

**QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK
COMMITTEE ON CURRICULUM**

To: Peter Bales, Academic Senate Steering Committee
From: Lorena B. Ellis, Chairperson, Committee on Curriculum
Date: February 3, 2016
Subject: Monthly Report December 2015 + January 2016

The Committee on Curriculum has voted to send the following recommendations to the Academic Senate:

5 Course revisions
15 New courses
1 Program revision
1 New Program

1. Course Revisions

DEPARTMENT OF SPEECH AND THEATER

FROM: (Title and course description revision)
SP ~~230~~ Video Production
2 class hours, 2 lab hours, 3 credits
Pre-requisites/Co-requisites: BE-112 or BE-205 & BE-122 or BE-226

Course Description:

Video Production I is an introductory class in the creation and aesthetics of video production. Basic concepts of media production and integration will be introduced incorporating mediums such as photography, video, and audio. Design and development principles will be combined with the necessary technical skills in media production tools and software to produce various elements that will be integrated into several short projects. This class will also have screenings of various short films ~~and videos~~ in class as well as additional assigned readings.

TO: SP 130 Video Production I
2 class hours, 2 lab hours, 3 credits
Pre-requisites/Co-requisites: BE-112 or BE-205 & BE-122 or BE-226

Course Description:

Video Production I is an introductory class in the creation and aesthetics of digital video production. Basic concepts of media production and integration will be introduced incorporating mediums such as photography, video and audio. Design and development principles will be combined with the necessary technical skills in media production tools and software to produce various elements that will be integrated into several short group and solo projects. This class will also have screenings of various short films in class as well as additional assigned readings.

Rationale:

The number change from level 200 to level 100 makes it clear that the course is an introductory level

course. The course will become a pre-requisite to a new course, SP 230 Video Production II, and will be offered each semester and enrollment will still be capped at 16 as this number corresponds to available work-stations in the Media Lab.

Departmental approval: 11/09/2015

BIOLOGICAL SCIENCES AND GEOLOGY

FROM:

BI-503 General Epidemiology (Pre-requisite and course description revision)
Pre-requisite: BI- 311 or BI-461, or experience in microbiology.
3 class hours, 3 credits, offered as needed

Course Description:

~~Principles, methodology, and statistics in epidemiological analysis of infectious and non-infectious diseases, incidence, distribution and control of disease in a population, mechanisms of transmission; environmental and genetic factors, classic examples (snow on cholera); contemporary problems.~~

TO:

BI-503 General Epidemiology
Pre-requisite: BI- 311 or BI-461
3 class hours, 3 credits

Course Description:

History, principles, and application of epidemiologic methods to analyze public health problems like infectious and non-infectious diseases; incidence, distribution and control of disease in a population; mechanisms of transmission; environmental, behavioral and genetic factors. Students will develop skills to read, interpret and evaluate health information from published epidemiologic studies. Course requirement includes conducting an epidemiological study on a research topic of interest.

Rationale:

The course description and syllabus have been updated to make it compatible with the proposed A.S and B.S. Public Health Program with Hunter College. The new description and syllabus better identifies the elements and principles of epidemiology as they pertain to the analysis of public health issues.

Departmental approval: 12/22/2015

FROM:

BI-505 ~~The Environmental Health Professional~~ (Title change and course description change)
1 credit hours, 1 credit. ~~Offered in Fall~~

Course Description:

~~A survey of the field of Environmental Health, including its history and traditional areas of concern such as air, water, waste management, and risk assessment. Other topics include degrees, certification, and environmental health agencies. Guest lectures, films, field trips, and seminars will be scheduled.~~

TO:

BI-505 Current Environmental Issues
1 credit hour, 1 credit.

Course Description:

A survey of environmental problems as they pertain to both ecological stability and human health. Focus is on current areas of concern, including air and water pollution, infectious and chronic diseases,

environmental, social and behavioral factors related to health. Course content will include seminars, field trips and online assignments. Other topics will include educational and career opportunities in these fields.

Rationale:

The course content has been updated to reflect the changes in the knowledge and new and emerging career options in the fields of Environmental Science and Public Health. The change will also allow the course to be compatible with the proposed A.S and B.S. Public Health Program with Hunter College.

Departmental approval: 12/22/2015

FROM:

BI-520 ~~Public Health Science~~ (Title revision)
BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on CUNY ACT assessment test
3 class hours, 3 laboratory hours (including field observations), 4 credits

Course Description:

A study of how society deals with health and disease; topics include major determinants of health and disease, community health, health care delivery systems and manpower. Selected exercises in physiology and anatomy provide background needed to understand major problems in environmental health and public health. Field observations at nearby community health, environmental and industrial facilities reinforce these concepts.

TO:

BI-520 Introduction to Public Health
BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on CUNY ACT assessment test
3 class hours, 3 laboratory hours (including field observations), 4 credits

Rationale:

The change in the course title is to distinguish it from the new Public Health Biology course. The change will also allow the course to be compatible with the proposed A.S and B.S. Public Health Program with Hunter College.

