td>
<td>2,200</td>
<td>2,200</td>
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<tr>
<td><strong>Average Seats per Section</strong></td>
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<tr>
<td>Existing Courses</td>
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<td>35</td>
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<tr>
<td>New Courses</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td><strong>Net New Section Need</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>11,428/571</td>
<td>22,857/143</td>
<td>45,714/285/1</td>
<td>45,714/285/1</td>
<td>45,714/285/1</td>
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<tr>
<td>New Courses</td>
<td>16</td>
<td>16</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12,377/571</td>
<td>23,178/143</td>
<td>45,958/285/1</td>
<td>45,958/285/1</td>
<td>45,958/285/1</td>
</tr>
</tbody>
</table>
Attestation Form

Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.¹

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5); that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

¹ The Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.
ARTICULATION AGREEMENT

A. Sending and Receiving Institutions

Sending College: NYC College of Technology (NYCCT)
Department: School of Professional Studies
Program: Health Sciences
Degree: Associate in Science (AS)

Receiving College: School of Professional Studies (SPS)
Department: School of Professional Studies
Program: Health Services Administration (HESA)
Degree: Bachelor of Science (BS)

B. Admission Requirements for Senior College Program

Articulation with NYCCT Associate in Science degree in Health Sciences with the CUNY School of Professional Studies Bachelor of Science in Health Services Administration is based upon the following:

- Students wishing to transfer under this articulation agreement must have obtained their associate degree and met the minimum cumulative 2.5 GPA requirement.
- Total transfer credits granted toward the baccalaureate degree is 60
- Total credits required for the B.S. degree in Health Services Administration is 120

C. Course Equivalences and/or Transfer Credit Awarded

NYCCT AS in Health Sciences - Transferred credits will be applied to the Baccalaureate degree as professional credits, course specific transfer credits and electives. Students will meet with an SPS advisor who will review their transcripts to ensure appropriate placement within the program. Taking recommended flexible core courses will assure that students just need 60 additional credits for their bachelor’s degree at SPS.
### NYC College of Technology Associate in Science in Health Sciences COURSES AND DISPOSITION

<table>
<thead>
<tr>
<th>REQUIRED CORE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC COMP</td>
<td>3</td>
</tr>
<tr>
<td>RC COMP</td>
<td>3</td>
</tr>
<tr>
<td>RC MQR</td>
<td>4</td>
</tr>
<tr>
<td>RC LPS</td>
<td>4</td>
</tr>
<tr>
<td>FC WCGI</td>
<td>3</td>
</tr>
<tr>
<td>FC I&amp;S</td>
<td>3</td>
</tr>
<tr>
<td>FC USED</td>
<td>3</td>
</tr>
<tr>
<td>FC CE</td>
<td>3</td>
</tr>
<tr>
<td>FC SW</td>
<td>4</td>
</tr>
<tr>
<td>FC Free</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

| HSCI 1101                   | Intro. to Healthcare Delivery and Careers | 3 |
| HSCI 2101                   | Safety in Healthcare Professions         | 3 |
| HSCI 2301                   | Health Dynamics                          | 3 |
| COM 1403 or COM2403         | Intro to Healthcare Communication or Healthcare | 3 |
| BIO 1101                    | Intro to Biology                          | 0*|
| BIO 2311                    | Anatomy and Physiology                    | 0*|
| PSY 1101 or SOC 1101        | Introductory Social Science Course        | 0*|
| PHIL 2203                   | Healthcare Ethics                         | 3 |
| SBS 2000                    | Research Methods for Social and Behavioral Sciences | 3 |
| **TOTAL**                   | **18**                                    |

**ELECTIVES**

| ACC 1101 or ACC 1162        | Accounting                                  | 3-4|
| CST 1101                   | Problem Solving with Computer Programming   | 3  |
| MAT 1272                   | Statistics                                  | 3  |
| **TOTAL**                  | **9-10**                                    |

**GRAND TOTAL**

60-61

* Students are encouraged to take these discipline courses as part of their general education requirements in order to have elective credits to complete additional courses required for the bachelor's degree at SPS.

* Students at City Tech must complete two writing intensive courses to earn their associate degree, one in general education and one in the discipline.
D. SUMMARY OF TRANSFER CREDITS FROM NYCT AND CREDITS TO BE COMPLETED AT SPS

<table>
<thead>
<tr>
<th></th>
<th>Credits for the Baccalaureate</th>
<th>Transfer from NYCT</th>
<th>Completed at SPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core</td>
<td>12</td>
<td>12*</td>
<td>0</td>
</tr>
<tr>
<td>Flexible Core</td>
<td>18</td>
<td>18*</td>
<td>0</td>
</tr>
<tr>
<td>College Option</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Major Core</td>
<td>54</td>
<td>15</td>
<td>39</td>
</tr>
<tr>
<td>Major Electives</td>
<td>15</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Electives</td>
<td>15</td>
<td>15*</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>60</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

*General Education Required and Flexible Core credits in excess of the required 30 will transfer to CUNY SPS as free elective credits.

E. Course Equivalencies

<table>
<thead>
<tr>
<th>NYCT</th>
<th>SPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC1101 - Princ of Accounting</td>
<td>Elective Option</td>
</tr>
<tr>
<td>HSCI 1101 - Introduction to Health Delivery and Careers:</td>
<td>Required</td>
</tr>
<tr>
<td>MAT 1272 - Statistics</td>
<td>Elective Option</td>
</tr>
<tr>
<td>PHIL 2203 - Health Care Ethics</td>
<td>Required</td>
</tr>
<tr>
<td>SBS2000 - Research Methods for the Social and Behavioral Sciences</td>
<td>Required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NYCT</th>
<th>SPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 305 - Accounting Fundamentals</td>
<td>Required</td>
</tr>
<tr>
<td>HIM 205 - Health Care Delivery Systems</td>
<td>Required</td>
</tr>
<tr>
<td>MATH 215 - Introduction to Statistics</td>
<td>Required</td>
</tr>
<tr>
<td>PHIL 201 - Bioethics for Health Professions</td>
<td>Required</td>
</tr>
<tr>
<td>RM 201 - Introduction to Research Methods</td>
<td>Required</td>
</tr>
</tbody>
</table>
**F. Senior College Upper Division Courses Remaining for Baccalaureate Degree**

Students will be required to take the following courses at CUNY SPS after completing the A.S. in Health Sciences. Courses with an asterisk will not be required by students who have fulfilled the course equivalency at NYCCT, as outlined in section E.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>College Option: 6 credits (PHIL 110 – Critical Thinking, COM 110 – Digital Literacy, PLA 300 – Portfolio Development for Prior Learning Assessment, QUAN 201 – Quantitative Reasoning and Society, COM 210 – Writing at Work)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Required Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Core</strong></td>
<td>39</td>
</tr>
<tr>
<td>BIO 200 - Human Biology</td>
<td>3</td>
</tr>
<tr>
<td>BUS 305 - Accounting Fundamentals*</td>
<td></td>
</tr>
<tr>
<td>CIS 101 - Computer Fundamentals and Applications</td>
<td>3</td>
</tr>
<tr>
<td>COM 210 - Writing at Work</td>
<td>3</td>
</tr>
<tr>
<td>HIM 200 - Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>HIM 205 - Health Care Delivery Systems*</td>
<td></td>
</tr>
<tr>
<td>HIM 332 - Quality and Performance Improvement</td>
<td>3</td>
</tr>
<tr>
<td>HIM 360 - Privacy and Security of Health Information</td>
<td>3</td>
</tr>
<tr>
<td>HIM 365 - Management in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HIM 370 - Organizational Development and Planning</td>
<td>3</td>
</tr>
<tr>
<td>HESA 369 - Health Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>HESA 450 - Compliance, Regulatory, and Legal Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HESA 499 - Health Services Administration Capstone</td>
<td>3</td>
</tr>
<tr>
<td>MATH 215 - Introduction to Statistics*</td>
<td></td>
</tr>
<tr>
<td>PHE 200 - Introduction to Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 201 - Bioethics for Health Professions*</td>
<td></td>
</tr>
<tr>
<td>PROM 210 - Project Management</td>
<td>3</td>
</tr>
<tr>
<td>RM 201 - Introduction to Research Methods*</td>
<td></td>
</tr>
<tr>
<td><strong>Major Electives – 15 credits</strong></td>
<td>15</td>
</tr>
<tr>
<td>BUS 200 - Introduction to Business</td>
<td></td>
</tr>
<tr>
<td>BUS 325 - Principles of Management Information Systems</td>
<td></td>
</tr>
<tr>
<td>ECO 201 - Microeconomics</td>
<td></td>
</tr>
<tr>
<td>ECO 202 - Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>BIO 310 - Pathophysiology and Pharmacology</td>
<td></td>
</tr>
<tr>
<td>BUS 306 - Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>CM 333 - Corporate Communications</td>
<td></td>
</tr>
<tr>
<td>SPAN 110 - Spanish for Health Professions</td>
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<td><strong>Electives – 15 satisfied with NYCT coursework</strong></td>
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<td><strong>Total Number of Credits to be Completed at CUNY SPS</strong></td>
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<tr>
<td><strong>Total Credits Transferred from NYCT</strong></td>
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<tr>
<td><strong>Total Credits Required for the Baccalaureate Degree</strong></td>
<td>120</td>
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</table>
G. Articulation Agreement Follow-up Procedures

1. Procedures for reviewing, updating, modifying or terminating agreement:

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by a representative from each institution.

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

The CUNY Institutional Research Database will be used to track all transfer students, including their performance (credit accumulation and GPA) and persistence (retention and graduation).

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

This articulation agreement will be publicized on the New York City College of Technology and CUNY SPS College websites. Transfer advisors at NYCCT will promote this agreement with eligible students.

Effective Date: Fall 2019

New York City College of Technology

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
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<tbody>
<tr>
<td>Josef Bohm, DC, MPH</td>
<td>Program Coordinator, Health Services Administration</td>
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CUNY School of Professional Studies

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<tbody>
<tr>
<td>Ellen Karl, MBA, RHIA, CHDA, FAHIMA</td>
<td>Academic Director Health Services Administration</td>
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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
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<tbody>
<tr>
<td>Bonne August, PhD</td>
<td>Provost &amp; Vice President, Academic Affairs</td>
<td></td>
</tr>
</tbody>
</table>

Senior Associate Dean, Academic Affairs | George Otte | Date | Senior Associate Dean, Academic Affairs |


Appendix 15: Complete Course Descriptions of Required Courses in the Major

BIO 1101 Biology I
Pathways: Life and Physical Sciences, Scientific World
3 cl hrs, 3 lab hrs, 4 cr
The fundamental principles of biology, focusing on topics including taxonomy, structure, nutrition, reproduction, heredity, development and evolution. The concepts of molecular biology and DNA fingerprinting using representative plants and animals are introduced. The course also includes the use and care of the microscope. Prerequisite: CUNY proficiency in Reading

BIO 2311 Human Anatomy and Physiology I
Pathways: Life and Physical Sciences, Scientific World
3 cl hrs, 3 lab hrs, 4 cr
The anatomy and physiology of the cell, tissues, skeletal, muscular and nervous systems. Prerequisites: 1) BIO 1101, or College-level general biology course with lab or a score of 85 or above on the New York State Regent’s exam; and 2) CUNY proficiency in reading and writing

COM 1403 Introduction to Communication in Healthcare Professions
3 cl hrs. 3 cr.
Introduction to the study and practice of communication for health professionals. Topics include listening, adapting your message, informative presentations, and role-play exercises. Communication issues particular to health professions are a focus, including nursing, radiology, dentistry, optometry, health and human services, and health administration. Students practice clear, purposeful and compassionate communication in face-to-face situations. Pre/Co-requisite: ENG1101

OR

COM 2403 Health Communication
Pathways: Individual and Society
3 cl hrs, 3 cr
The study and practice of communication as it relates to health professionals and patient outcomes. Topics include provider-patient interaction, team communication and the diffusion of health information through public health campaigns. Students learn the basics of clear, purposeful and compassionate communication across multiple channels, to reduce errors and provide better health care delivery. Prerequisite: COM 1330

ENG 1101 English Composition I
Pathways: English Composition
4 cl hrs, 3 cr
A course in effective essay writing and basic research techniques including use of the library. Demanding readings assigned for classroom discussion and as a basis for essay writing. Prerequisite: CUNY proficiency in reading and writing

ENG 1121 English Composition II
Pathways: English Composition
3 cl hrs, 3 cr
An advanced course in expository essay writing that requires a library paper. Further development of research and documentation skills (MLA style). Assigned literary and expository readings. Prerequisite: ENG 1101

HSCI 1101 Introduction to Health Delivery and Careers
3 cl hrs. 3 cr.
Provides an overview of the US health system and introduces the student to professional and non-clinical careers commonly found within it. Prerequisite: CUNY proficiency in reading and writing.