Departmental approval: 12/22/2015

FROM:

PH-111 Space, Astronomy and Our Universe (Hours change + co-requisite change)
~~2.25 class hours 0.75 lab hours~~/3 credits
Co-requisites: ~~None~~

Course Description:

“Space, Astronomy, and our Universe” discusses topics related to space and astronomy, beginning with our planet and our Moon, and extending to stars, galaxies, and the Universe as a whole. This course will explore physical processes and laws that govern the motion and evolution of all objects in the Universe, including planets, stars and galaxies.

TO:

PH-111 Space, Astronomy and Our Universe

3 class hours, 3 credits

Co-requisites: PH-112

Course Description:

“Space, Astronomy, and our Universe” discusses topics related to space and astronomy, beginning with our planet and our Moon, and extending to stars, galaxies, and the Universe as a whole. This course will explore physical processes and laws that govern the motion and evolution of all objects in the Universe, including planets, stars and galaxies.

Rationale:

It has been observed that students taking PH-112 perform much better in PH-111. The Physics Department strongly feels that the students are better served when PH-111 is taken in conjunction with PH-112. The material in PH111 will be better covered in the lecture with the extra time.

Departmental approval: 11/18/2015

2. New Courses

CHEMISTRY DEPARTMENT

Departmental approval of both new courses below: 11/9/2015

CH 116: Introduction to Nanoscience Lecture

3 hours; 3 credits

Course Description:

This course, which consists of lecture and laboratory components, is an introduction to nanoscience chemistry and its technological applications in our society. The synthesis of nanomaterials, the tools used to characterize these materials, and the societal impacts of nanomaterials and nanotechnology, such as ethical, legal and environmental implications, will be studied.

Note: Successful completion of CH-116 lecture satisfies the Life and Physical Sciences General Education Core Requirement. Students are strongly encouraged to take CH-117 lab while taking CH-116 lecture to satisfy the laboratory science requirement for graduation and improve the chances of transfer to other colleges. This course may not be used as part of the Science or Mathematics Concentration required for the A.S. in Liberal Arts and Sciences curriculum.

Rationale:

Nanoscience is an emerging and exciting field. This course will provide students with the basic background knowledge to be able to function in an ever increasing nano-scale world. There is an increased interest in educating undergraduates about this growing discipline. Students will be introduced to the latest developments that are occurring in academia as well as in industry. Students will have the unique opportunity to obtain hands-on experience in using a Scanning Electron Microscope, not common at most community colleges. An industry speaker will also visit to present latest developments. This course is currently being offered at City College and similar courses are also currently being implemented at the other CUNY community colleges. It is expected that students who take this course will have improved writing and presentation skills and will be able to perform effective literature studies, as noted already for students at Bronx and Hostos CC.

CH-117: Introduction to Nanoscience Laboratory

Co-requisite: CH-116: Introduction to Nanoscience Lecture

3 hours; 1 credit

Course Description:

This laboratory course complements CH-116 (Introduction of Nanoscience Lecture) and provides basic knowledge of nanoscience chemistry. Students will synthesize nanomaterials such as nanoparticles, and analyze these materials by various microscopic methods. Various applications of nanomaterials will also be studied.

Note: Students are strongly encouraged to take CH-117 lab while taking CH-116 lecture to satisfy the laboratory science requirement for graduation and improve the chances of transfer to other colleges. This course may not be used as part of the Science or Mathematics Concentration required for the A.S. in Liberal Arts and Sciences curriculum.

Rationale:

This course will provide students with the essential hands-on experience to complement the CH 116 Introduction to Nanoscience Lecture course. Students will have the unique experience in utilizing modern instrumentations such as the Atomic Force Microscope and Scanning Electron Microscope to study nanomaterials. There is an increased interest in educating undergraduates about this growing discipline.

BIOLOGICAL SCIENCES AND GEOLOGY

BI-521 Public Health Biology

Pre-requisites: General Biology 1, BI-201

3 class hours, 3 credits

Course Description:

This course is a general survey of basic scientific and biomedical concepts of modern public health problems and explores mechanisms and models of the major categories of disease. It offers biological perspective on public health issues including infectious diseases, vaccines, genetic illnesses, neoplastic processes and environmental illnesses. The course content provides an overview of the biological mechanisms of disease prevention and progression and the current research related to public health problems.

Rationale:

The course will satisfy the major's elective for QCC students in the proposed A.S and B.S. Public Health Program with Hunter College. This is a foundation course that provides an overview of biological principles associated with disease distribution.

Departmental approval: 12/22/2015

HISTORY DEPARTMENT

Departmental approval of all 8 new history courses below: 12/11/2015

HIST-186: Introduction to Legal History I: The Ancient World through the Early Modern Period
Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course examines the ideological, intellectual, and practical development of laws, legal theory, and justice systems in various societies from the Ancient World to the Early Modern period. Using primary and secondary sources, the course discusses the historical context in which legal theory and practice developed and flourished, as well the global impacts of the spread of European legal systems during the Age of Exploration.

Rationale:

This is an entry level elective course that provides students with knowledge of the function and evolution of law, legal concepts, and justice systems from the Ancient World through the Early Modern period. Legal history, as a field, is important not only as a basis for understanding many of the documents of governance and negotiation that are studied as sources for historical events and processes, but as a means to better prepare students for professional specialization in various aspects of law and criminal justice. The history of law is also useful as an approach to understanding ethical and historical problems, how societies define acceptable and unacceptable behavior, how and what they choose to punish, and how of these concepts change over time as societies develop. A course on Legal History will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills.