HSCI 2201 Safety for Healthcare Professions
2 cl hrs. 2 lab hrs., 3 cr.
An introduction to current safety standards and regulations in the health care environment. Students apply federal, state, and local policies and guidelines for safe practices in the health care system. Engage in simulated activities to enhance, prevent and control of injuries in health-related settings. Students will also complete training in several different safety-related certifications. Prerequisite: ENG1101 Pre- or Co-requisite HSCI 1101

HSCI 2301 Health Dynamics
3 cl hrs. 3 cr.
Students gain an appreciation of common determinants of health and prevalent risk factors derived from biological and environmental, systems through application of the 'BEINGS' health model (Biology, Environment, Immunology, Nutrition, Genetics, Public Health (Social)), professionals Prerequisite: HSCI 1101, BIO 1101, ENG 1101

PHIL 2203 Health Care Ethics
Pathways: Individual and Society
3 cl hrs, 3 cr
An examination of the major ethical theories on what is morally right and wrong, and the meaning of moral concepts (e.g., the concepts of right and duty). Focus is on ethical problems associated with the practice of medicine and biomedical research. (Available to health science students as an alternative to PHIL 2103). Prerequisite: ENG 1101

PSY 1101 Introduction to Psychology
Pathways: Individual and Society
3 cl hrs, 3 cr
Methodology, history and theories of psychology, brain and behavior, neuropsychology, socialization, motivation, emotion, perception, learning, thinking, intelligence, personality and the adjustment processes, and social psychology. Prerequisite: CUNY proficiency in reading and writing

OR

SOC 1101 Elements of Sociology
Pathways: Individual and Society
3 cl hrs, 3 cr
Perspectives on sociology as an analytical science. The emphasis is on concepts, hypotheses and theories which explain social behavior and social change. Prerequisite: CUNY proficiency in reading and writing

SBS 2000 Research Methods for the Social and Behavioral Sciences
3 cl hrs, 3 cr
An introduction to the research methodologies utilized in the social and behavioral sciences, beginning with the fundamentals of research design, through data collection, analysis, interpretation, and the final reporting of results. Both quantitative and qualitative designs are examined using software to aid in inquiry and analysis. Prerequisite: Any introductory ANTH, ECON, GEOG, GOV, HIS, PSY, SOC, or, any AFR or LATS 1400 series course, or AFR 1501, 1502, 2402 or 3000, or COMM 2402, or 3401 and MAT 1180 or higher; COMD students will also need the prerequisite of PSY 3407
I.B.4 – HUNTER COLLEGE – BA in ARABIC

WHEREAS, Arabic is one of the six official languages of the United Nations, is the official language of 26 nations and is spoken by over 300 million people worldwide and additionally is a liturgical language for over 1.8 billion Muslims; and

WHEREAS, Arabic is now the eighth most studied language in the United States, and is classified as a critical language by the US Department of State because of its importance to American foreign policy development, national security, and commerce, and

WHEREAS, Hunter college has long had a successful and popular Arabic language program, and the students of Hunter College have expressed interest via surveys and petitions in a major in Arabic; and

WHEREAS, there is currently no Arabic major at any higher education institution, public or private in New York City; and

WHEREAS, Hunter currently has strong faculty expertise in the Arabic language as well as Arabic culture, history and literature; and

WHEREAS, the faculty has designed a program offering fluency in the Arabic language and exposure to Arabic literature and culture that accommodates both native and non-native speakers of Arabic; and

WHEREAS, the College has received letters of support for the BA in Arabic proposal from several external colleagues including faculty at Harvard University and the University of Michigan; and

WHEREAS, there are many career opportunities open for graduates with fluency in Arabic in the government, non-profit, media and corporate arenas as well as graduate study; and

WHEREAS, an articulation agreement has been signed with the Borough of Manhattan Community College; now therefore be it

RESOLVED, that the program in Arabic at Hunter College, leading to the Bachelor of Arts, be approved effective March 18, 2019, subject to financial ability.

EXPLANATION: The Arabic major will provide language fluency and cultural competency to heritage- and non-heritage-Arabic-speaking students, offering a wide range of opportunities for employment and graduate study. Hunter has received expressions of support for the major in Arabic from within and beyond the College, and has provided samples of employment opportunities in this area. Hunter has long had one of the strongest language programs at CUNY, and currently has the largest and most comprehensive Arabic program at CUNY. Thus, the proposed major provides a unique opportunity for CUNY students.
HUNTER COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A MAJOR IN

ARABIC

LEADING TO THE
BACHELOR OF ARTS DEGREE

Anticipated Date of Implementation Fall 2019

SPONSORED BY THE DEPARTMENT OF
CLASSICAL AND ORIENTAL STUDIES

Approved by
THE HUNTER COLLEGE SENATE
On October 24, 2018

College Representatives: Associate Professor Alexander Elinson
Associate Professor Christopher Stone

Contact: Associate Professor Christopher Stone, Department of Classical and Oriental Studies
Phone: 212 650 3138
FAX: 212 650 3675

Email: cst@hunter.cuny.edu
Associate Professor Alexander Elinson, Department of Classical and Oriental Studies

Phone: 212 772 5044
FAX: 212 650 3675

Email: aelinson@hunter.cuny.edu

Provost’s Signature:

Provost Dr. Lon Kaufman
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- **APPENDIX C: ARTICULATION AGREEMENT**
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Arabic Major Executive Summary

Our students have long been requesting an Arabic Major. This is borne out in the anonymous survey we recently conducted (80 responses), in which our current students overwhelmingly expressed interest in a major, as well as in the student-initiated petition (150 signatures) that we present in Appendix B. We have worked hard in the past several years to better serve our heritage learner population, and we expect heritage learners to be well represented among the students who choose to major in Arabic.

We have designed a flexible yet rigorous curriculum. Though there is one unified major, we have two separate language tracks: one for heritage learners and one for non-heritage learners. Both tracks converge with 3rd year (5th semester) Arabic. In the last few years we have developed a number of advanced Arabic language electives that will serve our majors well: courses in Translation, Qur’anic Arabic, and Teaching Arabic as a Foreign Language. We also require every major to take two culture courses in English: one of these is our recently proposed Introduction to Arab Culture course, and the other is an elective to be chosen from a wide array of frequently offered courses. The major will culminate in two required classes: an advanced 4th year (7th semester) Arabic language class (to be offered every fall) and an Arabic language Senior Capstone course (to be offered every spring).

In terms of enrollment projections, although it is difficult to predict precisely the number of future majors in Arabic, we can venture a few, conservative estimates. During the 2017-18 academic year, the Arabic program taught 361 students across all of the courses offered. Based on data from other language programs at Hunter, we can predict that 1% of these students will declare majors per year, meaning that after 5 years we could have approximately 20 majors.

The estimated necessary and required costs of this program fall into four broad categories: advising and mentoring, administrative costs, teaching, and evaluation. We plan to include an approach to advisement that includes both a faculty advisor and student ‘peer’ mentors. Administrative costs include funds for a part-time administrative and technology coordinator, an increase in our current library budget to meet the growing need for Arabic language material in the collection, and money to pay for promotional materials and events for the major. To support our goal of providing practical training and experience to students in the major, we are requesting money for an Undergraduate Teaching Assistantship for our Intro to Arab Culture class. Finally, we are requesting money to support annual Oral Proficiency Testing of a sample of Arabic majors in order to ensure that they are reaching our stated goal of Advanced proficiency according to the American Council of the Teaching of Foreign Languages (ACTFL) scale.

In addition to reaching Advanced proficiency according to the ACTFL scale, we have designed the major so that our students can reach a high level of achievement in the capstone course; be accepted into graduate and professional programs; and successfully compete for internships, academic awards, and fellowships.
ABSTRACT

The Arabic Major is designed to bring students to the advanced level according to the ACTFL scale and to provide them with a deep knowledge of Arab culture. The total number of credits is 27-33 depending on the level of Arabic a student enters the program with. Included within this course load is a capstone course that will provide students with the opportunity to delve deeply, in Arabic, into a project of their choice. Graduates of the Arabic Major will have attained a broad array of integrated knowledge, linguistic skill, and cultural competency that will allow them to pursue careers or advanced studies in a number of fields, both academic and applied.
1. Purpose and Goals

The Major in Arabic will offer students the opportunity to engage in linguistic and cultural training focusing on the Arab Middle East, North Africa, and Diaspora through coursework in language, literature, and culture. In addition, students will benefit from the multiple resources for Arab Studies in the New York City area through internships and research. These resources include museums, cultural organizations, and academic centers, institutions, and organizations devoted to the study of the Arab Middle East and North Africa and its people, and Arab communities in the United States.

Arabic, one of the six official languages of the United Nations, is the official language of 26 nations and is spoken by over 300 million people worldwide. Additionally, it is a liturgical language for over 1.8 billion Muslims. The Arabic speaking regions of the Middle East and North Africa are among the most significant regions shaping contemporary world politics. From the politics and economics of oil and religious movements, to the dynamics of the Arab uprisings and democratic transformations in the region, this area has played a central role in world history for centuries. The United States has been deeply involved in the region for many decades and plays a central role in current politics there. In a time of great tension in the area, knowledge of the region, its histories, peoples, cultures and languages is severely lacking in American society. As a result, public debate in North America about this region is often as ill-informed as it is passionate and contentious. It is for these reasons that Arabic is considered a ‘critical’ language by the U.S. Department of State because of its importance in American foreign policy development, national security, and commerce. Additionally, with a written culture going back over 1,400 years, and an oral culture extending back much further, the Arab literary heritage represents one of the great world cultures. This cultural heritage includes a deep tradition in poetry, philosophy, science, and the social sciences, not to mention the centrality of the Arabic language in Islam as the language of the Qur’an. All of this religious and cultural importance extends to the present day. This program will meet high student demand for it either as a stand-alone major, or as a second major that would nicely complement other majors in the sciences, social sciences, humanities, and fine arts.

Graduates of the Arabic Major will have attained advanced linguistic training and will have a deep cultural knowledge that will prepare them for work in governmental and non-governmental organizations, business, human rights, and social services. In addition, graduates of the Arabic Program will have attained a broad array of knowledge and skills that will allow them to pursue advanced studies in a number of academic fields including anthropology, art history, religion, comparative literature, linguistics, history, Middle East Studies, philosophy, political science, and sociology.
The goals of the Arabic Major are closely aligned with the Hunter College mission of promoting critical and creative thinking, and learning from the world around them, and it will constantly challenge students to “approach problems from multiple perspectives,” to appreciate “the significance of human diversity, emphasize research and artistic creation,” and “invite students to extend their education beyond campus.”

The only other Arabic majors offered in New York State are at SUNY Binghamton and the US Military Academy at West Point. Nationwide there are just 18 schools that offer an Arabic major. This being the case, Hunter College is in a strong and unique position to offer this major to students in a large, urban public university. This major would make Hunter the only university in New York City to offer such a degree, and is sure to attract students from all over the New York metropolitan area and beyond.

**Program Learning Outcomes**

By the end of this program, students will be able to:

1. Fully participate in conversations with native speakers of Arabic, convey abstract and concrete language in all time frames on a wide range of topics from the personal to the political, and speak in a range of formal to informal registers depending on context.

2. Write routine informal and some formal correspondence, narratives, descriptions, and summaries, narrating in all time frames with long and relatively complex paragraphs.

3. Demonstrate aural comprehension of main ideas and most supporting details in the speech of native speakers discussing familiar topics such as family, politics, and history, in a range of formal to informal registers.

4. Demonstrate comprehension of main ideas in a wide variety of written fictional, non-fictional, and journalistic texts, without the use of a dictionary.

5. Demonstrate a broad understanding of the cultural diversity of the Arab World, recognizing key cultural names, texts, behavioral norms and the ability to adapt to a wide variety of social situations linguistically and culturally.
2. Arabic Major Proposal – need and justification

1. Needs of the students, the college, and the community.

One result of the 9/11 terrorist attacks on New York and Washington was an increase in the number of American students studying Arabic. The rise in Arabic enrollment at US universities was nearly instantaneous. According to the Modern Language Association (MLA), between 1998 and 2002 Arabic enrollments in the United States nearly doubled. While the numbers of students studying Arabic (35,083) are still dwarfed by those pursuing languages like Spanish (864,986) and French (216,419), the gains are nonetheless striking. Arabic is now the eighth most studied foreign language in the United States. Hunter’s Arabic program has enjoyed tremendous growth as well. In the fall of 2006 we had 71 students enrolled in Arabic classes. In the fall of 2013 that number was 120 (an increase of 69%). In the fall of 2017 that number was 191 (an increase of 270% since 2006).

Hunter College has the largest and most comprehensive Arabic program at CUNY. It (along with Queens College) is one of only two Arabic programs at CUNY that has two tenure track positions dedicated to the teaching of Arabic language, literatures, and cultures. Christopher Stone was hired in the summer of 2005 and Alex Elinson in the fall of 2006. The program has grown steadily since then and since 2009 has offered two separate minors (Arabic Language and Arabic Studies). We have also developed a robust heritage learner track and have added advanced courses designed to attract this population specifically (courses such as Teaching Arabic as a Foreign Language, Translation, and Qur’anic Arabic).

Earning an Arabic Major will enhance the learning experience at Hunter College as well as improve students’ prospects for employment and further study upon graduation. Graduates with competence in the region, its history, cultures, and languages can pursue careers with a variety of employers dealing with the region, from private sector businesses to the Foreign Service, the United Nations, numerous NGOs, consulting firms and research organizations, the media, and translation companies. Expertise in Arabic can be applied in any professional field, from engineering to medicine to journalism to education. Employers increasingly understand the value of expertise in this critical region in a global context.
Current demand at Hunter College for courses in Arabic language, literature, and culture is high. Given the central importance of the Middle East region in international politics and economy, creation of an Arabic Major as well as continued development of introductory and advanced undergraduate classes in Arabic should help meet growing demand in these areas. Hunter College already has significant resources in Arabic and Middle East Studies, including a core faculty with broad expertise and extensive scholarly activity in and on the region, as well as library resources and other collections devoted to the study of the Middle East. Hunter College is also home to a number of undergraduate student clubs devoted to aspects of the region. In addition, New York City has an unparalleled variety of resources available to students of Arabic, including numerous museums, cultural organizations, and academic institutes. These institutions host a variety of speakers and programming on the Middle East, making Hunter College well-placed to draw on -- as well as contribute to - an already rich academic and cultural environment for studying and experiencing Arabic specifically and the Middle East generally.

We therefore expect significant student demand for the Arabic Major. Current students in a variety of courses, as well as those involved in various clubs, have expressed interest in pursuing further study of Arabic beyond the minors that we already offer [please see the petition with 151 signatures (completed in the fall of 2017) in Appendix B]. During the Arabic program’s 2016 external review, the reviewers reported that every single student in the 5th semester Arabic class they met with reported that they would major in Arabic if such a major were available. That review also recommended that the Arabic program at Hunter propose an Arabic Major.

2. Similar programs that already exist at CUNY and at other local colleges.

Queens College offers a major in Middle East Studies, and the CUNY Graduate Center offers an MA program in Middle East Studies. We have already sent a number of students to that program and would expect to send more once we have an Arabic major. Since the CUNY Graduate Center does not offer any language classes, sending students to the program who have already fulfilled the language requirement would facilitate the expedient completion of that program. Outside of CUNY, NYU offers a major in Middle Eastern and Islamic Studies. At Columbia there is a Middle East, South Asian, and African Studies major. These are area studies majors that include foreign language requirements (but not as much as a specific language major would require). At Fordham there is a Middle East Studies minor.
3. Student Interest/Enrollment

Evidence for student interest in the program derives from a number of sources. Ever since the Arabic program began in 2005, students have been advocating for an Arabic major. In the absence of such a major, the Arabic faculty have steered students into various programs at CUNY where they could design their own majors with an Arab Studies focus (such as the CUNY BA program and the Thomas Hunter Honors Program) serving as faculty mentors when appropriate.

In the summer of 2017, we conducted an anonymous poll of students who were currently taking courses in the Arabic program using SurveyMonkey. The survey consisted of one question: “How interested would you be/would you have been in majoring in Arabic at Hunter College?” We received 80 responses that can be broken down as follows:

- Unsure or Don’t Know (0) 00.00%
- Not at all interested (2) 02.50%
- A little interested (3) 03.75%
- Somewhat interested (16) 20.00%
- Very interested (59) 73.75%

We have also received numerous letters and e-mails from students. In one such letter about the quality of Hunter’s Arabic program, a student writes:

I’ve had a chance to study Arabic abroad as well, where I studied alongside students from across the country (like Harvard, Yale, Princeton, U Oregon, Florida State, etc.), and with my one years’ amount of study at Hunter put me on par with, if not ahead of, those students who had studied for more than two years at their respective colleges, because of how well the professors at Hunter had cemented my studies.

This same student goes on to say that

there are countless students of Arabic that are deprived of the opportunity to continue their Arabic studies because they cannot afford to continue taking credits that won’t be applied anywhere. There are so many great classes offered by the Arabic department, and even more students interested in taking them, that it makes no sense for there to not be a major that they can be applied towards.
In addition to letters such as this, a student-initiated petition of “current and former students of Hunter College, and also students that have had the honor and pleasure to study with the Arabic program, urg[ing] Hunter College to accept the proposal by the Arabic faculty to offer an Arabic Major at Hunter College” received 150 signatures (see Appendix B). Although these numbers are not necessarily predictive of the numbers of students who will choose Arabic as a major, the results are indicative of a considerable interest among respondents for an Arabic major at Hunter College.

In an External Review Report written after such a review was conducted in the fall of 2017, the committee concluded that

> [g]iven the healthy student enrollment figures (of well over 140 students in Arabic language courses alone and 260 students in Arabic language and culture courses combined), as well as students’ witnessed enthusiasm to declare Arabic as their major, we feel confident the Arabic program at Hunter College can start to consider solid steps to establish a major in Arabic.

We have heard from our colleagues in similar programs (e.g. Russian and Chinese) that the majority of their majors are heritage students. In the Arabic program, we have been putting considerable effort over the past five years into developing our heritage learner track and we now consistently serve an estimated 35-40 heritage students in our language classes per year.

Although it is difficult to predict precisely the number of future majors in Arabic, we can venture a few, conservative estimates. During the 2017-18 academic year, the Arabic program taught 361 students across all of the courses offered. If just 1% of these students declared Arabic as their major, that would be 4 students in the first year alone. If we added 1% each year, the major would grow to 20 students by Year 5.
4. Curriculum

Overview

The Arabic program already has all of the classes it needs to run the Major with the exception of 2 new courses (both of which have been approved by CUNY). The first new class is a required 7th Semester Arabic course: ARB 49000 The Arabic Senior Capstone Course. The second new course is a required introductory level culture course: ARB 15000 Introduction to Modern Arab Cultures.

The Arabic Major at Hunter will have three key components: A) a core sequence of Language courses, B) a choice of electives in both Arabic and English, and C) a capstone course. The total number of credits is 27-33 credits depending on the level of Arabic a student comes to the program with. The rationale for this curriculum is to prepare students to graduate having reached an Advanced level of proficiency on the ACTFL scale and a deep knowledge of Arab Culture. Here we describe these three components in more detail:

A) Core Sequence Language (27-33 credits): We have two basic sequences: a sequence for Heritage Learners and one for non-Heritage learners.

Core Language Sequence for non-Heritage Learners (21 credits assuming no exemptions):

ARB 10100 – Beginning Arabic 1  
ARB 10200 - Beginning Arabic 2  
ARB 20100 – Intermediate Arabic 1  
ARB 20200 – Intermediate Arabic 2  
ARB 30100 - Advanced Arabic 1  
ARB 30200 - Advance Arabic 2  
ARB 40100 - Focused Arabic Study for Advanced Students

Core Language Sequence for Heritage Learners (15 credits assuming no exemptions):

ARB 14800 - Beginning Arabic for Heritage Speakers  
ARB 24800 - Intermediate Arabic for Heritage Speakers  
ARB 30100 - Advanced Arabic 1  
ARB 30200 - Advance Arabic 2  
ARB 40100 - Focused Arabic Study for Advanced Students
B) Electives in both Arabic and English (6 to 9 credits):

Non-Heritage Learners will choose, after the required ARB 15000 (Introduction to Arab Culture), one other culture class in English (chosen from among eight different classes that we currently offer on a regular basis). They will also choose one Arabic elective class (chosen from among four different advanced classes that we offer on a regular basis or our internship class).

Heritage Learners will choose, after the required ARB 15000 (Introduction to Arab Culture), two other culture classes in English (chosen from among eight different classes that we currently offer on a regular basis). Heritage Learners will also choose one Arabic elective class (chosen from among four different advanced classes that we offer on a regular basis or our internship class). Both Heritage Learners and Non-Heritage Learners who come in having placed out of some of our core sequence will take a higher number of these electives to reach the 27 credit requirement for the major.

C) The Arabic Senior Capstone course, ARB 49000 (3 credits): This capstone course is intended to have students integrate and synthesize the knowledge of the Arab world that they have developed through previous coursework into a final project (in Arabic). Projects may include: academic papers synthesizing primary and secondary sources; artistic and/or documentary videos; source or archival directories; annotated bibliographies; artistic performances whether live or recorded (or both); exhibitions/installations; literary or cultural criticism; feature-length journalism; reports on services; websites or computer applications.
Arabic Major

The Arabic Major will consist of 27-33 credits depending on whether the student is exempt from ARB 10100, 10200 (or 14800 and 24800 for Heritage Learners).

Courses all students must take:

<table>
<thead>
<tr>
<th>Courses in Arabic</th>
<th>Courses in English</th>
</tr>
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<tbody>
<tr>
<td>ARB 40100</td>
<td>ARB 15000</td>
</tr>
<tr>
<td>ARB 49000</td>
<td>Any 200-level ARB course in English between 25000 and 25900</td>
</tr>
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</table>

Sample Degree path for non-Heritage Learner arriving at Hunter with no exemptions

1. ARB 10100 - Beginning Arabic 1 and 10200 - Beginning Arabic 2  6 credits
2. ARB 15000 - Introduction to Modern Arab Cultures (in English)  3
3. One Arabic course in English at the 200 level  3
4. ARB 20100 - Intermediate Arabic 1 and 20200 - Intermediate Arabic 2  6
5. ARB 30000 - Problems in Arabic Literature and Culture,
   ARB 24900 - Special Topics in Arabic Dialects,  
or ARB 49800- Internship in Arab Studies  3
6. ARB 30100 Advanced Arabic 1 and 30200 - Advanced Arabic 2  6
7. ARB 40100- Focused Arabic Study for Advanced Students  3
8. ARB 49000 - Arabic Senior Capstone  3

Total Credits 33

If the student is exempt from ARB 10100 his/her major will be 30 credits.

If the student is exempt from ARB 10100 and 10200 his/her major will be 27 credits.

Entering non-Heritage students who place into our Arabic sequence beyond ARB 10200 will reach the 27 credit-requirement by taking additional ARB classes in either Arabic or English.

The only courses that must be taken in sequence by non-heritage students are ARB 10100, 10200, 20100, 20200, 30100, 30200, 40100 and the Capstone course. All other courses can be taken in any order.
Sample Degree path for Heritage Learner arriving at Hunter with no exemptions

1. ARB 14800 - Beginning Arabic for Heritage Speakers 3 credits
2. ARB 15000 - Introduction to Modern Arab Cultures (in English) 3
3. 2 Arabic courses in English at the 200 level 6
4. ARB 24800 - Intermediate Arabic for Heritage Speakers 3
5. ARB 30000 - Problems in Arabic Literature and Culture, or ARB 49800 - Internship in Arab Studies 3
6. ARB 30100 - Advanced Arabic 1 and 30200 - Advance Arabic 2 6
7. ARB 40100 - Focused Arabic Study for Advanced Students 3
7. ARB 49000 - Arabic Senior Capstone Course 3

Total credits 30

If the student is exempt from ARB 14800 his/her major will be 27 credits.

If the student is exempt from ARB 14800 and 24800, he/she will take an additional class from ARB 30000 or ARB 49800 and his/her major will be 27 credits.

The only courses that must be taken in sequence by heritage students are ARB 14800, 24800, 30100, 30200, 40100 and the Capstone course. All other courses can be taken in any order.

Articulation agreement

Please see Appendix C for a copy of our articulation agreement with Borough of Manhattan Community College.
5. Cost Assessment

Estimated additional costs for getting the Arabic major up and running are limited to $750/year (starting at the end of the first year) to support annual Oral Proficiency Testing for students (5x$150) (see table below).

A. Faculty

One of the strengths of the Arabic Program is in its dedicated full-time staff with its deep ties to Arabic and Middle Eastern Studies programs around the U.S. and in the Arab Middle East and North Africa. The Arabic Program has two full-time faculty members, both tenured Associate Professors. For such a small program, the research interests of our faculty are diverse, encompassing a wide range of fields in Arabic and Middle Eastern Studies, Pre-Modern Arabic and Islamic literature and Culture, Arabic Prosody, Contemporary Arab Poetry and Fiction, Arab Cinema, Cultural Studies in the Middle East, Sociolinguistics and Language Change in the Arab World, Literary Translation, Teaching Arabic as a Second Language, and Teaching Arab Heritage Learners. No additional faculty hires are needed for the major.

No additional money needed.

B. Facilities and Equipment

No additional facilities or equipment are needed.

C. Library and Instructional Materials

A dedicated library budget of $1,000/year is needed to build and maintain a working Arabic collection. This is amount is already part of the library budget. No additional money needed.

D. Budget Tables

Annual Budget Costs for Arabic Program

<table>
<thead>
<tr>
<th>Years 1-on</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Proficiency Interview Testing (5 x $150)</td>
<td>$750</td>
</tr>
<tr>
<td>Total</td>
<td>$750</td>
</tr>
</tbody>
</table>

accessible 11/27/2018
6. Evaluation

The Arabic Major will be administered and assessed by its two tenured faculty members: Associate Professors Christopher Stone and Alexander Elinson. The Program will track each individual Arabic student, and a database will be maintained on retention within the major, retention at Hunter College, and graduation rates (4-, 5-, 6-year, and overall). As a program, we will strive for averages for these metrics that are above the Hunter College mean. Another goal is growth of the number of students in the program. The target will be at least 25 Arabic majors by year 5. Desired outcomes for individual students will be dependent on each student’s specific goals. That said, some general benchmarks for student success will include: achieving Advanced level proficiency on the ACTFL Scale, a high level of achievement in the capstone course, placement into graduate and professional programs, entering careers in the field, and successful competition for internships, academic awards, and fellowships.

The Arabic Faculty will meet weekly, as they already do, to discuss issues such as curriculum implementation, capstone topics, seminar planning, advising, student concerns, choosing student mentors, and other issues as required. The Arabic Faculty will confer with department chair on issues relevant to the implementation and progress of the Arabic Major. In consultation with the Arabic Faculty, the Director of the Arabic Program will report to the Dean of the School of Arts and Sciences on the state of the Arabic Program. An annual report on the activities of the Program each year will be distributed to participating faculty, departmental chairs, and the Hunter College Administration.

In order to ensure that the program is achieving its goals of its graduating majors reaching the Advanced level according to the ACTFL scale, we will ask for the college to pay for a sample number of graduating seniors to be administered the ACTFL Oral Proficiency Exam (OPI) by a 3rd party. We think it would be reasonable to have 1 in 4 students tested (students would be chosen at random to ensure a fair representation of all student levels and abilities).

We will survey our students during and upon graduation so that they can self-assess their level of satisfaction with the program.

We will also keep close track of language-study scholarships applied for current and former students. For former students, we would track closely job offers and graduate school program acceptances.

The Arabic program plans to maintain contact with alumni. We currently have a Google Group through which we maintain communications with alumni who have shown a desire to use Arabic in their careers. All Arabic Majors will be added to this list. We use the list to advertise relevant job and scholarship opportunities.
APPENDIX A COURSE DESCRIPTIONS

Language Courses

ARB 10100 Beginning Arabic 1 3 credits - 3 hours

The goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills in Arabic. The course stresses communication using both formal and informal Arabic. Emphasis is also placed on reading authentic texts from Arabic media, listening to and watching audio and video materials, and developing students’ understanding of Arab culture. Preparation for class is an essential component of course, allowing us to devote in-class time to communicating in the language rather than talking “about” the language. Students will be evaluated on attendance and class participation, daily homework assignments, quizzes, skits, a final oral interview and a final examination. This class is not for native speakers.

ARB 10200 - Beginning Arabic II 3 credits – 3 hours

Continuation of ARB 10100. The goal of this course sequence (ARB 10100/10200) is to begin developing reading, speaking, listening, writing, and cultural skills in Arabic. The course stresses communication using both formal and informal Arabic. Emphasis is also placed on reading authentic texts from Arabic media, listening to and watching audio and video materials, and developing students’ understanding of Arab culture. Preparation for class is an essential component of course, allowing us to devote in-class time to communicating in the language rather than talking “about” the language. Students will be evaluated on attendance and class participation, daily homework assignments, quizzes, skits, a final oral interview and a final examination. This class is not for native speakers.

Intermediate Arabic 1 ARB 20100 3 credits - 3 hours

Emphasis placed on reading materials from Arabic media, and expanding vocabulary and grammar skills.

Intermediate Arabic 2 ARB 20200 3 credits - 3 hours

Continuation of ARB 20100.

Beginning Arabic for Heritage Speakers (ARB 14800) 3 credits - 3 hours

This course is for students of Arab origin who grew up speaking a dialect of Arabic but not reading and writing it. This course will quickly cover the alphabet and then focus on reading and writing in formal Arabic, i.e., the language of the Arabic language media and academe. The course is not open to students who have taken the ARB 10100-30200 sequence.

Intermediate Arabic for Heritage Speakers (ARB 24800) 3 credits - 3 hours
This course is a continuation of ARB 14800. It is also for Heritage Students who can already read and write and who speak one of the dialects with some degree of fluency but have not studied enough formal Arabic to be exempt from the language requirement. More than ARB 14800, this course will rely on authentic materials not found in an any textbook. The course is not open to students who have taken the ARB 10100-30200 sequence.