HIST-187: Introduction to Legal History II: The Enlightenment through the Present

Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course examines the ideological, intellectual, and practical development of laws, legal theory, and justice systems in various countries and internationally from the Enlightenment through the present. The course discusses the historical context in which these legal theory and practice developed and flourished, as well the global impacts of the development of International Law and International Courts in the wake of the Second World War and Decolonization.

Rationale:

This is an entry level elective course that provides students with an understanding of the function and evolution of law, legal concepts, and justice systems from the Enlightenment through the present. Legal history, as a field, is important not only as a basis for understanding many of the documents of governance and negotiation that are studied as sources for historical events and processes, but as a means to better prepare students for professional specialization in various aspects of law and criminal justice. The Enlightenment and the Napoleonic wars drastically changed the European approach to justice, as did the War Crimes Tribunals after the Second World War so a study of the legal changes from the Enlightenment through the present is an excellent window into evolving concepts of human rights and

justice. A course on Legal History will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills.

HIST-281: History of Nationalism and the Politics of Identity

Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course examines the ideological and intellectual histories of the rise of the Nation-State, Nationalism, and Identity concepts such as the “race” concept. The course discusses the historical context in which these ideologies developed and flourished, as well as the global impact of the rise of these new forms of identity and the ways in which these identities have been politicized for various purposes.

Rationale:

This is an entry level elective course that provides students with knowledge of the rise of nationalism and the nation-state in a global context in the nineteenth century. The history of Nationalism has had an enormous impact on global phenomena with compelling interest in ethical and historical problems. A course on the history of Nationalism and the Politics of Identity will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills.

HIST-292: History of Fascism, Nazism, and Communism.

Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course examines the ideological and intellectual histories of the most impactful totalitarian ideologies and political practices of the twentieth century: Fascism in Italy, Nazism in Germany, and Communism in Soviet Russia and China. The course discusses the historical context in which these ideologies developed and flourished, as well the global impacts of the regimes that practiced them in the twentieth century.

Rationale:

This is an entry level elective course that provides students with a knowledge of totalitarian regimes in a global context in the twentieth century. The history of Fascism, Nazism, and Communism are recognized for their impact on global phenomena with compelling interest in ethical and historical problems. A course on the history of Fascism, Nazism and Communism will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering global issues of the twentieth century.

HIST-252 History of Medieval and Early Modern Spain

Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

A study of the historical development of the Iberian Peninsula (modern Spain and Portugal) from the time of the Visigothic invasions to the end of the Habsburg dynasty. The course examines the political, military, social, economic, and cultural events and currents that shaped the character of Spanish institutions. The historical development of Spain will be examined within the larger context of European and world history.

Rationale:

This entry-level elective course will provide the students with the knowledge and understanding of a region and a period in time that contributed in great measure to the development of Western civilization and European world hegemony. Spain during this period provides a great example of the interaction of different cultures and the establishment of global connections. The course will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering specific geographic settings across different time periods.

HIST-205 History of the First World War I: 1914-1918

Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course examines the history and impact of this seminal catastrophe of the twentieth century: the First World War, 1914-1918. This course examines the history, as well as cultural, ideological and intellectual impact of the war. It focuses on Europe, Asia, the Middle East and the United States as well as on the revolutions that were caused by the war. The course discusses the historical context in which the war was fought and ended as well as how it impacted the history of the decades to follow the events of 1914-1918.

Rationale:

This is an entry level elective course that provides students with knowledge of the First World War in a global context in the twentieth century. The history of this war is recognized for its impact on global phenomena with compelling interest as ethical and historical problems. A course on the history of First World War will help to fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering global issues of the twentieth century.

HIST-242 History of Modern Japan: 1868-1989

Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course examines the history, as well as cultural, ideological and intellectual impact of the events between 1868 and 1989. The course focuses on modern Japan's role in East Asia and the world as well as on the economic, political, and social impacts that were caused by developments that took place there. Discussions include the historical context in which modern Japan was created and in which way its historical developments impacted the world

Rationale:

This is an entry level course that produces students with knowledge of Modern Japan in a global context in the nineteenth and twentieth century. The history of this country is studied for its impact on global phenomena with compelling interest as social and historical problems. A course on the history of Modern Japan will help to fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering global issues of the twentieth century.

HIST-227 British History since 1688

Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course provides a survey of British history from the Glorious Revolution of 1688 to today. Topics will include the development of parliamentary supremacy over the monarchy, the political, social and cultural interconnections between the English, Scots and Irish, the Industrial Revolution, the rise and fall of the British Empire, the impact of two world wars and the development of the postwar welfare state.

Rationale:

At one point a course on British History was in the college catalog but it was removed when there was no interest from the faculty in offering the course. For the past several years, Dr. Kenneth Pearl, a specialist in Modern Britain, has taught the British History survey as a "Special Topics" course. Based on his continued interest in teaching the topic and strong student interest, the department would like to reintroduce the course into our list of offerings. This is an entry level elective course. The study of Modern British History covers many issues that are of great significance for today's undergraduate. The democratization of British politics, the evolution of British law, the rise and decline of the British Empire and Britain's involvement in two world wars have all had an impact not just for those living within the British Isles but also globally.