**Problems in Arabic Literature and Culture (ARB 30000)** 3 credits - 3 hours

This course will focus on a specific area related to the literatures and topics of the Arab World. As a 300-level course, it will cover a narrow spectrum of texts. Readings in translation. Specific information on a particular semester’s offerings can be found on the on-line class schedule.

**Advanced Arabic 1 (ARB 30100)** 3 credits - 3 hours

Emphasis on increased proficiency in reading, speaking and writing Arabic

**Advanced Arabic 2 (ARB 30200)** 3 credits - 3 hours

Continuation of ARB 30100

**Focused Arabic Study for Advanced Students (ARB 40100)** 3 credits - 3 hours

This is a 4th-year Arabic course in which we continue ARB 30200’s focus on advanced reading, writing, listening, and speaking in Modern Standard Arabic while incorporating more advanced authentic texts and grammatical structures. The vocabulary in this course continues the trajectory of that in ARB 30100 and 30200 of being less subjective and more academic.

**Internship in Arab Studies (ARB 49801/02/03)** 1-3 credits - 1-3 hours

This course will give students real-world experience with Arab/Arabic organizations where they can apply their academic and linguistic experience, interact with and serve Arab communities, expand their professional network, and develop skills relevant to future professional jobs.

**The Arabic Senior Capstone Course, (ARB 49000)** 3 credits - 3 hours

This capstone course is intended to have students integrate and synthesize the knowledge of the Arab world that they have developed through previous coursework into a final project in Arabic. Projects may include: academic papers synthesizing primary and secondary sources; artistic and/or documentary videos; source or archival surveys; annotated bibliographies; live and/or recorded artistic performances; exhibitions/installations; literary or cultural criticism; feature-length journalism; reports on services; websites or computer applications. The final project will be evaluated mainly on the basis of the level, range, and linguistic accuracy of the Arabic that is used in it.

**Literature and Culture Courses**

(No knowledge of Arabic or any other foreign language is required for these courses.)
Introduction to Modern Arab Cultures (ARB 15000) 3 credits - 3 hours
This course will explore the diversity of cultures in the modern Arab World. By “culture” we mean the practices of everyday life as well works of culture such as novels, poetry, plays, music, movies, television shows and other cultural texts. We will view culture through a variety of prisms such as language, geography, history and gender.

Topics in Arabic Literature and Culture (ARB 20000) 3 credits - 3 hours
This course will focus on a variety of topics related to the literatures and cultures of the Arab World. Specific information on a particular semester’s offerings can be found on the on-line class schedule.

The Arab Novel (in translation) (W) (ARB 25000) 3 credits - 3 hours
A consideration of Arab novels as a source for understanding issues such as urbanization, war, imperialism, nationalism, gender, as well as the politics of translation.

Arab Cinema (in translation) (ARB 25100) 3 credits - 3 hours
This course will introduce students to the history of Arab Cinema through readings and weekly screenings of films from all over the Arab World.

Literatures from the Islamic World (W) (ARB 25200) 3 credits - 3 hours
A survey of literary genres and themes from the Islamic World from the 7th to the 15th century.

Literatures and Cultures of Muslim Spain (W) (ARB 25300) 3 credits - 3 hours
A survey of the literary and cultural history of Muslim Spain, 8th - 15th century C.E.

The Arabian Nights East and West (W) (ARB 25400) 3 credits - 3 hours
The course studies not only the stories of the Arabian Nights (1001 Nights), but also the history of the translation and adaptation of the Nights into European languages.

Modern Palestinian Culture (ARB 25500) 3 credits - 3 hours
War and trauma shape modern Palestinian identities as evident in narratives of diaspora and return, nationalism, and militarism. This class introduces and explores the intersections of Palestinian national aspirations and Palestinian fiction, poetry, and film. There will be a focus on geography, as land and borders play a central role in the conflict. In addition, the class will include discussion of the following topics: Jerusalem; the Green Line; colonialism; 1948; 1967; refugees, diaspora and return; nationalism; resistance; and violence and militarism.

Modern Arab Theatre (ARB 25600) 3 credits - 3 hours
Welcoming students of any major or background, this course opens an angle on to culture and society in the Arab world through the lens of drama and theatre. Some themes covered: prison, political critique, heritage, and women/gender.
Appendix B: Student petition for major

To whom it may concern:

Hunter College is blessed to have one of the greatest Arabic programs (within the Department of Classical and Oriental Studies) in the country, with an amazing faculty. Students and Alumni that were involved in the department have attained multitudes of prestigious scholarships, like the Critical Language Scholarship, the Fulbright Fellowship, Harvard University's Center for Arabic Study Abroad, and even a Marshall Scholarship, all with the help and support of the Arabic faculty.

The Arabic program has struggled for years to provide its students with every opportunity to be able to learn much about the Arab world and Middle Eastern studies. Professors Christopher Stone and Alexander Elinson have always worked to ensure that the students of Hunter College have a large variety of courses available in these studies, and the students who take a large number of credits taking these classes deserve to have them count for a degree-namely, an Arabic major. Currently, the Arabic minors are insufficient to cover all the classes; the Arabic program deserves more. We believe that an Arabic Major would be fair for all the different types of courses offered at Hunter, and allow students to pursue their Arabic studies to the extent that they would like or need to, and have it count towards their degree.

We, the undersigned, as current and former students of Hunter College, and also students that have had the honor and pleasure to study with the Arabic program, urge Hunter College to accept the proposal by the Arabic faculty to offer an Arabic Major at Hunter College.

(151 signatures)

Saim Siddiqui
Nicholas Fuchs
Abdel-Minem Mustafa
Tanha A Tabassum
Mustafa Gadelrab
Asadur Rahim
Kendra Cornelis
Nadia Amrani
Mahnure Janis
Ramy Elshafey
Arslan Saeed
Arman Akter

Nader Abdelrahman
Aksar Azad
Maruf Hossain
Syed Haque
Faiyaz Rahman
Ishmael Nausrudeen
Muntasir Sayeedi
Hassan Ayyub
Sajid Aslam Bhutta
Delwar Khan
Rahman Aziz
Sao Mir
Jacob Gaber

Ahmed Elsayed
Janil Jayan
Ahsan Saeed
Zeryab Malik
Maham Chaudhry
Zamara Umbreen
Choudhary
Iqra Rehman
Safa Kassim
Muqadas Ilyas
Fatima Tariq
Nadera Sultana
Arwa Abdelhamid
APPENDIX C: Articulation Agreement
ARTICULATION AGREEMENT
Between
HUNTER COLLEGE
and
BOROUGH OF MANHATTAN COMMUNITY COLLEGE

AGREEMENT made this 15th day of November, 2016, between Borough of Manhattan Community College/CUNY and Hunter College/CUNY, pursuant to which the parties agree to cooperate in providing a comprehensive admission, transfer credit and scholarship agreement as follows.

A. SENDING AND RECEIVING INSTITUTIONS
   Sending College: Borough of Manhattan Community College/CUNY
   Department: Liberal Arts
   Program: Liberal Arts
   Degree: Associate in Arts (A.A.)

   Receiving College: Hunter College/CUNY
   Department: Classical and Oriental Studies
   Program: Arabic
   Degree: Bachelor of Arts (B.A.)

B. PURPOSE
The purpose of this Articulation Agreement (the "Agreement") is to establish collaboration between Borough of Manhattan Community College/CUNY (hereinafter referred to as "BMCC"), an institution in New York, New York, and Hunter College/CUNY (hereinafter referred to as "Hunter"), an institution in New York, New York, to promote degree completion and facilitate the transfer process between the institutions. BMCC and Hunter agree to articulate the option outlined in this Agreement.

C. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM
BMCC students will be admitted to Hunter College with a completed A.A. degree in Liberal Arts and with the following additional requirements:
• A Grade Point Average (GPA) equal to or better than the current GPA required for General Transfer students to Hunter College
• A Grade of C or better in English composition I, its equivalent, or any course designated as writing intensive.
D. COMMUNICATION
BMCC and Hunter agree to cooperate in communicating with each other and with their respective constituents about the relationship between the two institutions. Faculty and staff at both institutions will share the information provided in this agreement with interested and qualified students. BMCC and Hunter agree to provide counseling and advisement to students and prospective students about this agreement and the inherent benefits. An administrator from BMCC will implement this agreement at BMCC and communicate changes to those parties to whom the information is pertinent. An administrator from Hunter will implement this agreement at Hunter and communicate changes to those parties to whom the information is pertinent. This Agreement will be publicized on the websites of the participating institutions.

E. TERMS OF AGREEMENT
This agreement becomes effective on the date of signature by representatives of the institutions reflected below, and may be renewed annually, by mutual consent and agreement.

1. Procedures for reviewing, updating, modifying or terminating agreement:
The Agreement may be modified or terminated at any time by either institution with written notification. When either of the degree programs involved in this Agreement undergoes a change, the Agreement will be reviewed and revised accordingly by faculty from each institution. In the event it is decided at any time to modify or terminate this agreement, commitments made to individual students already in the program will continue in effect for the terms applicable at the time the student enrolled in the program.

2. Procedures for evaluating agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:
Each semester Hunter College will provide BMCC with the following information: a) the number of BMCC students who applied to the program; b) the number of BMCC students who were accepted into the program; c) the number of BMCC students who enrolled; and d) the aggregate GPA of these enrolled students.

F. TRANSFER CREDIT AWARDED
BMCC students will be eligible to receive up to 60 academic credits toward the baccalaureate degree upon award of the A.A. degree from BMCC. Only courses completed with a C grade or better will be accepted in transfer. Credit will be granted for individual courses as outlined in Appendix A. A.A. degree holders will receive an individual transfer credit evaluation with an assessment of credits completed and credits still needed to complete the 120 credit requirement for the baccalaureate degree. A.A. degree holders will be provided with the opportunity to earn the baccalaureate degree in a parallel program in no more than four additional semesters of successful, planned full-time study, or part-time equivalent. BMCC students accepted in transfer under the terms of this agreement will also be subject to any special requirements applicable to students who originally enrolled as freshmen at Hunter.
G. TRANSFER CREDITS AWARDED

Borough of Manhattan Community College (BMCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts will receive up to 60 credits toward the Bachelor of Arts (B.A.) degree in Arabic at Hunter College.

A. A. in Liberal Arts

<table>
<thead>
<tr>
<th>Required Common Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Mathematical &amp; Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Life &amp; Physical Sciences</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Required Common Core</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flexible Common Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Expression</td>
<td>6</td>
</tr>
<tr>
<td>World Culture &amp; Global Issues(^1)</td>
<td>3</td>
</tr>
<tr>
<td>U.S. Experience in its Diversity</td>
<td>3</td>
</tr>
<tr>
<td>Scientific World</td>
<td>3</td>
</tr>
<tr>
<td>Individual &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Flexible Core</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td><strong>Total Common Core</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education Elective</td>
<td>2-3</td>
</tr>
<tr>
<td>Modern Language Course(^2)</td>
<td>3-6</td>
</tr>
<tr>
<td>English Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Arts Electives(^3)</td>
<td>9-16</td>
</tr>
<tr>
<td>General Elective(^4)</td>
<td>0-6</td>
</tr>
<tr>
<td><strong>Total Curriculum Credits</strong></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

FOOTNOTES:

\(^1\) Non-native speakers following the Non-Heritage track are advised to take ARB105 to satisfy World Culture and Global Issues and ARB 106 to satisfy the Modern Language requirement as they satisfy ARB 10100 & ARB 10200 respectively at Hunter College. Students are required to take two semesters of the same modern language.

\(^2\) Students must take two semesters of the same modern language. Non-native speakers following the Non-Heritage track are advised to take ARB 200 to satisfy part of their Liberal Arts electives as it satisfies Hunter's ARB 20100 course.

\(^3\) Native and Non-Native speakers following the Heritage and Non-Heritage tracks are advised to take ASN 129/HIS 129 & ENG 340 to satisfy part of the Liberal Arts electives as these courses will eliminate students from taking ARB 15000 & one of the Arabic courses in English required for the major.

\(^4\) Students following the Heritage track are advised to take ARB 200 as part of their Liberal Arts electives as this will eliminate students from taking ARB 24800 a required course for the major.
### H. SUMMARY OF TRANSFER CREDITS FROM BMCC & CREDITS TO BE COMPLETED AT HUNTER COLLEGE

<table>
<thead>
<tr>
<th>B.A. in Arabic</th>
<th>Total Credits Needed for Bachelor's Degree</th>
<th>Transfer Credits from BMCC</th>
<th>Credits to be Completed @ Hunter College</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>36</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>30 - 33</td>
<td>12 - 15</td>
<td>18</td>
</tr>
<tr>
<td>Elective</td>
<td>51 - 54</td>
<td>15</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>60</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

**NOTES**

1. Students following the Heritage track will transfer 12 credits towards the major requirements and need to complete 18 credits for a total of 30 credits in the major.
2. Students following the Non-Heritage track will transfer in up to 15 credits towards the major requirements and need to complete 18 credits for a total of 33 credits.
3. Students following the Heritage track will need to complete 54 Elective credits.
4. Students following the Non-Heritage track will need to complete 51 Electives credits.

### I. COURSE EQUIVALENCIES FOR NON - HERITAGE LEARNERS TRACK

BMCC courses that transfer to satisfy the Arabic Major Requirements at Hunter College:

<table>
<thead>
<tr>
<th>BMCC Courses</th>
<th>Credits</th>
<th>Hunter College Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB 105 - Elementary Arabic I</td>
<td>3</td>
<td>ARB 10100 - Beginning Arabic 1</td>
<td>3</td>
</tr>
<tr>
<td>ARB 106 - Elementary Arabic II</td>
<td>3</td>
<td>ARB 10200 - Beginning Arabic 2</td>
<td>3</td>
</tr>
<tr>
<td>ARB 200 - Arabic III</td>
<td>3</td>
<td>ARB 20100 - Intermediate Arabic (Non Heritage learner)</td>
<td>3</td>
</tr>
<tr>
<td>ASN 129/HIS129 - An Introduction to the Middle Eastern Literature</td>
<td>3</td>
<td>ARB 15000 - Introduction to Modern Arabic Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ENG 340 - Middle Eastern Literature</td>
<td>3</td>
<td>Arabic Course at the 200 Level in English- ARB 25000</td>
<td>3</td>
</tr>
</tbody>
</table>

### COURSE EQUIVALENCIES FOR HERITAGE LEARNERS TRACK

BMCC courses that transfer to satisfy the Arabic Major Requirements at Hunter College:

<table>
<thead>
<tr>
<th>BMCC Courses</th>
<th>Credits</th>
<th>Hunter College Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB 107 - Elementary Arabic for Speakers of Arabic</td>
<td>3</td>
<td>ARB 14800 - Beginning Arabic for Heritage Speakers</td>
<td>3</td>
</tr>
<tr>
<td>ASN 129/HIS129 - Introduction to the Middle Eastern</td>
<td>3</td>
<td>ARB 15000 - Introduction to Modern Arabic Culture (in English)</td>
<td>3</td>
</tr>
<tr>
<td>ARB 200 - Arabic III</td>
<td>3</td>
<td>ARB 24800 - Intermediate Arabic for Heritage Speakers</td>
<td>3</td>
</tr>
</tbody>
</table>
### J. SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE NON-HERITAGE TRACK

Courses students will be required to take at Hunter College after completing the A.A in Liberal Arts.