HIST 211 History of Early Christianity

Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course examines the origins of Christianity, from the life and death of the historical Jesus in the first century to the Christianization of the Roman world in the fourth and fifth centuries. The course discusses the historical context of the development of and acceptance, or rejection, of major Christian beliefs, as well as the effects of Roman persecution and ultimately acceptance of Christianity and the effects of Christianity on Roman culture and society.

Rationale:

This is an entry level course that gives students an in-depth knowledge of the history of Christianity from its beginning to the year 500. Christianity is one of the major world religions, and through this course students will understand the founding, fundamental ideas, and spread throughout the Roman world of the religion. A course on the history of early Christianity will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills. The course was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College.

HIST 236 History of Germany

Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

A history of the German-speaking areas of central Europe with special focus on the time period since 1870. Topics include the first unification, the two world wars, Nazism, the Holocaust, and the contemporary Federal Republic.

Rationale:

This is an entry level elective course that provides students with a knowledge of the fourth-largest economy in the world and the dominant nation within the European Union. The course will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills. The course is part of a series of courses covering global issues of the modern world. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College.

HIST 208 History of the Romans and Their Empire

Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course will survey some of the major developments and problems in Roman history, with particular emphasis on the period between the third century BCE and the second century CE. Although the course will cover a diverse array of topics, ranging from social and demographic history to slavery, many of the

lectures and discussions will concentrate on the way in which the development and articulation of Roman imperial power affected general historical trends over this period.

Rationale:

This is an entry level elective course that both expands the History Department's offerings to accommodate the Dual/Joint degree program with Queens College (in development), and provides a context in which students can develop skills relevant to historical analysis (chiefly, skills pertaining to research, note-taking, and textual analysis). Thus, the first goal of the course is to acquaint students with current trends in historical thinking about the Roman world, while the second is to introduce them to the practicalities of producing historical analysis – both by exploring how historians approach and analyze evidence from the past, and by examining how historians draw conclusions on the basis of this material.

HIST 238 History of Russia

Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

A history of the Russian state in modern times with special emphasis on the revolutionary and Soviet periods. Topics include the rise of Russian power, imperial government, Lenin, the two world wars, Stalin, Soviet economic development and decay, the collapse of the Soviet Union, and post-Soviet Russia.

Rationale:

This is an entry level elective course that provides students with the complex history of this important polity, which was the other superpower in the Cold War and remains one of the most powerful regions in the world. The course will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills. The course is part of a series of courses covering global issues of the modern world. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College.

FOR INFORMATION ONLY

DEPARTMENT OF SPEECH AND THEATER (new “experimental” course)

SP-230 Video Production II

Pre-requisites: SP-130 Video Production I

2 class hours; 2 lab hours; 3 credits

Course Description:

Video Production II is an intermediate level class in the media production. Students will learn single camera set up, lighting and audio for remote production for interviews and narrative as well as advancing skills in pre-production, screenwriting, directing, and editing. All students will construct storyboards, write scripts, direct shoots, and edit their own projects in the class.

Rationale:

Digital Media Field Production will be an upper-level course designed as the second in a series of foundational courses in Media Arts Production within the department of Speech and Theatre. Student demand for a follow up course to our elective media production course that has been running for several years has been high as has the demand for a major in this area of study. The course will be capped at 16 as that is the number of computer stations in the Media Arts Centre. The course will be offered every spring semester.

Departmental approval: 11/09/2015

3. Program Revision

Environmental Science program (now separated from the Environmental Health/Science program).

Departmental approval 12/22/15.

1. Program Name:	Environmental Science			
2. Program Code:	37858			
3. HEGIS number:	5408			
4. Date the changes will be effective (if approved)	5	2	2016	
	Month	Day	Year	
5.	All text or items that will be deleted or changed should be marked with a strikethrough.			
6.	All new text, courses, credits, etc. should be marked by <u>underlining</u>.			
7.	Show the whole set o program requirements in a From/To format (see example below)			

From:		To:	
	Credits		Credits
Common Core		Common Core	
<u>REQUIRED CORE: I. A: English Composition I, II (ENGL 101 and ENGL 102)</u>	6	<u>REQUIRED CORE: I. A: English Composition I, II (ENGL 101 and ENGL 102)</u>	6
<u>REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 440)*</u>	4	<u>REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 440)*</u>	4
<u>REQUIRED CORE: I. C: Life & Physical Sciences (Required: BI 201)*</u>	4	<u>REQUIRED CORE: I. C: Life & Physical Sciences (Required: BI 201)*</u>	4
<u>FLEXIBLE CORE: II. A: World Cultures & Global Issues</u>	3	<u>FLEXIBLE CORE: II. A: World Cultures & Global Issues</u>	3
<u>FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)</u>	3	<u>FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)</u>	3
<u>FLEXIBLE CORE: II. C: Creative Expression (Select one course)</u>	3	<u>FLEXIBLE CORE: II. C: Creative Expression (Select one course)</u>	3
<u>FLEXIBLE CORE: II. D: Individual & Society (Select one course)</u>	3	<u>FLEXIBLE CORE: II. D: Individual & Society (Select one course)</u>	3
<u>FLEXIBLE CORE: II. E: Scientific World (Required: CH 151)*</u>	4.5	<u>FLEXIBLE CORE: II. E: Scientific World (Required: CH 151)*</u>	4.5
<u>FLEXIBLE CORE: II: <u>A, B, C, D</u> or <u>E</u> (Required: CH 152)*</u>	4.5	<u>FLEXIBLE CORE: II: <u>A, B, C, D</u> or <u>E</u> (Required: CH 152)*</u>	4.5