<table>
<thead>
<tr>
<th>Course and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Option</td>
<td>6</td>
</tr>
<tr>
<td>ARB 20200 Intermediate Arabic II</td>
<td>3</td>
</tr>
<tr>
<td>ARB 30000 - Problems in Arabic Literature and Culture OR ARB 24900 - Special Topics in Arabic Dialects OR ARB 49880 - Internship in Arab Studies</td>
<td>3</td>
</tr>
<tr>
<td>ARB 30100 - Advanced Arabic I AND ARB 30200 - Advanced Arabic II</td>
<td>6</td>
</tr>
<tr>
<td>ARB 40100 - Focused Arabic Study for Advanced Students</td>
<td>3</td>
</tr>
<tr>
<td>ARB 49000 Arabic Senior Capstone Course</td>
<td>3</td>
</tr>
<tr>
<td>General Electives</td>
<td>36</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

### SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE FOR HERITAGE TRACK

Courses students will be required to take at Hunter College after completing the A.A in Liberal Arts.

<table>
<thead>
<tr>
<th>Course and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Option</td>
<td>6</td>
</tr>
<tr>
<td>Arabic Course in English at a 200-Level</td>
<td>3</td>
</tr>
<tr>
<td>ARB 30000 - Problems in Arabic Literature and Culture OR ARB 49880 - Internship in Arabic Studies</td>
<td>3</td>
</tr>
<tr>
<td>ARB 30100 Advanced Arabic I AND ARB 30200 Advanced Arabic II</td>
<td>6</td>
</tr>
<tr>
<td>ARB 40100 Focused Arabic Study for Advanced Students</td>
<td>3</td>
</tr>
<tr>
<td>ARB 49000 Arabic Studies Capstone Course</td>
<td>3</td>
</tr>
<tr>
<td>General Electives</td>
<td>36</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>
### K. SAMPLE DEGREE MAPS

**ARABIC TRANSFER PROGRAM MAP – NON-HERITAGE TRACK**

<table>
<thead>
<tr>
<th>Semester #1</th>
<th>Credits</th>
<th>Semester #2</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 150-Introduction to Statistics</td>
<td>3</td>
<td>ENG201-Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG101-English Composition</td>
<td>3</td>
<td>ARB105-Elementary Arabic I</td>
<td>3</td>
</tr>
<tr>
<td>U.S. Experiences in Its Diversity</td>
<td>3</td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>SPE 100-Fundamentals of Speech Individual and Society</td>
<td>3</td>
<td>ASN129/HIS129-Introduction to the Middle Eastern Liberal Arts Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester #3</th>
<th>Credits</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Elective</td>
<td>3</td>
<td>Health Education Elective</td>
<td>3</td>
</tr>
<tr>
<td>ARB 106-Elementary Arabic II</td>
<td>3</td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>3</td>
<td>Media and the Arts</td>
<td>3</td>
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IN WITNESS WHEREOF, the parties have duly executed this Agreement as of the date written below.

Date

Borough of Manhattan Community College

Dr. Erwin J. Weng
Acting Provost and Senior Vice President, Academic Affairs

11/18/18

Hunter College

Dr. Lon S. Kaufman
Provost & Vice President, Academic Affairs

Professor Maria Enrico
Chairperson, Modern Languages Department

11/18/18

Professor Robert B. Koehl
Chairperson, Classical and Oriental Studies Department

11/18/18
APPENDIX D: Letters of Support

CENTER FOR ARABIC STUDY ABROAD
CENTER FOR MIDDLE EASTERN STUDIES
HARVARD UNIVERSITY

August 30, 2018

Dear Colleagues,

It is with great enthusiasm that I write in support of the proposal to establish a Major in Arabic at Hunter College of the City University of New York.

Hunter College is one of the leading members of the CASA (Center for Arabic Study Abroad) Consortium. CASA is an advanced Arabic program funded by the US Department of Education, currently operating in Egypt and Jordan. CASA’s mission is to support graduate students who need to attain high proficiency in Arabic in order to carry out research and pursue careers in academia, U.S. government service, or international development.

I have had the pleasure to collaborate with Dr. Alexander Elinson, who served as Hunter’s Representative on the CASA Governing Board, as well as with Professor Chris Stone, who has served on the CASA selection committee. Over the past five years, CASA has awarded full funding to six Hunter students after a highly selective national application process. All of this speaks highly of the quality of Arabic instruction at Hunter.

The need for Americans who possess high proficiency level skills in Arabic with a deep understanding of its socio-political and cultural contexts has been well documented. Arabic is one of the top seven languages most vital to U.S. strategic, academic, and economic interests. Establishing a Major in Arabic at Hunter would strongly support the national effort to create a cadre of U.S. citizens with advanced, professional level skills in the Arabic Language.

Having read the very thoughtful and well-argued proposal to establish a Major in Arabic at Hunter, I fully endorse it.

Sincerely,

[Signature]

Nevenka Sullivan
Director, Center for Arabic Study Abroad
Senior Preceptor of Arabic, Harvard University
To Whom It May Concern,

I chaired an external review committee of the Hunter Arabic program in the fall of 2016. One of our recommendations was that the program consider proposing an Arabic major. I am thrilled to hear that the Arabic program has gone ahead and done so. The proposal is sound, and having an Arabic Major at Hunter will fill a gap as Hunter will be the only school in the city with an Arabic major (NYU and Columbia have Middle East Studies Majors). I am confident that they can implement a major with current staffing, but as we mention in our report, in order for the major to flourish, the program will need additional resources.

Cordially,

Mohammad T. Alhawary, Ph.D.
Professor of Arabic Linguistics & Second Language Acquisition
Coordinator of the Undergraduate Arabic Program
Director of the MA in APP and TAFL Programs
Editor, JALT: www.jalt.net
Editor, Al-‘Arabiyya: http://aataweb.org/alarabiyya

Tel: 734-647-0096
Fax: 734-936-2679
Immigrant Health & Cancer Disparities Service
Towards Equity in Health

September 4, 2018
Associate Professor Christopher Stone
Department of Classical and Oriental Studies
Hunter College of The City University of New York

Dear Professor Stone:

As Co-Director of the Arab Health Initiative at Memorial Sloan Kettering Cancer Center, I am grateful for this opportunity to offer my support to the Department of Classical and Oriental Studies at Hunter College of The City University of New York to start an Arabic major. Arab Health Initiative (AHI) addresses cancer control, risk reduction, screening and psychosocial support outcomes among Arab communities both locally and internationally. Cancer researchers and community based and faith based organizations have come together to improve cancer outcomes in these populations by developing, implementing, and studying education and patient navigation interventions to reduce cancer burden among Arabs in the United States and Egypt. We have a robust internship program for bilingual students in Arabic and English who enjoy working with patients, and have an interest in public health.

Arabic is spoken by over 300 million people worldwide. Since 1980, the number of people who identify as Arab in New York state has more than doubled to the current 419,187, which puts New York Arab as one of the fastest growing Arab populations in the country. Arabs immigrants, despite their growing numbers, receive little attention in health research. Hiring fluent Arabic speakers has been challenging for us as we continue to grow our program to address this gap. In the past, we have recruited students from the Hunter's Arabic program as both staff and interns with great results. We currently have a staff member, Suzanne Mikhael Lee with a minor in Arabic studies, who has used her linguistic skills and broad understanding of Arab cultural in her everyday responsibilities. Offering further study of Arabic beyond the minors will allow students to fully participate in conversations with native speakers of Arabic on a wide range of topics, providing both academic and employment opportunities.

Graduates of the Arabic Major will attain a broad array of knowledge, linguistic skill, and cultural competency that will allow them to pursue careers in advanced studies in many fields, including academic and public health. I am confident that the proposed major will advance the needs of your students and you have my full support.

Sincerely,

Claudia Ayash, MPH
Co-Director
Arab Health Initiative

300 East 66 Street, 15th Floor | New York, NY 10065
Phone: 646 888-4600 | Fax: 646 888-4491
www.mskcc.org

NCI-designated Comprehensive Cancer Center

accessible 11/27/2018
To Whom it May Concern

I am writing to you to express my support of the proposal to establish a major in Arabic at Hunter College. The proposed Arabic major will not only contribute to expanding and diversifying Hunter’s academic programs. It will also greatly enrich and strengthen Arabic and Middle East studies in the CUNY system as a whole.

As the proposal states, Arabic is one of six official languages of the United Nations, a critical language as designated by the Department of State, and the eighteenth most studied foreign language in the US. Since 2005, under the direction of faculty members Christopher Stone and Alexander El-Amin, Arabic studies at Hunter has been extremely well-developed, acquiring a well-deserved reputation not just as the strongest Arabic program in the CUNY system but also as one of the best programs in the tri-state area. In fact, due to its success and in looking to expand and strengthen Queens College’s Arabic program, I have sought advice from Hunter’s faculty and hope to develop QC’s Arabic program along the Hunter model in the near future.

Hunter’s current and proposed two-track system of Arabic study (for heritage and non-heritage speakers) reflects a sound and studied awareness of critical language pedagogy. CUNY’s diverse student population and students needs. No other CUNY college currently offers courses especially designed for heritage speakers of Arabic or such a large number of advanced Arabic courses. In addition, the proposed major is designed for students to achieve advanced proficiency on the ACTFL scale which will greatly enhance students’ professional skills and prospects.

In my capacity as an academic advisor for and director of the Middle East studies program at Queens College, I can attest to the great and ever-growing interest CUNY students have in studying Arabic and Middle East studies. The number of students completing Queens College’s Arabic minor program has more than quadrupled since 2013, and the number of students majoring in Middle East studies, a relatively new program when it started, has more than quadrupled in the same time period. This along with this the petition that Hunter students themselves initiated in support of the proposal suggests that an Arabic major would be a tremendous asset to the college’s already strong academic offerings. Additionally, the range and types of courses currently offered and those proposed would greatly enhance the curriculum offerings of the CUNY system as a whole. Given that the proposed major is language based rather than following an area studies model, I also believe that at an Arabic major at Hunter would complement rather than compete with Queens College’s program in Middle East Studies.
In sum, I fully support the proposed Arabic major program at Hunter College, and it is my hope that the proposal will be approved.

Sincerely,

R. Shareah Taleghani
Assistant Professor, Arabic Program Coordinator and Director of Middle East Studies
rtaleghani@cc.suny.edu
September 5, 2018

I am writing in support of the creation of the major in Arabic at Hunter College. As assistant Professor of French and Arabic, and the coordinator for the minor of Middle East and North Africa studies at City College, I consider the Arabic program at Hunter a strong asset for the studies of Arabic, as it contributes significantly to the enrichment of the student’s academic experience at CUNY.

The minor of Middle East and North Africa Studies at City College addresses the need expressed by students and the bodies of student governance. This includes the existence of a large population of first and second generation immigrants from the Near East, Africa, and South Asia who seek to engage with their cultures of origins on an intellectual level and prepare for the current political and social dynamic both in America and the Near East. This desire is manifest in the various student clubs and organizations across campus promoting the understanding of Arabic and Islamic culture at a global and national level.

Currently, students in the Arabic minor are required to take classes in Arabic literature classes from the Middle East and North Africa, which examine the literary production of several communities within the Middle East that do not primarily define themselves as Arab or Muslim. Also the students are required to take a class in Islamic Art, which surveys the connection and influence of Islam on aesthetics and artistic productions from Spain to India.

Ever since the establishment of the minor at City College in 2013, students who sought to pursue the study of Arabic beyond the intermediate levels were advised to register at Hunter College. The classes at Hunter were highly rigorous and helped them in developing their skills in both modern standard and colloquial Arabic. Hunter also offered other elective classes, which were highly sought after by our students, such as Qur’anic Arabic and advanced reading in Arabic. In addition to language classes, Hunter College was very active in developing the study abroad program, in which many students from City College have participated. The students found this experience very valuable and even recommended it to their classmates.

The classes offered at Hunter covering diverse topics and genres would help students fulfill the requirements of the minor in Middle East and North Africa Studies. This classes include: Literatures from the Islamic World (ARB 25200W), The Literature and Culture of Muslim Spain (ARB 25300W), Modern Arab Theatre, Modern Palestinian Culture (ARB 25500). In this manner, students could select from a wider variety of classes that examine the complex nature of Middle East culture and history, with connection with different regions and cultures, not limited to Arab culture or Islam.
September 5, 2018

Dear Dean Polsky,

I am writing in enthusiastic support of the proposal to establish an Arabic Bachelor’s degree at Hunter College. I served as a reviewer for the Hunter Arabic program and again for the department last year and was convinced that this was the next logical step for the program.

My fellow reviewers and I were impressed with various aspects of the program and recommended taking it to the next level by launching an Arabic major. We were particularly struck by the quality of the teaching and program leadership, the high level of energy in the program, and the relative enrollment numbers in the program at a time when language programs in general are dwindling.

Particularly noticeable was the number of Arabic students who were vocal in expressing their desire to continue their Arabic studies and described their inability to do so with the existing structure and resources. Many relied on the good will of their professors to offer ad hoc higher level classes. This is particularly pertinent at Hunter because of the presence of a strong heritage learner contingent among the general student population. Creating the B.A. will help attract to various student needs all at once in addition to helping attract more new students who wish to become future majors.

This new degree is particularly important because the number of programs in the country graduating Arabic majors remains small (around 13). This situation continues despite the country’s dire need for a greater number of Arabic experts to contribute to business, academia, government and non-governmental organizations nationwide. With its leading position in CUNY and the launch of the new B.A., the Arabic program at Hunter is poised to become one of the leading programs in the North East and beyond.