Subtotal	35	Subtotal	35
Major		Major	
BI-461 General Microbiology	4	BI-461 General Microbiology	4
BI-202 General Biology II	4	BI-202 General Biology II	4
BI 480 Environmental Science	4	BI 480 Environmental Science	4
BI-160 Ecology	4	BI-160 Ecology	4
GE-101 Physical Geology	4	GE-101 Physical Geology	4
Subtotal	32	Subtotal	20
Advised Electives	5	Advised Electives	5
Total Credits Required:	60	Total Credits Required:	60
Advised Electives May Include		Advised Electives May Include	
BI-505 Current Trends in Environmental Health and Environmental Science	1	BI-505 Current Environmental Issues	1
BI-554 Research Laboratory Internship	2	BI-554 Research Laboratory Internship	2
CH-110/111 Chemistry and the Environment/lab	4	CH-110/111 Chemistry and the Environment/lab	4
ET-840 Energy for a Green Society	4	ET-840 Energy for a Green Society	4
ET-841 The Science of Energy and Power in the Modern World	3	ET-841 The Science of Energy and Power in the Modern World	3
ET-842 Energy Production and Conservation	1 (co Req ET-841)		
ET-843 The Role of Energy in Society	3	ET-843 The Role of Energy in Society	3
GE-102 Historical Geology	4	GE-102 Historical Geology	4
HE-110 Cardiopulmonary Resuscitation	1	HE-110 Cardiopulmonary Resuscitation	1
MA-336 Computer-Assisted Statistics	3	MA-336 Computer-Assisted Statistics	3
MA-441 Analytic Geometry and Calculus	4	MA-441 Analytic Geometry and Calculus	4
PH-120/121 Introduction to Meteorology/lab	4	PH-120/121 Introduction to Meteorology/lab	4
PH-124 Global Warming	3	PH-124 Global Warming	3

8. Write a Rationale for all the changes

The BI-505 course has been revised and renamed to include topics relevant to Environmental Science
 The ET-841 course is an elective that can be taken without the lab component
 ET-842 is a lab with ET-841 as co-requisite; these two courses together are equivalent to ET-840

(which is already listed as an advised elective)

9. Write a Summary for all the changes

The Environmental Science program has been approved by NYSED as a separate tract (previously submitted as a dual tract with Environmental Health). The program outlined above is the same as what had been submitted as part of the dual tract except for the minor changes in advised electives.

BI-505 has been revised as a seminar series that will include topics relevant to Environmental Science. The ET advised electives as proposed will allow students to choose either a 3 credit course without a lab (ET-841) or an equivalent 4-credit course with a lab component (ET-840). Since students who wish to take this course with a lab can enroll in ET-840, it is not necessary to offer ET-842.

10. If the program revision includes course revisions or new courses, submit the appropriate Course Revision form and/or New Course Proposal Form, along with the Syllabus and Course Objectives form.

BI-505 course revision has already been approved by QCC Curriculum Committee

11. If courses will be deleted from the program, make clear whether the courses are to be deleted from the department's offerings as well.

No Biology courses have been deleted from the program

12. Explain briefly how students currently in the program will be able to complete the requirements

Environmental Science is a new program-as such students will fulfill the revised requirements as they enroll in the program

4. New Program

Public Health Program

QUEENSBOROUGH COMMUNITY COLLEGE

OF

THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN PUBLIC HEALTH

LEADING TO THE

ASSOCIATE IN SCIENCES DEGREE

EFFECTIVE FALL 2016

CO-SPONSORED BY THE DEPARTMENTS OF
BIOLOGICAL SCIENCES AND GEOLOGY AND
HEALTH, PHYSICAL EDUCATION AND DANCE

APPROVED BY
QUEENSBOROUGH COMMUNITY COLLEGE ACADEMIC SENATE
date of approval

College Representative: Provost and Vice President for Academic Affairs,
Paul Marchese

Contact: Provost and Vice President for Academic Affairs,
Paul Marchese

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Email: pmarchese@qcc.cuny.edu

Provost's Signature: _____

Provost's Name: _____

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ABSTRACT

Queensborough Community College (QCC) of the City University of New York (CUNY) proposes an Associate in Science (A.S.) degree in Public Health. This program will become part of the continuum in public health education within the CUNY School of Public Health. The program will have articulations agreements with CUNY B.S. degree programs in Public Health and Community Health that are accredited by the Council on Education for Public Health (CEPH). The curriculum will consist of public health coursework including lower division biology, statistics, public health education, and general education foundational courses. This will prepare student graduates of the program for transfer into the upper division degree programs in Public Health without any loss of credit upon completion of the requisite 60 credits at QCC.

PURPOSE AND GOALS

QCC proposes to offer an Associate in Science (A.S.) degree in Public Health. This degree will enable students to transfer to upper division baccalaureate degree programs in Public Health and to enter the public health career fields. The goals of the program are to: (1) prepare students for further studies in public health; (2) fulfill the current and growing job needs in public health; and (3) will create a sustainable partnership between QCC and Hunter College and be a part of the CUNY Public Health Workforce Preparation Project - a model for the continuum of public health education from community colleges to graduate education.

The proposed program will also build on the strength of existing QCC programs and will utilize faculty expertise to update existing courses and develop new curricula.

The QCC Public Health Program will equip students with the knowledge and skills required to succeed as Public Health Workers in the modern Public Health work environment.

NEED AND JUSTIFICATION

Excerpts from *Preparing the Public Health Workforce for the New York Metropolitan Region, the City University of New York Public Health Workforce Project*, June 2014:

Public health and related fields are among the fastest growing employment sectors in the New York region and nationally, with an estimated 250,000 new workers needed nationally by 2020 (<http://www.asph.org/UserFiles/PHWFSshortage0208.pdf>). More than 25 percent of public health workers have retired in the past decade and only 20 percent of the current workforce has formal training in public health. According to the Bureau of Labor Statistics, national employment of health education specialists and community health professionals is projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations. Growth will be driven by efforts to improve health outcomes and to reduce health care costs by teaching people about health habits and behaviors and utilization of available health care services (<http://www.bls.gov/ooh/community-and-social-service/health-educators.htm>).

CUNY has a unique opportunity to become a nationally recognized ASPPH demonstration project for a continuum of public health education that is influenced by the educational needs of public health workforce.

In the coming decades, having the right public health workforce can help New York take on some of its most urgent health, economic and social problems. A public health workforce of the right size and with the right skills can help to:

- Ensure that the region’s growing aging population receives the services needed to maintain health, wellness and community ties, avoid institutionalization and prevent premature deaths;
- Leverage new investments in health care provided by the Patient Protection and Affordable Care Act and the state’s Medicaid redesign to advance prevention and reduce unnecessary and costly health care utilization;
- Mitigate the persistent socioeconomic inequalities in health generated by the region’s high levels of inequalities in wealth and income;
- Integrate the million new people – many immigrants from other nations – expected to be added into the region’s population in the next two decades and link them to the health and social services they will need;
- Promote the lifestyles, environments and policies that support health and prevent costly and preventable illnesses, injuries and premature deaths
- Provide new entry-level jobs and opportunities for career advancement for the region’s workforce, including those hardest hit by the 2008 recession.

Dynamic changes in the health conditions and health technologies require new skills for the 21st century public health professionals. These changes include:

- Rise of chronic diseases, demanding new skills in prevention and disease management;
- New threats to well-being and safety from natural disasters, climate change and terrorism calling for new skills in mitigation, disaster preparedness and emergency response;
- Emergence of new information and communication technologies that enable better coordination of services, more comprehensive surveillance of emerging health problems, and the capacity to evaluate services more systematically; and
- New evidence and expert consensus on the influence of social factors on health, requiring expansion of public health interventions from ones most focused on individual behavior to a more balanced portfolio of individual, community, and organizational and policy interventions.

Public health professionals are defined as all those responsible for providing the essential services of public health regardless of the organization in which they work. Table 1 lists the 10 essential services that public health professionals provide.

Table 1 Essential Services of Public Health Workers
<ol style="list-style-type: none"> 1. Monitor health status to identify community health problems. 2. Diagnose and investigate health problems and health hazards in the community. 3. Inform, educate, and empower people about public health issues. 4. Mobilize community partnerships to identify and solve health issues. 5. Develop policies and programs that support individual and community health efforts. 6. Enforce laws and regulations that protect health and ensure safety. 7. Link people to needed personal health services and ensure the provision of health care when otherwise unavailable. 8. Ensure a competent public health and personal health care workforce. 9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services.

10. Conduct research for new insights and innovative solutions to health problems.

Shown in Table 2 below, the public health workforce in New York City includes workers in a wide variety of job titles distributed among several major sectors of our economy.

Sector	Number of Jobs (in thousands) (November 2013)	% of all jobs in NYC	Selected types of job titles
Health care and social assistance	643.3	16	Community health professional, health education specialist, patient navigator, program manager
Government	542.5	13.4	Public health sanitarian, public health nurse, public health epidemiologist
Professional, Scientific and Technical Services	361.2	9	Public health faculty, research scientist
Accommodation and food services	306.1	7.6	Nutritionist, dietitian
Educational Services	214.8	5.3	Health education teacher, school nurse
Other Services	178.0	4.4	Outreach worker
All other sectors	1,786.2	44.3	
Total Jobs	4,032.1	100	

Several converging factors make this the opportune time for CUNY to pursue a continuum of public health education: (1) the recommendations of the *ASPPH Task Force on the Future of Public Health Education* provides a blue print for a continuum of public health education that is reflective of the public health workforce needs among other relevant concerns; (2) emerging trends in public health and the *Affordable Care Act* represent strong opportunities for which CUNY is uniquely positioned; and (3) the commitment and support of CUNY and the partner institutions to create a unified approach to public health education within the university. Additionally, in recognition of the fact that the CEPH, the accrediting body for programs in public health, is implementing a requirement that undergraduate programs in public health be accredited.