Again, I’d like to reiterate my strong support for this proposal. I wish also to encourage the Hunter College leadership to further invest in the infrastructure of the program. This will help distinguish the program and make it sustainable as it serves its students and the nation at large.

With my best wishes for an even more vibrant and successful Arabic program at Hunter.

Sonia Shin
Director, Arabic Flagship Program
Director, Project Global Officer
Associate Professor and Middle East Programs Coordinator
APPENDIX E: Sample Job Openings
Credential Examiner (Arabic or Cyrillic Focused Roles)

World Education Services - New York

Job description

The role of the Credential Examiner is to examine, authenticate and prepare client’s international academic credentials so that they may be recognized and evaluated by WES. The CE ensures that all documents meet WES’ documentation standards and that they are clear and legible after scanning. This position is primarily responsible for the authentication of documents and is the final authority on whether to accept or reject a document.

Candidates must be able to read Cyrillic and/or Arabic.

Duties included but not limited to:

- Determining if each document meets WES’ documentation requirements.
- Identifying documents that meet WES’ requirements.
- Placing documents that do not meet WES’ requirements in the appropriate folder based on the reject reason.
- Identifying those that require online verification and writing online.
- Proofing work, ensuring all document images required to complete the evaluation are placed in the appropriate folder and sending to next phase of the process.
- Developing knowledge of designated systems of education and their academic documentation practices and policies.
- Becoming familiar with all WES document requirements, policies and procedures for receiving academic documents.
- Handling original documents according to organizational policies and procedures.
- Releasing physical file against electronic images for completeness and legibility.
- Learning and adapting to changes introduced and documented by

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https://www.linkedin.com/jobs/view/credential-examiner-arabic-or-cyr...
the Evaluation Governance Committee.

Becoming familiar with the end-to-end Standard Evaluation Process
and being aware of the importance of the Authenticator role and the
related dependencies.

The Ideal Candidate will:
- Be analytical, detail-oriented and quality-oriented.
- Be a team player.
- Have a strong work ethic, be responsible and accountable.
- Have a tolerance for repetitive work and a process-oriented mindset.
- Recognize the need for efficiency, accuracy and speed.
- Have good communication skills and be oral and written.
- Be committed to international education and the WES Mission.

Requirements:
- Bachelor’s degree in a relevant discipline.
- 1-3 years’ experience in a relevant, high volume, document and
  process-driven function.
- Time management and organization training and experience.
- The ability to read Cyrillic or Arabic.
- Computer, internet and database literate.
- Foreign language skills desirable.
- Knowledge of International Education desirable.

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KARMS Cataloging Specialist - Arabic Script
New York University - New York City, NY, US

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Familiarity with Authority Control and Program for Cooperative Cataloging (NACO, SACO, and BIBCO)

**Required Skills, Knowledge And Abilities**

Fluency in Arabic or Persian. Working knowledge of integrated library systems and the structure of online catalogs. Knowledge of cataloging standards (e.g., RDA, AACR2). Experience with MARC, LCSH, and LC Classification. Good organizational, time-management, and analytical skills. Excellent oral and written communication skills. Ability to work large and diverse staff of full-time and part-time employees.

**Preferred Skills, Knowledge And Abilities**

Knowledge of Ex Libris ILS systems Aleph and/or Alma. Working knowledge of OCLC Connexion interface, and data visualization software such as Tableau. Understanding of existing and emerging cataloging principles and metadata schemas.

EDERA/Minorities/Females/Vet/Disabled/Sexual Orientation/Gender Identity

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**Similar Jobs**

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<th>Job Title</th>
<th>Company</th>
<th>Location</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recovery Specialist</td>
<td>Community Access</td>
<td>Manhattan, New York</td>
<td>3 weeks ago</td>
</tr>
<tr>
<td>MHSC Practice Engage...</td>
<td>Mental Health Service Corps</td>
<td>New York City, NY, US</td>
<td>1 week ago</td>
</tr>
<tr>
<td>Institutional Accreditat...</td>
<td>Albert Einstein College of ...</td>
<td>The Bronx, NY, US</td>
<td>2 weeks ago</td>
</tr>
<tr>
<td>Clinical Specialist</td>
<td>Women In Need, Inc. (Wn)</td>
<td>New York City, NY, US</td>
<td>4 weeks ago</td>
</tr>
<tr>
<td>Community Outreach S...</td>
<td>Fedcap</td>
<td>New York, New York, United States</td>
<td>4 weeks ago</td>
</tr>
<tr>
<td>Housing Specialist</td>
<td>Odyssey House</td>
<td>New York, New York, United States</td>
<td>6 days ago - Easy Apply</td>
</tr>
<tr>
<td>Early Literacy Specialist</td>
<td>Children's Literacy Initiative</td>
<td>Newark, New Jersey, United States</td>
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</tr>
<tr>
<td>Workforce Development...</td>
<td>Richmond Community S...</td>
<td>Mount Kisco, NY, US</td>
<td></td>
</tr>
<tr>
<td>Volunteer: On-Call Ara...</td>
<td>Arab-American Family Sup...</td>
<td>Brooklyn, NY, US</td>
<td></td>
</tr>
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</table>


accessible 11/27/2018
Special Agent: Linguistics/Foreign Language
Federal Bureau of Investigation (FBI) - Buffalo, New York, United States

Job title: Special Agent
Keywords: Linguistics, Foreign Language
Location: Jackson Heights, New York

Job description

As an FBI Special Agent, you'll have a career like no other. You may have been raised speaking a language other than English, taught it for a few years or even just studied it in an intensive program before going overseas to use it. You know that your language skills can make a difference, whether your specialty is Arabic, Spanish, Portuguese, French, Russian, or any other foreign language.

We need Special Agents with a wide range of education, backgrounds, languages, and other specialized skills in order to get ahead of threats. As a Special Agent, you're like a translator or industry analyst, using your language skills to translate audio or written materials in a foreign language into English, or interpreting during a crucial interview or providing cultural expertise relating to an investigation.

You will use your knowledge of cultural and linguistic barriers to tackle some of society's toughest challenges. Your ultimate mission: to protect the American people and uphold the Constitution of the United States.

Whether you are currently working in the public sector, at a large corporation or at a small private company, we need your expertise! We're looking for proficiency in all languages and cultures.

Being a Special Agent can be a lifetime career of uncommon duty and amazing experiences. What you'll need to succeed:

- Exceptional problem-solving and analytical skills
- Written and verbal proficiency in a language or languages other than English
- Experience in communication in a foreign language

https://www.linkedin.com/jobs/view/special-agent-linguistics-foreign_language_bf84e3e2-1238-432c-a84e-5256b9544c48?trk=jobs_user_job_listing_text
The FBI Special Agent position requires significant commitment and dedication from you and your family. It’s an experience you will never forget. As a Special Agent, you will join an elite team of people committed to the highest standards. Our team has a mission like no other, and our people are sought after as some of the best in their fields. It’s no wonder so many corporations appoint FBI alumni in distinguished roles.

**Key Requirements**

You must:

- Be at least 23 years old and not have reached your 37th birthday on the date the letter of acceptance is issued.
- Have a bachelor’s degree or master’s degree from a U.S.-accredited college or university.
- Have two years of full-time professional work experience (see work experience waiver for exceptions).
- Meet the FBI’s Employment Eligibility requirements.
- Possess a valid driver’s license with at least six months driving experience.
- Meet all FBI physical requirements. Be physically fit to complete training at the FBI Academy in Quantico, VA, and maintain a high level of fitness throughout your career.
- Commit to serving as a Special Agent for a minimum of three years.
- Successfully complete approximately 20 weeks of employment as a Special Agent trainee, while housed at the FBI Academy.
- Work a minimum of a 50-hour workweek, which may include odd hours, and be on call 24/7, including holidays and weekends.
- Be willing and able to participate in arrests, execute search warrants, raids and similar assignments.

The FBI is proud to be an Equal Opportunity Employer and all qualified applicants will receive consideration for this vacancy. Except where otherwise provided by law, selection will be made without regard to, and
Executive Assistant - Arab Institute for Women at Lebanese American University

Lebanese American University - New York City, NY, US
2 weeks ago | Be in the first 30 applicants

Job description

Executive Assistant - Arab Institute for Women at the Lebanese American University

The Arab Institute for Women (AIW) is operated under the auspices of the Lebanese American University (LAU) 1st Institute. AIW was founded in 1673 and is the first sub-institute in the Arab world. The Institute focuses on advancing women's empowerment and gender equality through education, research, assessment programs, and outreach at the national, regional, and international levels – operating at the intersection of academia and activism.

The Institute's main office is in Lebanon; its New York office is opening in February 2019 in order to amplify work being done in Lebanon and the region as well as forge new partnerships, illuminate, raise awareness of AIW activities, and engage with the full range of actors and issues affecting women in the Arab region.

The Arab Institute for Women currently seeks an Executive Assistant to support the institute’s daily operations and administration duties. The position will be located at the LAU New York Headquarter and Academic Center in Manhattan. The position will work closely with the Lebanese office.

General Administrative And Clerical

Job Duties and Responsibilities:

- Support Executive Director in all aspects of AIW operations.
- Maintain Executive/Director's schedule and plan appointments and events.

Seniority level

Associate

Employment type

Full-time

Job function

Administrative

Industries

Nonprofit Organization; Management; Higher Education; Education; Management

https://www.linkedin.com/jobs/view/executive-assistant-arab-institut...bf84e3e2-5238-432c-a84e-52b3544448ef?trk=jobs_jobs_jobs-job_list...
Ensure full responsibility for travel logistics - including bookings, receipts, pre/post paperwork
Maintain an organized filing system, including network database
Coordinate meetings, take minutes and circulate them
Coordinate with other departments in LAU NY and LAU Lebanon
Perform other related duties as assigned

Communications, Research And Writing
Coordinate and respond to communications and interface with clients
Oversee and contribute to multiple web and social media platforms including Twitter, Facebook, A&W website, blogs, etc.
Conduct research on key gender issues and write briefs
Remain up-to-date on gender issues and summarize material as required
Draft documents and reports and prepare presentations
Edit and copy-edit a range of material

Event Management
Provide full administrative support for meetings, events and conferences
Remain up-to-date on relevant events and proactively seek speaking opportunities for A&W
Represent A&W and present on behalf of A&W in meetings as needed

Fundraising And Donor Relations
Support in fundraising and donor liaison, proactively identify fundraising opportunities
Write select components of proposals and grant applications as needed

Liaison With A&W Lebanon
Liaise with A&W Lebanon team frequently - share information and remain up-to-date on all Lebanon/regional activities
Maintain weekly reporting for all A&W team – NYC and Lebanon
Plan joint activities and amplify work done by A&W Lebanon

Education And Work Experience

Desired Skills, Qualifications and Profile:

Bachelor’s degree minimum
3+ years of experience minimum as an Executive Assistant reporting to senior management
Work experience addressing women’s empowerment and gender
Application for the Registration of New Graduate and Undergraduate Curricula/Programs – Including Programs to be Offered in Distance Education Format

Important Information

1. This application is for use by institutions of higher education that hold an absolute charter or permanent authority to award degrees seeking to register general academic curricula.

2. Do not use this application for the following program proposals:
   - Programs preparing teachers, educational leaders, or other school personnel
   - Programs preparing licensed professionals
   - Programs leading to doctoral level degrees
   - Programs leading to a credit-bearing Certificates or Advanced Certificates
   - Proposals for revisions to existing registered programs (including title changes, curricular changes, etc.)

3. Program registration is based upon standards in the Regulations of the Commissioner of Education (8 NYCRR Chapter II, Subchapter A). The Department registers individual curricula/programs rather than the institution as a whole, but the registration process includes, in some instances, an assessment of institutional-level compliance with some of the standards.

4. This application includes attestations/assurances, by the Chief Administrative or Academic Officer/Provost of the institution, on behalf of the institution, concerning the institution’s compliance with statutory and regulatory requirements related to the standards for curricula/program registration and operation of higher education programs in New York State.

5. The Department will audit compliance and, if an institution is found to be out of compliance with one or more standard to which it attested compliance, that finding may lead to denial of: (1) re-registration of the program, pursuant to §52.1(l) of the Regulations of the Commissioner of Education and (2) the ability of the institution to utilize attestations in future applications for program registration; and in certain circumstances may warrant deregistration of the program.

6. Program proposals from SUNY and CUNY System institutions must be submitted to the Department by the System Administration. Contact the System Administration for information concerning relevant proposal submission requirements.

7. The Department reserves the right to request additional information and/or clarification of any information provided by the institution that may be necessary for the Department to make a registration decision concerning the proposed program.
Submission Instructions

Applications for program registration will be accepted in **electronic format only** via the instructions below. Hard copy applications will not be accepted or reviewed by the Department and will not be retained.

1. Create a **single** PDF document that includes the following documents:
   - The completed Application for the Registration of New Graduate and Undergraduate Curricula/Programs, with all required signatures included;
   - Any request for a Master Plan Amendment and associated information and materials that may be required concerning this program proposal (see below); and
   - Any external review of the proposed program that is required (see below).

2. Attach the PDF document to an e-mail.

3. Send the e-mail (with attachment) to **OCUERRevAdmin@nysed.gov**.

4. The subject line of the email should include the name of the institution, the degree award and the program title. For example:
   - **Subject: ABC College, Master of Science, English Literature.**

**Master Plan Amendments**

If this program proposal necessitates a Master Plan Amendment, additional information and materials related to that request will be required. Please refer to information on the Department’s web site at: [http://www.nysed.gov/college-university-evaluation/proposals-requiring-master-plan-amendment](http://www.nysed.gov/college-university-evaluation/proposals-requiring-master-plan-amendment) for information on Master Plan Amendments to determine if such an amendment is required for this program proposal and to access the Master Plan Amendment Supplement.

**External Review**

Please refer to [http://www.nysed.gov/college-university-evaluation/external-reviews](http://www.nysed.gov/college-university-evaluation/external-reviews) for information about when an external review of a proposed program is required. If such a review is required, that material must be submitted with the program registration application.
## General Information

<table>
<thead>
<tr>
<th>Institution (Legal Name)</th>
<th>Institution Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunter College of the City University of New York</td>
<td>332500</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Program Title</th>
<th>Degree Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic Major</td>
<td>BA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address of Any Campus Where the Proposed Program Will Be Offered (main and/or branch campuses)</th>
<th>Full-time or Part-time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>695 Park Avenue</td>
<td>Full-time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Program Format(s) (standard, distance education4, evening, weekend and/or other)</th>
<th>HEGIS Code</th>
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<tr>
<td>standard</td>
<td>1112</td>
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<table>
<thead>
<tr>
<th>Joint Registration IHE (if applicable)</th>
<th>Total Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>27-33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lead Contact [First Name, Last Name, Title]</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Stone, Associate Professor</td>
<td>212-650-3138</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:cst@hunter.cuny.edu">cst@hunter.cuny.edu</a></td>
</tr>
</tbody>
</table>

3 Please refer to §52.2(c) and §145-2.1 of the Regulations of the Commissioner for definitions and information concerning full and part time study. Note: Only programs registered as full time are eligible for TAP. Programs are subject to audit by the NYS Office of the State Comptroller and the Higher Education Services Corporation (HESC) for financial aid compliance purposes.

4 If a major portion of the program (50% or more) can be completed through study delivered by distance education then the program must be registered in the distance education format. Hybrid or blended courses do not count toward the 50%.

accessible 11/27/2018
Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions’ goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.\(^5\)

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution’s faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner’s regulations.

<table>
<thead>
<tr>
<th>CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

Type or print the name and title of signatory: Lon Seth Kaufman, Provost and Vice President for Academic Affairs

Phone Number: 212 772-4150

\(^5\) The Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.
Program Purpose, Objectives and Targets

**Program Purpose**
*Department Expectation:* Clearly define a program purpose that is aligned to the degree award and program title.

The Arabic Major is designed to bring students to the advanced level of proficiency according to the ACTFL scale and to provide them with a deep knowledge of Arab culture. Graduates of the Arabic Major will have attained a broad array of integrated knowledge, linguistic skill, and cultural competency that will allow them to pursue careers or advanced studies in a number of fields, both academic and applied. Majors will be able to participate in conversations with native speakers of Arabic, speaking in a range of formal to informal registers depending on context.

**Program Objectives**
*Department Expectation:* Articulate between 1 and 3 program-level (curriculum-level) objectives that are clearly defined and directly aligned with the program purpose and proposed degree award.

1. Majors will be able to participate in conversations with native speakers of Arabic, speaking in a range of formal to informal registers depending on context.

2. Majors will be able to demonstrate comprehension of main ideas in a wide variety of written texts without the use of a dictionary.

3. Majors will demonstrate a broad understanding of the cultural diversity of the Arab World and have the ability to adapt to a wide variety of social situations linguistically and culturally.

**Program Targets**
*Department Expectation:* Establish realistic enrollment, retention, graduation, and job placement targets for this program that are connected to the reviewing system by which the success of students and faculty in achieving such goals and objectives of the program are determined. *Note:* There are not specific Department defined targets required for the registration of curricula. The Department expects institutions to establish targets that reflect the espoused quality of the program, and to periodically and systematically review such targets are they related to program implementation.

*Enrollment Projections:* The Department assumes that Year 5 enrollment projections will be full-capacity relative to existing and new resources planned.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Retention Rate Target (%)</th>
<th>Target graduation rate (%)</th>
<th>Target Job Placement Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>80%</td>
<td>80%</td>
</tr>
</tbody>
</table>
Curriculum and Course Information

Please provide the following:

1. The applicable sample student program schedule table:
   - Table A: Undergraduate Program Schedule; or
   - Table B: Graduate Program Schedule

   When completing the program schedule table please refer to the requirements in §52.2(c) of the Regulations of the Commissioner concerning completion of Associate, Baccalaureate and Master’s degree programs.

2. Please list the course titles for all new courses included as part of the proposed program, and, either attach the course syllabi or, if such syllabi are not yet available, provide course descriptions and objectives in the chart below.

<table>
<thead>
<tr>
<th>New Course Titles</th>
<th>Indicate that course syllabi are attached or, provide course descriptions and objectives (if course syllabi are not available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arabic Senior Capstone course</td>
<td>Sample syllabus attached</td>
</tr>
<tr>
<td>Introduction to Modern Arab Cultures</td>
<td>Sample syllabus attached</td>
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</tbody>
</table>
Table A: Undergraduate Program Schedule

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

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB 10100</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HCR Based on Placement, Math &amp; Quantitative Reasoning</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 12000, Expository Writing, English Comp 1</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HCR US Experience in its Diversity</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HCR, Life and Physical Sciences</td>
<td>3</td>
<td>x</td>
<td></td>
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</table>

**Term credit total:** 15

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>ARB 20100 Intermediate Arabic 1</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td>ARB 10200</td>
<td></td>
</tr>
<tr>
<td>ARB 15000 Introduction to Modern Arabic Cultures</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>HCR Scientific World</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HCR Individual &amp; Society: Social Sciences</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
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</table>

**Term credit total:** 15

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>ARB 10200 Beginning Arabic 2</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td></td>
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</tr>
<tr>
<td>HCR Creative Expression</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 22000 Intro to Writing about Literature, English Comp 2</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>x</td>
<td></td>
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</tbody>
</table>

**Term credit total:** 15

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB 20200 Intermediate Arabic 2</td>
<td>3</td>
<td>x</td>
<td>x</td>
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<tr>
<td>HCR Individual and Society: Humanities</td>
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</tr>
<tr>
<td>Elective</td>
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<td>x</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>x</td>
<td></td>
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<tr>
<td>Elective</td>
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**Term credit total:** 15
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<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tr>
<td>ARB 30100 Advanced Arabic 1</td>
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<td>ARB 20200</td>
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Term credit total: 15

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<th>Course Number &amp; Title</th>
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<td>ARB 30200</td>
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<td>Elective</td>
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<tr>
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Term credit total: 15

Program Totals: Credits: 120
Liberal Arts & Sciences: 120
Major: 33
Elective & Other: 54

Cr: credits  LAS: Liberal Arts and Sciences  Maj: major requirement  New: new course  Prerequisite(s): list prerequisite(s) for the noted courses  HCR: Hunter Core requirement
**Faculty Information**

### Existing Core Faculty

**Department Expectations:** Identify the specific faculty members that will be responsible for setting the curricular objectives, teaching program courses, advising students, and determining the means by which program and course objectives are measured. **Identify the program director.**

Core faculty members must meet minimum academic qualifications as identified in Part 52.2(b) of regulation, and be of sufficient depth and breadth to provide leadership, direction, and discharge other responsibilities critical to the start-up of the program.

**Note:** Faculty curricula vitae or resumes should not be attached to this application and should only be provided if specifically requested by the Department.

<table>
<thead>
<tr>
<th>Faculty Member Name, Title, and Rank</th>
<th>Courses to be taught</th>
<th>Full-time or Part-time; if Full-time identify % of time to the program</th>
<th>Highest Earned Degree, Discipline, IHE</th>
<th>Additional qualifications which demonstrate professional competence relative to the specific program.</th>
</tr>
</thead>
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<tr>
<td>Christopher Stone, Associate Professor</td>
<td>All courses</td>
<td>100%</td>
<td>PhD, Arabic and Middle East, Princeton</td>
<td>15 years’ experience directing and teaching Arabic programs</td>
</tr>
<tr>
<td>Alexander Elinson, Associate Prof</td>
<td>All courses</td>
<td>100%</td>
<td>PhD, Arabic and Middle East, Columbia</td>
<td>15 years’ experience teaching Arabic programs</td>
</tr>
<tr>
<td>Hassan Eddahab, Adjunct Assistant Professor</td>
<td>All language courses</td>
<td>Part-time</td>
<td>PhD, Applied Linguistics, Moulay Ismail University (Morocco)</td>
<td>PhD in teaching Arabic as a Foreign Language and extensive teaching experience</td>
</tr>
<tr>
<td>Hagar Abouelkhair, Adjunct Instructor</td>
<td>All language courses</td>
<td>Part-time</td>
<td>MA, International Affairs, Brooklyn College</td>
<td>Extensive Arabic teaching experience at Hunter and other CUNY campuses</td>
</tr>
</tbody>
</table>
**Existing Core Faculty**

*Department Expectations:* Identify the specific faculty members that will be responsible for setting the curricular objectives, teaching program courses, advising students, and determining the means by which program and course objectives are measured. **Identify the program director.**

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<table>
<thead>
<tr>
<th>Name</th>
<th>Courses</th>
<th>Employment Status</th>
<th>Degree/Experience</th>
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<tr>
<td>Khaled al-Hilli, Adjunct Instructor</td>
<td>All language courses</td>
<td>Part-time</td>
<td>MA, Comp Lit, CUNY Grad Center, PhD student at CUNY GC and extensive teaching experience</td>
</tr>
<tr>
<td>Deeadra Brown, Adjunct Instructor</td>
<td>Arabic culture courses</td>
<td>Part-time</td>
<td>MFA, Creative Writing, City College, Extensive teaching experience at multiple CUNY campuses</td>
</tr>
<tr>
<td>Katherine Wilson, Adjunct Assistant Prof</td>
<td>Arabic culture courses</td>
<td>Part-time</td>
<td>PhD, Theatre Studies, One PhD Field is Arab Theatre and extensive teaching experience.</td>
</tr>
</tbody>
</table>
**Faculty to be Hired**

*Department Expectations:* Identify the specific job title, courses to be taught, and qualifications for each position and the specific timeline by which the faculty member(s) will be hired. The job descriptions and minimum qualifications of faculty to be hired meet the meet minimum academic qualifications as identified in Part 52.2(b) of Commissioner’s regulation. The date provided by which faculty to be hired will be in place must be clear and directly connected to when they are needed to discharge their responsibilities during program implementation. The Department reserves the right to request more information concerning recruitment and hiring of faculty if it is needed to make a determination concerning compliance with program registration standards.

<table>
<thead>
<tr>
<th>Position Title, and Rank</th>
<th>Highest Earned Degree, Discipline, and additional qualifications</th>
<th>Courses to be taught</th>
<th>Date by which they will begin job duties</th>
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</thead>
<tbody>
<tr>
<td>none</td>
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</table>
New Courses

ARB 15000
Introduction to Modern Arab Cultures

Course Description:

This course will explore the diversity of cultures in the modern Arab World. By “culture” we mean the practices of everyday life as well works of culture such as novels, poetry, plays, music, movies, television shows and other cultural texts. We will view culture through a variety of prisms such as language, geography, history and gender.

Learning Outcomes:

Through close readings/watchings/listenings and discussing a variety of texts students will:

- Gather, interpret, and assess information from a variety of sources and points of view by reading core cultural texts in addition to some secondary readings and audio/visual texts and then discussing how they represent and discuss a diversity of critical and creative cultural voices and perspectives.
- Evaluate evidence and arguments critically by comparing literary, historical, and critical works.
- Apply theories and methods from a range of disciplines including linguistics, anthropology, literature, history and political science in order to analyze some of the main political, cultural, and linguistic issues that are important in the Arab World today.

Course Requirements:

15% Attendance, Preparation, Participation. You are allowed two “free” absences, after which you will lose 1 point per absence off your final grade. Additionally, each time you come in more than ten minutes late counts as half an absence. Attendance does not simply mean coming to class. You are expected to prepare material ahead of time and participate fully in class discussions.

25% Students will submit 5 short (500 words) papers that will cover a range of topics that we will focus on during the class. These papers will have students: engage with key cultural texts from a variety of perspectives; evaluate evidence and arguments and critically compare literary, historical, and critical works; analyze some political, cultural, and linguistic issues that are important in the Arab World today.

20% Short Quizzes on the readings at the beginning of the second class of each week.

15% Final Presentation. Each student will give a final presentation based on the topic of their final essay. Students must clear topics with the professor in advance at least one week before presentations. These will be in the last 2 weeks of class.

25% Final Essay. Students will choose a topic related to the subject matter of the course and write a paper (1500-2200 words) that conforms to Modern Language Association (MLA) standards. Students will meet with the professor ahead of time to approve their topics. This will be due on the first class of week 14. The choice of topics is flexible depending on student interest, but possibilities include:

* an analysis and comparison of a text discussed in class with another, outside text
* an in-depth study of a single author, filmmaker, musician, poet, thinker, etc. discussed in class
* an expansion of a historical, political, cultural topic that we discussed in class
Required Books (available at Shakespeare & Co. – Lexington b/t 68th and 69th):


Other materials will be made available by the professor either on Blackboard (BB) or in the form of handouts.

Schedule (subject to change):

**Week 1**  
The Arabic-Speaking Middle East: Geography and History  
Intro to course  
History overview

**Week 2**  
Introduction to Literature of the Arab World  
Qur’an; classical poetry; maqama; Arabian Nights  
* Allen, Roger. “The contexts of the literary tradition”  
* Irwin, Robert. “Pagan Poets: (A.D. 500-622)”  
* Irwin, Robert. “The Qur’an”  
* Allen, Roger. “Qur’an and Arabic Literature”  
* Listen to the poems and read about the poets and read the translations of the poems while you listen at:  
  - http://www.princeton.edu/~arabic/poetry/  

**Week 3**  
Peoples and Cultures of the Arab World  
Unity and Diversity in the Arab World  
Religion, Ethnicity, and Culture  
*Peoples and Cultures of the Arab World): Bates and Rassam chs intro, 1, & 4  
Short Paper #1 due  
By drawing upon a selection of sources we have read and talked about in class, discuss the diverse religious, ethnic, linguistic, and cultural make-up of the region.
Week 4  
**Collective Memory and The Uses of History: al-Andalus as a case study**
Selections from Menocal’s *Ornament of the World* and *Literary History of al-Andalus*

**Short Paper #2 due**
Discuss the different ways critics, historians, and scholars have used al-Andalus as a foil to talk about current events and issues relevant to their own cultural context. Be sure to argue critically for or against whichever contexts you choose to write about.

Week 5  
**Introduction to Arab Music**
* Swedenburg, “Saida Sultan/Danna International” (pdf)
* Joseph Massad “Liberating Songs” (pdf)
* Jonathan Shannon, “Tarab” (pdf)
* Jonathan Shannon, selections from *Among the Jasmine Trees* (pdfs)

Week 6  
**Arab Music Today**
* Danielson, Virginia. *The Voice of Egypt*

Week 7  
**Theatre and the uses of history**
* Wannous, *The King is the King*
* Stone, *The King is the King* by Sa’dallah Wannus.” *Middle Eastern Literatures and their Times.* ed. Joyce Moss.
Detroit: Gale Group, 2004: 237-246

**Short Paper #3 due:**
How does Wannous use the history of Arab World to critique its present. Knowing that one motivation behind this technique is to avoid censorship, do you find it effective? Make sure you use concrete examples from the play to say why or why not.