The SPH is focusing on four key themes that reflect the critical public health challenges that will guide its research, education and service activities:

- Contribute to healthier, sustainable cities

- Promote healthy aging through the lifespan
- Prevent complex chronic diseases and improve their management
- Eliminate health disparities and advance health equality

A large segment of the current workforce has not received a formal education and as a large percentage is reaching retirement age there is opportunity to replace those retiring with a better trained generation. With the retirement of individuals without formal educational training in public health, those with A.S. and B.S. degrees will be prepared to replace them and thereby respond to the need.

Employment Trends

According to the NYC Labor Market Information Service 2015 Public Health: Industry Demand Profile for Queensborough Community College, “there were 845 advertisements for Bachelor’s degree candidates making up 63 percent of all public-health related ads during the same four-month period. (Thirty-nine of the ads were for individuals with a high school diploma or the equivalent. The remaining 34% of the ads were seeking candidates with masters or doctoral degrees.)”

Hospitals were the largest advertisers with 208 ads, followed by colleges and universities (109), specialty hospitals (55), doctor’s offices (48), and dialysis centers (46). The highest volume employers were HHC, Memorial-Sloan Kettering, Stony Brook University, Rutgers, and NYU Langone. Over the past four years, Conance, Merck, and Mt. Sinai also have been high volume advertisers for public health candidates with Bachelor’s degrees.

STUDENTS

A. Interest/Demand

A survey of student interest in a public health degree program at QCC was administered through SurveyMonkey to students enrolled in Biology, Health and Physical Education courses in fall 2015. One-hundred and eighteen (118) students responded. The survey described the Public Health program and briefly asked students to respond to questions that included, “If QCC offered an Associate degree in Public Health, would you be interested?” Over 73 percent (73.45%) of respondents answered “yes” and 26.55% answered “no”. In a follow-up question, the students were asked to indicate their level of interest in majoring in Public Health. Forty-six percent (46%) answered either “extremely” or “very” interested and over 33 percent (33.63%) were moderately interested. Only 15% had slight interest and just over 5% (5.31%) had no interest at all. That is nearly eighty percent (79.64%) of respondents’ demonstrated moderate to extreme interest in a Public Health degree program at QCC.

B. Enrollment Projections

Based on the survey results, informal discussions with students and the enrollment in other health-related programs at QCC, we anticipate that at least 40 students will seriously consider participating in the program if offered in fall 2015. Enrollment is expected to increase steadily to 55 in the second year, 75 in the third year, 90 in the fourth year and an anticipated 115 students by the fifth year (See table below).

	YEAR I		YEAR II		YEAR III		YEAR IV		YEAR V	
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
F-T	20	12	23	20	30	21	35	28	45	35
P-T	5	3	7	5	8	6	15	12	20	15
Sub-totals	25	15	30	25	38	27	50	40	65	50
Totals	40		55		65		90		115	

C. Admission Requirements

Students seeking admission to the Public Health degree program must first satisfy the general requirements for entry to Queensborough: completion of either a high school diploma or a New York State Equivalency Diploma. Upon acceptance, students must take the CUNY Placement Exams, which measure proficiency in reading, writing, and mathematics.

CURRICULUM

The proposed A.S. Public Health degree program will require students to complete courses in the following areas: (1) General Education Common Core Pathways; (2) General Education Flexible Core Pathways; (3) Public Health Major Requirements; and (4) Advised Public Health Major Electives. The 60 credit A.S. Public Health degree program consists of 32 general education Pathway Common and Flexible Core required credits, 19 Public Health major required courses and nine Public Health elective credits.

Proposed A.S. in Public Health Curriculum

Common Core Requirements

		Credits
Required Core 1A:	EN-101 English Composition I	3
	EN-102 English Composition II	3
Required Core 1B:	MA-119 College Algebra*	3
Required Core 1C:	BI-201 General Biology I*	4
Flexible Core 2A:	World Cultures and Global Issue (Recommended ANTH 160 Anthropology of Health & Healing)	3
Flexible Core 2B:	US Experience & its Diversity	3

	(Recommended SP-211 Speech Communication)	
Flexible Core 2C:	Creative Expression (Select one from 2C)	3
Flexible Core 2D:	Individual and Society (Recommended SOCY- 101 Introduction to Sociology)	3
Flexible Core 2E:	BI-520 Public Health Science (<i>new title: Introduction to Public Health</i>)*	4
Select one from 2A-E:	(Recommended PHIL-148 Public Health Ethics (<i>new course</i>))	3

*Required STEM

Variants for major

Credits 32

Requirements for the Major

BI-461	General Microbiology	4
HE-114	Foundations of Health Promotion & Disease Prevention	3
HE-103	Fundamentals of Human Nutrition	3
BI -503	General Epidemiology	3
IS-151	The Health of the Nations	2
MA-336	Statistics	3
		Total = 18 Credits

Major Electives - Advised major electives selected from the list below and guided by appropriate transfer articulations. A total of 10 credits of the courses below should be taken.