Week 8  
**Human Rights in the Arab World**

Week 9  
**Arabic Literature and the West**
* Saleh, Tayib. *Season of Migration to the North*
* Fadel, Youssef. *A Beautiful White Cat Walks with Me*
* Ngugi wa Thiong’o. "The Language of African Literature."
* Johnson-Davies. “On Translating Arabic Literature.”
* Dallal, Jenine. "The Perils of Occidentalism: How Arab Novelists are Driven to Write for Western Readers."

**Short Paper #4 due**
How is Arabic literature expected to function in a Western context? In other words, do American readers have different expectations of Arabic literature in translation than they do of American literature? How can we read Arabic literature as a doorway into a culture while at the same time remaining sensitive to its diversity and individuality?
Week 10  Popular Culture in the Arab World
* Karin Van Nieuwkerk, “An hour for God and an hour for the heart”
  (http://research.umbc.edu/eol/MA/index/number3/nieuwkerk/karin_0.htm)
* Deborah Kapchan, "Possessing Gnawa Culture"
  (http://research.umbc.edu/eol/MA/index/number7/kapchan/kap_00.htm)
* Christa Salamandra, “Consuming Damascus” in Armbrust Mass Mediations

Week 11  Arab Cinema
* Kanafani, Ghassan. *Men in the Sun*
* The Dupes (film version of *Men in the Sun*)
  - we will watch the first half in class and then the film will be placed on reserve in the library so that you can watch the remaining 30 minutes or so on your own or in small groups

**Short Paper #5 due**
Discuss differences between the novel and the film knowing that the novel was written pre-1967 and the film was made post 1967. Please use concrete examples from both the novel and the film.

Week 12  Wrap-up

Weeks 13-14  Student Presentations

Week 15  Final Exam

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ARB 49000 – Arabic Studies Senior Seminar
Prof. Alexander Elinson
Meeting times: TBD  Office Hours: TBD
Email: aelinson@hunter.cuny.edu

Course Description:
This capstone course is intended to enable students to integrate and synthesize their knowledge of the Arab world that they have developed through previous coursework into a final project in Arabic. Projects may include: academic papers synthesizing primary and secondary sources; artistic and/or documentary videos; source or archival surveys; annotated bibliographies; artistic performances whether live or recorded (or both); exhibitions/installations; literary or cultural criticism; feature-length journalism; reports on services; websites or computer applications.

In pursuing their final projects, students will be encouraged to utilize the rich resources in and around New York City, including museums, collections, archives, research and policy institutes, neighborhood cultural programs and centers, religious institutions, political organizations, and media organizations and projects, as well as related cultural and intellectual events. Each student will present her/his project to the class, and students in the seminar will be responsible for providing feedback and suggestions for each project.

This class will be conducted in Arabic.

Pre-/Co-Requisites:
ARB 15000 and any 200-level ARB course (pre-requisite)
ARB 40100 (co-requisite)

Learning Outcomes:
By the end of this course, students will be able to:
- Integrate and synthesize accumulated knowledge of the Arab world into a culminating project
- Develop a project that refines and demonstrates appropriate technical facilities, creativity, analytical thought, clear and accurate communication
- Enhance their skills in research, writing and oral presentation, critical thinking, independent work, responding to criticism and supervision positively, and completing projects of a contemporary professional and technical standard on time.

Outcomes/Assessment:
Students will be assessed according to their participation in class, regular response and reaction papers, and presentation of the final capstone project.

Grading:
Preparation, Participation  10%
Short Writing Assignments  15%
Final Project Proposal, Outline, and Draft  25%
Final Project  20%
Presentation of Final Project  30%

* The final project will be evaluated mainly on the basis of the level, range, and linguistic accuracy of the Arabic that is used in it.
**Required books:**
All required readings will be made available electronically.

**Class Organization:**
Since this class is closely related to the specific projects that students are pursuing in a particular semester, the syllabus is designed to be flexible in order to respond to participants’ particular research and methodological interests. However, there are several hard deadlines built into this course, and into the larger capstone process: in week six, a formal first draft of your project proposal is due; in week ten, the final version of your proposal, together with a sample of work in progress, is due; and the final version of all projects will be due on the last day of class.

The semester will be divided into three parts. The first class session will be an introductory discussion during which we will talk through ideas for your individual projects and plan some of the details of our subsequent classes (including sessions featuring guest speakers, and possible field trips). We will then proceed with a series of readings and discussions organized by topic/theme. While this is not a survey course, these are meant to cover a number of scholarly and theoretical fields that will help students with their individual projects, as well as provide them with a sense of the field of Arabic Studies more generally. We will also discuss electronic resources in the field, and how different new media practitioners approach the problem of knowledge production. In addition, we will investigate sites and venues in New York City and the surrounding area that can provide resources for your individual projects.

The readings here are but a sample of what the class might work on. However, the actual topics and readings will be determined based on intense discussion with students at the beginning of the semester and their individual interests. Based on her/his interests each student will be responsible for leading at least one class discussion during the semester. This focus will serve as the basis for the student’s final capstone presentation. We will also invite guest speakers (in person and via Skype) who are experts in their fields.

The first part of the class will culminate in the submission of a formal draft of your project proposal, which you will workshop to the other participants in the seminar, and which will receive extensive feedback from me and your colleagues. Our goal during this first month will be to match your existing topics and interests with the methodological approach or format that will best allow you to complete your project successfully, as well as to think through how this project might relate to your future career plans following graduation.

The second part of the class will culminate in the submission of a final proposal for your project, along with a sample of the work in progress that you have completed: for written projects, this might include an outline and a few pages; for bibliographical or source-related projects, a preliminary version of how the final work will be presented; for projects with an electronic or virtual component, a detailed description of the technical aspects as well as the content; and for creative projects, a detailed description or outline, with perhaps a rough draft of some of the work in progress. For any projects incorporating a performance or presentation, you should by this date have confirmed a venue and other logistical details. These details will vary from project to project.
During the final third of this class, I will be meeting with each of you regularly to discuss your projects, and you will be working on completing your final capstone presentations. I will also encourage you to seek further feedback from other Arabic faculty in the program (as well as from faculty at other CUNY campuses and/or outside CUNY), as well as from your colleagues in the seminar. In final weeks of the semester, students will give formal presentations of their projects.

All capstone projects will be due on the final day of class.

**CLASS SCHEDULE:**

**Week One: Introduction**
We will discuss individual projects and talk about different theoretical and practical approaches to the field of Arabic Studies.

**Week Two: Classical poetry and criticism**
**ASSIGNMENT:**
1) Read the texts below in preparation for our discussion of the classical poetic and literary tradition. Write a two-page response to this article. Post this response one day before our class meeting.

- selections of pre-Islamic poetry
- *On Pre-Islamic Poetry* by Taha Hussein

**Week Three: Political Engagement, Aesthetics, and Criticism of the Contemporary Arab novel**
**ASSIGNMENT:**
1) Read the texts below in preparation for our discussion of political engagement, aesthetics, and criticism of the contemporary Arab novel. Write a two-page response to the novel and the article. Post this response one day before our class meeting.

- *That Smell* by Sonallah Ibrahim
- Review essay of *That Smell* by Yahya Haqqi

**Week Four: Regional and Global Economic Issues**
1) Read the articles in preparation for our discussion of regional and global economic issues. Write a two-page response/reaction paper to this documentary and the articles. Post this response one day before our class meeting.

- selected readings from the International Monetary Fund (http://www.imf.org/external/arabic/index.htm), the Arab Monetary Fund (http://www.amf.org.ae/ar), and others
**Week Five: Migration**  
**ASSIGNMENT:**  
1) Watch the documentary and read the article in preparation for our discussion of migration. Write a two-page response/reaction paper to this documentary and the articles. Post this response one day before our class meeting.  

- “Season of Migration from America” – Aljazeera documentary (https://goo.gl/SvGt5P)  
- “Migration and Arab Youth: migration and the future” (https://goo.gl/M914CW)  
- “Until the Oil Runs Out: migration and dreams on the edges of the Gulf” by Samuli Schielke

**Week Six: Contemporary poetry and criticism**  
**ASSIGNMENT:**  
1) Read the texts listed below in preparation for our discussion of contemporary poetry and criticism. Write a two-page response to these texts. Post this response one day before our class meeting.  
2) FIRST DRAFT OF CAPSTONE PROPOSAL DUE. Post to Blackboard by the beginning of class.  

- selections of contemporary Arabic poetry  
- a selection of critical essays on contemporary Arabic poetry

**Week Seven: Feminism and Islam**  
1) Read the texts listed below in preparation for our discussion of Feminism and Islam. Write a two-page response to these texts. Post this response one day before our class meeting.  

- select articles by Nawal es-Saadawi  
- select articles by Fatima Mernissi

**Week Eight: Arab Theatre**  
1) Read the texts listed below in preparation for our discussion of Arab theatre. Write a two-page response to these texts. Post this response one day before our class meeting.  

- excerpts from *Contemporary Arab Theater: issues and experimentations* by Abdullah Abu Haif  
- excerpts from *Hamlet’s Arab Journey* by Margaret Litvin (translated into Arabic by Soha El-Sebaie)

**Week Nine: Religion and Secularism**  
1) Read the texts listed below in preparation for our discussion of Religion and Secularism. Write a two-page response to these texts. Post this response one day before our class meeting.  

- select readings from important religious thinkers such as al-Ghazali, Ibn Rushd, Nasr Abu Zayd, Muhammad Ibn Abd al-Wahhab, Sayyid Qutb  
- select readings from important Arab modernists and secularists such as Muhammad Abduh, Abdel Rahman al-Kawakibi, Rashid Rida, Abdullah Laroui
Week Ten: UNESCO World Heritage Sites and the Politics of Art
1) Read the texts listed below and view the Egyptian film, ‘The Mummy’, in preparation for our discussion of UNESCO World Heritage Sites and the Politics of Art. Write a two-page response to these texts. Post this response one day before our class meeting.
2) Submit final proposal for your project, along with a sample of the work in progress that you have completed.

• Select readings from UNESCO site (http://www.unesco.org/new/ar/cairo/home/)
• ‘The Mummy’ directed by Shadi Abdelsalam

Week Eleven: Poverty and Housing
1) Read the text and view the Moroccan film listed below in preparation for our discussion of poverty and housing. Write a two-page response to these texts. Post this response one day before our class meeting.

• excerpts from Informal Housing: a socio-anthropological study of social and spatial exclusion
• ‘Horses of God’ by Nabil Ayouch

Week Twelve: Human Rights
1) Read the text listed below in preparation for our discussion of human rights. Write a two-page response to these texts. Post this response one day before our class meeting.

• selected readings and reports from Human Rights Watch (https://www.hrw.org/ar) and Amnesty International (https://www.amnesty.org/ar/)
• A Rare Blue Bird Flies with Me by Youssef Fadel

Week Thirteen: International Relations
1) Read the text listed below in preparation for our discussion of international relations. Write a two-page response to these texts. Post this response one day before our class meeting.

• selected readings and reports from the United Nations (http://www.un.org/ar/index.html)

Week Fourteen: Presentations of Capstone Projects

Week Fifteen: Presentations of Capstone Projects

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I.B.5 – CITY UNIVERSITY OF NEW YORK – APPROVAL OF THE ACADEMIC BOARD REPORT

WHEREAS, existing degree programs at the colleges and schools are periodically modified to maintain currency with both intellectual trends and the professional needs of our students; and

WHEREAS, general education courses are added to CUNY’s robust curriculum to offer students diversity of thought; and

WHEREAS, campus academic policies evolve to ensure rigor and provide students with pathways to greater success; now therefore be it

RESOLVED, that the Academic Board Report prepared by the Office of Academic Affairs and presented here, be approved effective March 18, 2019 subject to financial ability.

EXPLANATION: Routine academic matters, some of which are forwarded to the New York State Education Department for final approval, as well as additions to the University’s general education program and local academic policies are presented here in a concise format for approval by the Committee and the full Board of Trustees.
Program Actions are changes to existing programs that are significant enough to require approval by the New York State Department of Education (NYSED) or new registrations heavily based upon existing programs also requiring approval of (NYSED).

Campus Academic Policies are unique to a single CUNY institution but affect a large segment of the campus student population.

General Education Courses are new or modified courses that the college or school seeks to add to its general education offerings in a designated category. These courses have been vetted by a university-wide faculty committee.
**Borough of Manhattan Community College**

**Program Actions**

<table>
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<tr>
<th>Action</th>
<th>Degree Award</th>
<th>Major</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding a Journalism track to the AA in English</td>
<td>AA</td>
<td>English</td>
<td>The College has an AA in English with a literature track. They would like to add a track in Journalism and offer students a choice of focus.</td>
</tr>
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**College of Staten Island**

**Program Actions**

<table>
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<tr>
<th>Action</th>
<th>Degree Award</th>
<th>Major</th>
<th>Summary</th>
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<tbody>
<tr>
<td>Removing the independent study option as a capstone experience.</td>
<td>MS</td>
<td>Biology</td>
<td>All students will now be required to do a thesis requiring original research. This will prepare them better for doctoral work or direct employment.</td>
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**Addition of General Education Courses**

<table>
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<th>Course Number</th>
<th>Course Title</th>
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<td>Literature and Society</td>
<td>Creative Expression</td>
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CUNY School of Labor & Urban Studies

Program Actions

<table>
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<th>Degree Award</th>
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</thead>
<tbody>
<tr>
<td>Removing Cornell University as a non-credential awarding partner in the program.</td>
<td>Certificate</td>
<td>Labor Relations</td>
<td>Cornell University will no longer be involved in the curricular matters of the program.</td>
</tr>
<tr>
<td>Curricular changes to align the requirements with the corresponding degree program.</td>
<td>Certificate</td>
<td>Community Leadership</td>
<td>Revising the requirements will allow students to complete the program en route to the bachelor's degree.</td>
</tr>
<tr>
<td>Curricular changes to align the requirements with the corresponding degree program.</td>
<td>Advanced</td>
<td>Community Leadership</td>
<td>Revising the requirements will allow students to complete the program en route to the master's degree.</td>
</tr>
</tbody>
</table>

LaGuardia Community College

Addition of General Education Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Gen Ed Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAC 100</td>
<td>Computing Fundamentals</td>
<td>Scientific World</td>
</tr>
<tr>
<td>SSN 192</td>
<td>Practical Politics in NYC</td>
<td>US Experience in its Diversity</td>
</tr>
</tbody>
</table>