BI-521	Public Health Biology (<i>new course</i>)	3
BI-501	Environmental Health	4
BI-505	The Environmental Health Professional (<i>new title: Current Environmental Issues</i>)	1
BI-554	Research Laboratory Internship	2
HE-102	Health, Behavior and Society	2
HE-104	Addiction and Dependencies	3
HE-105	Human Sexuality	3
HE-107	Mental Health: Understanding Your Behavior	3
HE-108	Health & Physical Fitness	3
HE-110	Cardiopulmonary Resuscitation	1
HE-111	Stress Management	3
		Total = 10 Credits

These courses respond to the need to provide students with general requirements and program requirements that will prepare them for successful completion of a bachelor's degree in Public Health and other related majors. An undergraduate program schedule and an articulation agreement between the proposed A.S. Public Health degree at Queensborough and the B.S. Community Health offered by Hunter are shown in Appendices A.

The General Education requirements fulfill the Pathways Common Core and the Flexible Core requirements and will include courses in English, Mathematics, Biology, Speech and Social Sciences. The program requirements consist of courses that will provide a solid foundation in General Education and Public Health. The scope of courses within the general education and program requirements is consonant with Queensborough's mission that "...is dedicated to the development of the whole individual in an environment that promotes intellectual inquiry, global awareness, and lifelong learning." This Public Health degree program is comprehensive, multi-layered and serves as a framework for students to become active, responsible partners in their intellectual pursuits. It provides the opportunity for students to achieve their academic and career goals by providing a rich general education core aimed at enhancing students' critical thinking and decision making skills, and utilizing effective learning strategies."

To ensure students participate in experiential learning, a service learning component will be embedded in the curriculum as a requirement for the major. Students must also meet two writing intensive courses requirements.

COST ASSESMENT

A. Faculty

The Biology and Health Education faculty have the requisite qualifications and experience to provide valuable expertise, guidance and support, to the proposed Public Health program. Current full-time faculty in both departments are currently teaching several sections of the proposed Public Health program courses and are fully qualified to teach the variety of courses the Public Health program offers (See Appendix B). Their research interests and publications also demonstrate expertise in the field. Queensborough's faculty from Social Sciences would be providing some of the general education requirements.

B. Facilities and Equipment

The proposed program can be established without requiring Queensborough to increase significantly its expenditures in faculty, space and equipment. Most of the courses are currently being taught by either Biology or Health Education faculty. The two departments have the faculty and supplies needed to teach the new proposed courses. Moreover existing faculty, facilities, and equipment will be enough to meet program needs for at least five years. During that time, faculty will also seek grant funding opportunities that would enhance the program. Cost for faculty is based on the number of additional sections that would be offered in the major for a given year. The revenue generated by the program will more than offset any costs.

Evaluation

Institutional processes currently are in place at Queensborough for evaluating the effectiveness of majors. These processes are appropriate for evaluating new major programs as well. Like all other academic programs at Queensborough, the new A.S. degree in Public Health will undergo self-study and external

evaluation via the college's academic program review. Academic program reviews are conducted on a five-year rotation according to a designated schedule. Faculty review committees are formed within a department, or across departments depending on the sponsorship of the program. Using data provided by Institutional Research and course assessment posted to the college website for courses applicable to the program, the committees discuss student outcomes, curriculum, faculty, and facilities; generate major findings; and formulate recommendations. There are program review templates and other templates and resources for this effort on the college website.

The purpose of an academic program review is to analyze and evaluate the degree or certificate program under review, coming to consensus on a plan for improvement. The academic program review process includes four phases: review and analysis of program data and discussion of issues and concerns to be addressed in the program review report, preparation of the program review report, organizing the external reviewer site visit, and preparing an action plan to be vetted by the administration.

The program review report is prepared and written by a review committee, which is constituted at the beginning of the fall semester of the academic year in which the program review process begins. If the academic program is sponsored by one department, the corresponding academic chair constitutes a review committee consisting of faculty from that department. If the program has two or more sponsoring departments, the corresponding department chairs select one or two faculty representatives to serve on the review committee.

In support of the research and analysis required of the program review report, the review committee receives a comprehensive data packet from the Office of Institutional Research and Assessment. This data packet forms the basis for subsequent discussions of the review committee about the direction and focus of the program review.

Following the preparation of the report, external reviewers (representative of the disciplines constituting the degree program) visit the campus to meet with faculty members, administrators, and students; the panel prepares a site visit report. In response to this report, an action plan is developed, followed by an administrative response that operationalizes the action plan and sets the strategic direction of the program for the next five years.

In addition to the guidelines in this document, review committee members are encouraged to use the resource materials on the Strategic Planning, Assessment, and Institutional Effectiveness website, including the Assessment Handbook and previous program review reports of the same and similar degree programs. Click here: <http://www.qcc.cuny.edu/assessment/apr.html>.

See appendix A, B, C, and D below.